

## **PATHS TO RESEARCH: A LITERATURE REVIEW ON THE REFORM OF SECONDARY EDUCATION, LAW 13.415/2017**



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**Nara Rosane Machado de Oliveira<sup>1</sup> and Nara Vieira Ramos<sup>2</sup>.**

### **ABSTRACT**

This article presents data and reflections on the reform of secondary education, based on a systematic literature review carried out between September 2021 and January 2022. The objective was to search for the possible gaps left by the selected scientific articles, in order to understand which research paths are possible in the face of the high school reform. This is a qualitative, documentary-type investigation, based on journals from the CAPES Qualis System database (quadrennium 2013–2016, last evaluation available at the time of this investigation), in the area of evaluation in education. A1 journals whose databases were in Federal and State Universities, in the period from 2017 to 2021, were analyzed, using the descriptors "high school reform" and "new high school". We found a large production of works related to Law 13.415/2017, which shows a multiplicity of paths and themes of investigation, covering Brazil from North to South. These studies highlight the researchers' concern with cultural diversity, the diverse youth, the scarcity and precariousness of public schools, and the neglect and devaluation of the teaching profession, serving as a theoretical basis for many other ongoing studies.

**Keywords:** Law 13.415/2017, New High School, High School Reform.

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<sup>1</sup> Dr. student in Education

Federal University of Santa Maria. Santa Maria, Rio Grande do Sul (RS), Brazil

E-mail: profenarita@gmail.com

ORCID: <https://orcid.org/0000-0003-2565-5508>

Lattes: <http://lattes.cnpq.br/3465555513195469>

<sup>2</sup> Dr. in Education

Federal University of Santa Maria. Santa Maria, Rio Grande do Sul (RS), Brazil

E-mail: naravieiramos@gmail.com

ORCID: <https://orcid.org/0000-0002-7595-0006>

Lattes: <http://lattes.cnpq.br/3258515109652211>

## INTRODUCTION

The Law of Guidelines and Bases (LDB) 1996 in its article 22 ensures that "basic education has the purpose of developing the student, ensuring him the common education indispensable for the exercise of citizenship and providing him with the means to progress in work and in further studies", ratifying secondary education as a stage of basic education in Brazil and endorsing the importance of this moment of education for our young people. Thus, evidencing the character of its purpose as basic education, it infers the "deepening of knowledge - scientific, ethical and aesthetic - acquired throughout basic school" (SILVA, 2018b, p. 51). However, the way the 2018 National Curriculum Guidelines for Secondary Education (DCNEM) were documented, it is possible that they do not ensure, in the course of the New Secondary Education, the last stage of basic education recommended by the LDB of 1996.

Reflections on this subject have placed us in front of a multiplicity of paths of investigation. In a context of changes like this, in the face of so many doubts and uncertainties, possibilities arise to explore various themes, which range from the way in which the changes were planned – without the participation of the school community – to the way in which the suggested restructurings will be implemented, such as: workload, the new disciplines called Training Itineraries. In view of this, we face a scenario in which multiple paths of research and analysis are outlined, in the face of this reform that proclaims the "new" high school for youth.

This law announces itself as "new", however, since its origin, it has been full of somewhat obscure intentionalities due to its speed of enactment and since it appears in the context of the 2016 coup, "[...] a reform filed by provisional measure (MP 746/16; Law 13.415/17), through the elaboration and imposition of a National Common Curriculum Base (BNCC), without any involvement of schools and educators" (Silva, 2018b, p. 41). Understanding it requires us to research from a historical point of view, in order to understand its true roots (or motivations), as a possible way to resist and continue fighting for quality education for all, by adopting a fully aware posture that high school is the last stage of basic education and is intended: "to contribute to the development of young people's intellectual and moral autonomy [...] to see themselves as subjects capable of intervening in reality and in the world in which they live" (Silva, 2018b, p. 51).

Thus, the present work presents data and reflections on the reform of secondary education, based on a systematic literature review (RSL), carried out between September

2021 and January 2022, with the purpose of seeking which research paths are possible in the face of the announced restructuring. According to Okoli (2019, n.p.), a systematic literature review is "a systematic, explicit (comprehensive), and reproducible method for identifying, evaluating, and synthesizing the body of complete and registered works produced by researchers, scholars, and professionals." When we consider the components to be part of the present study, we believe that, in the meantime, the scientific production works that deal with the New High School bring fruitful discussions on the theme and expand the possibilities of investigation.

During the elaboration of the RSL, we formulated the following research question : what are the perspectives and/or expectations about the reform of secondary education in the different regions of Brazil? We set the objective of searching for the possible gaps left by the selected scientific articles, in order to understand which research paths are possible in the face of the high school reform.

In order to organize the discussion, we divided the present work into three sections: 1) Methodological paths; 2) Data and discussions; and 3) Final considerations. In the section that begins below, we present the path used to collect the data.

## **METHODOLOGICAL PATHS**

The investigation has a qualitative character (Creswell, 2007), since the data were extracted from a multiplicity of texts that enabled a privileged analysis of the information collected, as they bring the perspectives of several states of the federation, address the changes intended by the law intertwined with the themes of the curriculum, youth, work and teacher training. As for the type, it is a bibliographic investigation (Gil, 2002), since it directs research based on published materials (articles in journals), assuming the character of a systematic literature review (RSL), (Okoli, 2019), with the intention of seeking scientific production in works that deal with the reform of secondary education, Law 13.415/2017, in view of the time frame between 2017 and 2021, as a way to establish reflections on the discussions already established and expand the possibilities of ongoing research.

When performing the initial research procedures to carry out the RSL, first, we searched the CAPES Journal Portal and, soon after, the Scielo Portal. From this movement, we observed that some articles in the Scielo portals were not included in the Capes Portal, which resulted in a certain difficulty in refining the search, both in one portal and in another, given the expressive amount of articles produced on the subject. It should also be noted

that the Scielo portal had a higher number of publications than the Capes portal, which led us to infer that the Capes website, at the time of the investigation, was most likely outdated in terms of updates. Due to the discrepancies perceived in both journal platforms, we turn our attention to the study prepared by Oliveira (2021), entitled "Youth and education: state of the art of publications in A1 journals of Brazilian Federal Universities (2010 – 2019)", in which a survey was carried out with the CAPES system database (quadrennium 2013-2016, last evaluation available at the time) and one hundred and twenty A1 journals were located, nine of which are linked to Federal Universities.

Thus, we considered the nine journals in education with databases based in the Federal Universities, in addition to also searching for scientific journals in education linked to the State Universities. In this new search, we found four more volumes to compose the research.

In order to form the *corpus* of the research, between the months of September 2021 and January 2022, based on Journals of the CAPES Qualis System Database (quadrennium 2013-2016), we observed the journals that had the area of evaluation in education, classification of A1 journals, whose databases were associated with Federal and State Universities, published in the period from 2017 to 2021. For the inclusion/exclusion of the articles, the key terms "high school reform" and "new high school" were used.

With the selected journals, in the databases of each of the journals, using the same descriptors, which resulted in the total selection of thirty-nine articles published in journals with databases linked to Federal Universities and two hundred and forty-three papers in journals with databases linked to State Universities. The following is a systematization of the selection:

Table 1. Selection of Articles by Journal

Periódicos Universidades Federais/Busca e Seleção (Artigos)			
Revista	Universidade	Encontrados	Selecionados com o critério "descriptor no título"
Educação & Realidade	Universidade Federal do Rio Grande do Sul – RS	03	01
Educação em Revista	Universidade Federal de Minas Gerais - MG	07	03
Educação	Universidade Federal de Santa Maria – RS	17	04
Educar em Revista	Universidade Federal do Paraná – PR	01	-
História da Educação	Universidade Federal do Rio Grande do Sul – RS	05	-
Psicologia: reflexão e crítica	Universidade Federal do Rio Grande do Sul – RS	-	-
Psicologia; teoria e pesquisa	Universidade de Brasília - DF	-	-
Sociologias	Universidade Federal do Rio Grande do Sul – RS	06	-
Tempo	Universidade Federal Fluminense - RJ	-	-
Periódicos Universidades Estaduais/Busca e Seleção (Artigos)			
Ciência e Educação	Universidade Estadual Paulista Júlio de Mesquita Filho – SP	-	-
Educação e Pesquisa	Universidade de São Paulo – SP	01	-
Educação & Sociedade	Universidade de Campinas – SP	222	03
Paideia	Universidade de São Paulo – SP	03	-
Pró-posições	Universidade de Campinas - SP	17	-

Source: Authors (2024).

Therefore, as a final selection criterion, we established that the key terms should be explicit in the titles of the articles, which resulted in the final selection of eleven papers, which form our research *corpus*, as shown in the following table, specifying the year of publication, the title and the author:

Table 2. *Corpus* of the investigation

Revista	Ano, volume, número	Título	Autor (es)
Educação & Realidade	2018, v.43 n. 4	Educação Profissional e a Reforma do Ensino Médio: lei nº 13.415/2017	COSTA, Maria Adélia; COUTINHO, Eduardo Henrique Lacerda Coutinho (CEFET/MG)
	2018, v.34	A BNCC da reforma do ensino médio: o resgate de um empoeirado discurso	SILVA, Monica Ribeiro (Universidade Federal do Paraná/PR)
Educação em Revista	2018, v.34	O que os jovens podem esperar da reforma do ensino médio brasileiro?	LEÃO, Geraldo (Universidade Federal de Minas Gerais/PR)
	2020, v.36	A tríade da reforma do ensino médio brasileiro: Lei nº 13.415/2017, BNCC e DCNEM	KOEPEL, Eliana Cláudia Navarro; (Universidade Estadual de Maringá/PR) GARCIA, Sandra Regina de Oliveira; (Universidade Estadual de Londrina/PR) CZERNISZ, Eliane Cleide da Silva Universidade Estadual de Londrina/PR)
Educação	2018, v. 43, n.3	Novo ensino médio e educação integral: contextos, conceitos e polêmicas sobre a reforma	SILVA, Karen Cristina; BOUTIN, Aldimara Catarina (Universidade Estadual de Ponta Grossa/PR)
	2019, v. 44 public. contínua	A Reforma do Ensino Médio e a produção de desigualdades na educação escolar	HERNANDES, Paulo Romualdo (Universidade Federal de Alfenas/MG)
	2020, v.45 public. contínua	O novo Ensino Médio e a liberdade de escolha	RIBEIRO, Márcen Pádua; ZANARDI Teodoro Adriano Costa (Pontifícia Universidade Católica de Minas Gerais/MG)
	2020, v.45 public. contínua	O direito à educação na perspectiva da justiça distributiva: uma análise sobre a Reforma do Ensino Médio	SANTOS, Émilia Márcia Nery; LÉLIS, Luziane Said Cometti; VALE, Cassio (Universidade Federal do Pará/PA)
Educação & Sociedade	2017, v. 38 n. 139	A reforma do ensino médio no contexto da medida provisória nº 746/2016: estado, currículo e disputas por hegemonia	FERRETTI, Celso; (Pontifícia Universidade Católica de São Paulo/SP) SILVA, Monica Ribeiro (Universidade Federal do Paraná/PR)
	2017, v. 38 n.139	Por que a urgência da reforma do ensino médio? Medida provisória nº 746/2016 (Lei nº 13.415/2017)	MOTTA, Vânia Cardoso da; (Universidade Federal do Rio de Janeiro/RJ); FRIGOTTO, Gaudêncio (Universidade Estadual do Rio de Janeiro/RJ)
	2017, v.38 n. 139	A contrarreforma do ensino médio no contexto da nova ordem e progresso	FERREIRA, Eliza Bartolozzi (Universidade Federal do Espírito Santo)

Source: Authors (2024).

With the eleven selected texts, we move on to individual reading, observing the multiple ways in which the theme of the reform of secondary education is presented in the discussions and reflections that were established. In this way, the data were able to combine statistical and content analyses (Bardin, 2020), which helped us to systematize it in word clouds, graphs, and charts, enabling us to understand the advances in debates and silencing that Law 13.415/2017 has caused, since its enactment, in the academic community and in researchers from all over Brazil, which was directly reflected in the scientific production of the A1 journals. In observance of the ethical care with research in the area of human sciences, this study dispensed with the analysis of the Research Ethics Committee (CEP), as it is a bibliographic/documentary research that used materials already published, having been supported by Resolution 510/2016 (BRASIL, 2016) that exempts this type of investigation from submission to the CEP.

From the *established corpus*, we understand that approaching the restructuring of secondary education in a conceptual way is equivalent to exploring the fundamental principles of educational philosophy, as well as sociology, history and education policy. In continuity, we carried out a critical reading of the official documents and the observation of the new propositions that have emerged through the numerous researches, which also present themselves as potential vectors for the emergence of other ongoing researches, as discussed in the next section.

## DATA AND DISCUSSIONS

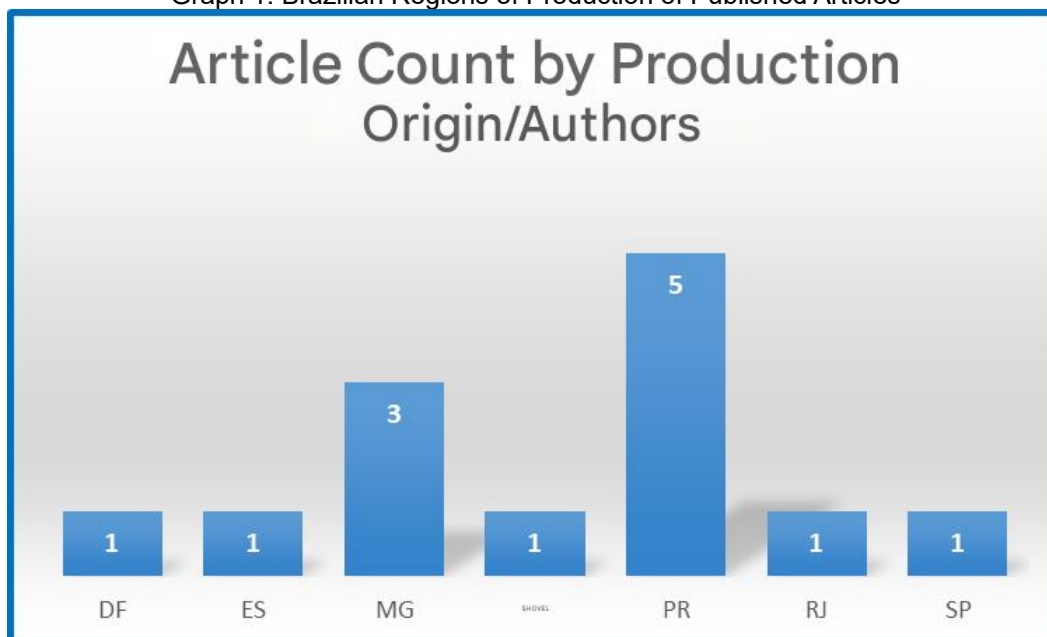
Initially, we observed that the journals selected in the study ratified the data pointed out by Oliveira (2021) in his research, when he explains the concentration of A1 Journals in the south and southeast regions, as he proposed:

Santos (1986) based on the regionalization of the Brazilian Institute of Geography and Statistics, the discussion about a "concentrated region", which would encompass precisely the south and southeast regions. These studies showed, already at the time, that the proposed region concentrated the production of the country's wealth, not only the materials, but also those that could hardly be materialized, as is the case of scientific production. (Oliveira, 2021, p. 363)

When we expand the research to the journals available in the databases of the State Universities, we notice that they are also predominantly concentrated in the same regions. Thus, given the objectives, we carried out a survey to verify the local origin of the publications, as shown in the following graph:



Graph 1. Brazilian Regions of Production of Published Articles



Source: Authors (2024).

Although the scientific publications are concentrated in the south and southeast regions, the selected articles include other regions, such as the Midwest and North, which expresses the concern of researchers from all over the country with the reform of secondary education and its possible consequences for the formation of Brazilian youth. The wide diversity of perspectives enriches the objective of the investigation, allowing us to perceive, from the analysis of *the corpus*, that the authors offer debates and analyses that approach Law 13.415/2017 in different directions. This is due, in part, to the fact that there are numerous gaps in studies, or we could say, purposeful, to meet the most distinct interests, especially those of capital and those of the formation of cheap and fast labor. In the way the law is presented, some studies point to the possibility of increasing Brazilian social inequalities and devaluing teacher training, since removing from the State all commitment to the development of educational agents "[...] they transfer to teachers, students and schools the responsibility for their success or failure." (Leão, 2018, p. 20), perpetuating a segmented and selective high school.

From a detailed view, considering that the publications originate from the most distinct Brazilian regions, we observed some more specific data, as a way to broaden the understanding of the theme, including: a) methodologies used by the authors; b) basic theories that supported the discussions; c) theorists cited; and d) evidence/gaps that the articles reveal.

Among the theoretical lines, historical-dialectical materialism was the theory evidenced, as a result of its power of articulation and criticality, since, for this theoretical approach, scientific knowledge is built in human social practice, that is, while social life itself is developing, enabling individuals to assume "socially and culturally determined conditions to reflect and theorize (with increasingly developed methods) on this same social practice and its constitutive objects and phenomena". (Martins; Lavoura, 2018, n.p.), providing an understanding of the social moment of the announced high school reform.

Figure 1. Who are the main theorists cited in the Articles that made up the corpus of our investigation?

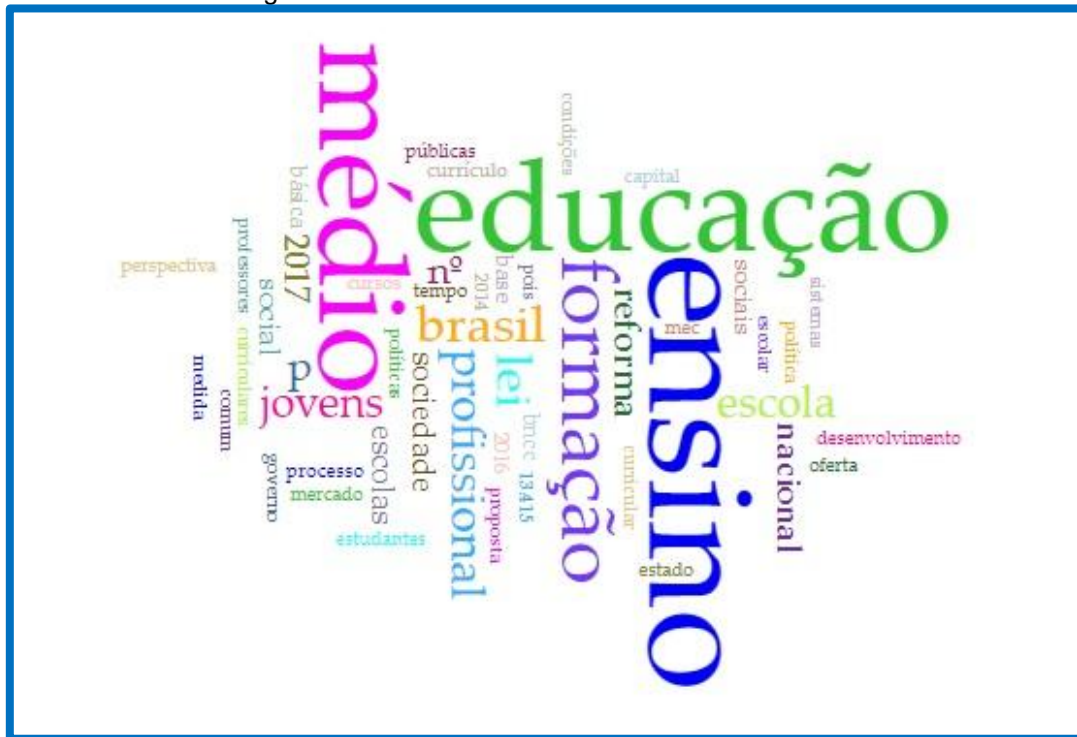




The word cloud highlights the theorists used by most of the authors in the selected articles, ratifying the use of the theoretical line of historical-dialectical materialism. It highlights the importance of Demerval Saviani and Gaudêncio Frigotto in education discussions and presents theorists who are references in discussions of educational policy in high school and youth, such as research teachers Monica Ribeiro da Silva, Nora Krawczyk, Celso João Ferretti, Juarez Dayrell and Paulo Carrano. Researchers who guide and direct studies provide starting points for each of the areas and themes to which they are dedicated, which open horizons and stimulate new investigations.

The body of authors that is constituted from the references used also reveals an intertwining of themes addressed: public policies, secondary education, basic education, youth; in view of this, the field of debates expands to include pertinent themes, which converge with the reform of secondary education. During the analysis of the eleven selected articles, we highlighted the number of fifty-five terms (considering only the text from the introduction to the final considerations, excluding the abstract and references from the search), from which we produced a word cloud, elaborated with the use of the *voyante tolls* tool (an *online* and *open source* text analysis application (*text analysis*) so that preliminary data can be referenced. In order to articulate with the most recurrent words in the selected articles, we observed which concepts would stand out. The words "education", "high school", "training", "youth", "law", "school", "politics", "public" and "curriculum", among others, reveal that many concepts and conceptions are intertwined, as shown in figure 2 below:

Figure 2. Word cloud elaborated from selected texts



Source: Authors (2023).

Among intersecting concepts and conceptions, following the research, we analyzed Law 13.415/2017 that legislates on the reform for the "new" high school and proclaims a series of changes in the current school structure. We found five main points that are impacted and corroborate with concepts and conceptions announced in scientific articles: curriculum, workload, young people, teachers and funding. We list the categories as shown in the following table:

Table 3. Main changes Law 13,415/2017

PRINCIPAIS ALTERAÇÕES	
<b>CURRÍCULO</b>	<p>Currículo separado em duas partes: formação básica e diversificada;</p> <p>Currículo “flexível” ou melhor dito “oferta de diferentes arranjos curriculares”;</p> <p>Obrigatoriedade somente dos componentes curriculares de língua portuguesa e matemática para todos os três anos do ensino médio; os demais podem ser considerados nas áreas do conhecimento;</p> <p>Itinerários formativos oferecidos de acordo com as “possibilidades dos sistemas de ensino”;</p> <p>Flexibilização por “arranjos curriculares” concebidos como “seleção de competências que promovam o aprofundamento das aprendizagens essenciais demandadas pela natureza do respectivo itinerário formativo” (BRASIL, DCNEM, 2018, s/p);</p>
<b>CARGA HORÁRIA</b>	<p>Ampliação da carga horária geral do ensino médio de 2.400h para 3.000h, em um total de 1000h anuais e devendo ser ampliada no ensino médio diurno para 1.400h em um prazo de cinco anos;</p> <p>Possibilidade de oferecimento da carga horária à distância: 20% no ensino médio diurno, podendo chegar a 30% no noturno e 80% na modalidade educação para jovens e adultos, tanto na formação geral quanto nos itinerários formativos</p>
<b>JOVEM</b>	<p>Formação integral como “desenvolvimento intencional dos aspectos físicos, cognitivos e socioemocionais do estudante por meio de processos educativos significativos” que consigam promover “a autonomia, o comportamento cidadão e o protagonismo na construção de seu projeto de vida” (BRASIL, DCNEM, 2018, s/p);</p> <p>Projeto de Vida (quase que um “carro chefe” nas minutas de competências e habilidades);</p> <p>“Protagonismo” juvenil</p>
<b>PROFESSOR</b>	Viabilidade de contratação de profissionais com “notório saber” na formação técnica e profissional;
<b>FINANCIAMENTO</b>	<p>Possibilidade de realizar parcerias público-privadas;</p> <p>Mudanças no Fundo de Manutenção e Desenvolvimento da Educação Básica e Valorização dos Profissionais da Educação (Fundeb), onde foram alteradas algumas regras do financiamento público.</p>

Source: Authors (2024).

Having then listed the main changes mentioned directly in the text of Law 13.415/2017, we relate four of them (curriculum, workload, young person and teacher) with the data that the selected articles highlighted regarding the discussions. They were directed to four categories: a) curricular structure (curriculum divided into two parts; basic and diversified training, flexibility and training itineraries); b) workload (expansion of the face-to-face workload and possibility of distance education, full-time school); c) young people (life project, free choice of itineraries); d) teaching work (devaluation of the teaching profession; precariousness of training; notorious knowledge). All of them strengthen arguments for researchers to point to a setback in rights in a flirtation with a not too distant past, which takes us back to Law 5692/1971 (Law of Guidelines for the Teaching of First and Second Degrees, in the period of the Military Dictatorship), when there was a major reform in secondary education.

While Law 13.415/2017, as an official discourse in its origin, announces a new high school capable of improving the performance of young people at this stage of basic education and argues that this reform is essential for teaching-learning to have greater meaning for students, preparing them for the full performance of citizenship and skills in the labor market, The researchers analyze these narratives and propose reasoned reflections. Official discourse fostered by the reform law and a whole official framework of documents

(LDB, DCNEM) ratified in the national media in massive propaganda and with the use of young people as a tool of persuasion.

Thus, in the category "curricular structure", Silva (2018a, p. 2) emphasizes that "under the appearance of new, the current reform of secondary education covers up old discourses and old purposes", which are far from the inseparability of social and educational relations. The National Common Curricular Base (BNCC) itself is in charge of this possibility, since its prescriptive character is presented through "[...] a list of temporally sequenced objectives [...] is an expression of a regulatory and restrictive dimension and reinforces the idea that it is something that leads to training *under control*". (Silva, 2018a, p. 6). Thus, thinking about the restructuring of secondary education based on a curricular reform that lists tasks proclaimed through skills and competencies is also a way of veiled evidence of educational inequalities. The author concludes that it is evident that the centrality given to the notion of competencies in the document allows us to recover a discourse present in the texts of curricular policies of the late 1990s, demonstrating that it is an approach limited by its pragmatic and ahistorical character.

Ferreti and Silva (2017), based on the conception of curriculum in its restricted (curricular matrix) and broad (as social technology at the service of hegemonic and/or counter-hegemonic actions) make an analysis of Provisional Measure 746/2016 that originated Law 13.415/2017 and characterize education

[...] as a broad social process that could be called socialization [...] the set of knowledge and experiences that culture has provided/imposed on the individual and collective subjects who have built the historical heritage of a given society throughout its existence. (Ferreti; Silva, 2017, p. 389).

Thinking of education as a broad process of socialization, according to the authors, due to the dynamics of the historical process, those who oppose the current situation must make efforts to transform it. This is due to the expanded character of the State to which Gramsci refers, as well as to his considerations that this process of transformation requires actions to promote the construction of a more proper way of thinking and acting. (Ferreti; Silva, 2017). It is worth reflecting in the authors' analysis that a law originating from a provisional measure presents its contradictions, not only in the proposed curricular structure, but also with regard to changed workloads, as well as the possibilities of flexibility.

Dialoguing with the reflections of Ferreti and Silva (2017), Hernandes (2019, p. 2) discusses the expansion of the workload based on the "establishment of a maximum ceiling

of 1,800 hours" for the fulfillment of teaching and learning, relating them to the "new compositions of the curriculum and their possible flexibilizations" (*ibidem*, 2019, p.3) concluding that the flexibility of the curriculum based on a discourse of modernization of the curricular organization will bring several challenges to the schools, especially those managed by the Government. It reflects on the fulfillment of the social function of education of "transmission and assimilation of elaborate, scientific knowledge" denouncing the possible marked promotion of inequalities in secondary education (Hernandes, 2019).

In Hernandez' (2019) statement regarding the possibility of increasing social inequalities in the educational stage of high school, Silva and Boutin (2018) make a discussion centered on the proposal of "integral education" contained in Law 13.415/2017, evidencing the fact that "the concept of integral education is directly linked to the idea of extended school time, both with regard to the number of school days, as well as, and mainly, the increase in the daily workload that the same student spends at school" (Silva; Boutin, 2018, p. 524), as well as questioning "which project of society interests the student who spends the most time in school and why the most complete education is not truly understood in this project." (*ibidem*, 2018, p.525). They present the discussions on "integral education" and "full-time school" and conclude that

[...] It was possible to perceive that the reform that integrates integral education in the so-called New High School is committed to a more technical and less propaedeutic education, thus serving the game of interests that governs the society of capital, since it contributes to the formation of the productive man, the mass man, distancing itself from the concept of omnilaterality that presupposes an effectively integral education. (Silva; Boutin, 2018, p. 530)

The authors, by concluding that integral education, proposed in the reform of the new high school, serves the game of interests of capital and moves away from an integral education that should focus on the integral development of human capacities in all its dimensions, both physical and intellectual, bring their reflections closer to the discussions that bring young people as a theme intertwined with the reform of high school. Thus, in the youth category, Leão (2018, p. 1) postulates that "high school is characterized as a field of disputes around different educational projects that differ in terms of political conceptions and perspectives in relation to the issues of Brazilian youth." and argues that the proclaimed reform is a way of "reforming so as not to change" (*ibidem*, 2018, p. 4) since it maintains a permanent tension "between a perspective that is guided by the idea of general and common education as a right of all students and a vision that defends principles of



selectivity and segmentation at this level of education." (*ibidem*, 2018, p. 5). It reinforces the recognition that our young people need and should be considered historical-social subjects, questions who are the current young people and, through already published research, asserts that:

[...] diversity is a mark of the contemporary youth condition and its recognition should be the basis for any pedagogical project in high school. If differences produce tensions in the school routine, their silencing and the denial of the right to difference mean reinforcing the already tense relationship between youth and school. (Leo, 2018, p. 15).

Finally, he concludes that we should not be deceived "by reheated curricular recipes, coming from above and that do not break the selective and excluding logic of Brazilian education. They only transfer to teachers, students and schools the responsibility for their success or failure." (Leo, 2018, p. 20), dialoguing with Motta and Frigotto (2017, p.355) who highlight "the subjects of this reform" and indicate elements to verify that this "reform", in fact, expresses an entire ethical-political contradiction of thought. They conclude that the urgency of reform has as its "background the administration of the social question, denying the foundations of the sciences that allow young people to understand and master the functioning of the world of things and human society." (Motta; Frigotto, 2017, p. 369) concluding in general that:

[...] It is a counter-reform that expresses and consolidates the project of the Brazilian ruling class in its anti-national, anti-people, anti-public education brand, in its political-economic bases of dependent capitalism, uneven and combined development, which condemns generations to simple work. (Motta; Frigotto, 2017, p.369).

A counter-reform that denies young people the foundations of the sciences that allow them to understand the world corroborates the postulates of Koepsel, Garcia and Czernisz (2020), who seeking to identify the legal impact on the relationship of the documentary triad composed of Law 13.415/2017, BNCC, DCNEM in the future perspectives of young people, conclude that:

[...] the most perverse consequence of this reform, whose elaboration is closely nested in three instruments – Law No. 13,415/2017, BNCC and DCNEM – is the construction of an education that is fixed on presentism, utilitarianism, and immediacy that results in the loss of the perspective of the young subject as a social being, as a subject. (Koepsel; Garcia; Czernisz, 2020, p. 12).

The authors, realizing that the reform of secondary education loses sight of the young person as a social subject, dialogue with the reflections of Ribeiro and Zanardi (2020) who discuss the freedom of choice that appears in the legal text of the reform, propagated and disseminated in the official media, based on the theoretical framework of "bourgeois coldness" (Gruschka, 2014 *apud* Ribeiro; Zanardi, 2020), understanding how "indifference to the destinies of the subjects" becomes effective (*ibidem*, 2020, p.3). They conclude that "schooled education, in all its stages, continues to play an important role in the struggle for projects that materialize freedom and equality" (Ribeiro; Zanardi, 2020, p. 17-18). They show that these principles cannot be implemented with the approved proposal for a National Common Curricular Base, much less with the New High School.

In the category of teaching work, Costa and Coutinho (2018), in addition to evidencing the origin of the contested reform (Law 13.415/2017), which was effectively born through Provisional Measure 746/2016, postulate that discussions in the educational sphere permeate the need to resume critical discourses that actually consider the relations between education and social conditions, in such a way that social practices are inseparable from educational practices. They conclude that "the current law has not contributed to the valorization of technical education, nor has it favored teacher training policies for this type of education" (*ibidem*, 2018, p. 1633), revealing that it acted in the opposite direction, since it "induced the notorious knowledge that it is a way to guarantee professionals, not teachers, classroom regents for technical professional education at the secondary level" (*ibidem*, 2018, p. 1648).

And finally, two articles show the strong bias of inequality and regression that the high school reform, provided for by Law 13.415/2017, presents. Ferreira (2017, p. 293) maintains,

[...] that this law has the same spirit as the educational policies that took place in Brazilian high school during the Vargas dictatorship, the military dictatorship and the 1990s [because] in addition to presenting content that tends to deepen school inequalities [...] it was forged by a restricted group of actors strongly linked to private interests.

Concluding that the reform goes against all the experiences lived during the popular-democratic government (2003-2015) of social inclusion and participation of the various social segments. A reform that will not be able to improve the quality of secondary education, on the contrary, tends to increase school inequality and worsen the performance of our students.

In Ferreira's (2017) reflections, the growth of school inequalities and worsening of young people's learning talks to Santos, Lélis and Vale (2020) who analyze the conception of education and social justice submitted to the educational policy proposed by the high school reform and conclude that "although based on the principle of equality as a social right, the reform of Secondary Education in Brazil reveals a utilitarian vision of human formation" (*ibidem*, 2020, p. 1) making it possible to legalize "the existence of different educational purposes to meet the interests of capital" (*ibidem*, 2020, p. 2), thus not constituting itself "as distributive and equitable, but as a reproducer of the social inequality present in the project of maintaining the *status quo*." (*ibidem*, 2020, p. 21), evidencing the different conceptions of education that may be assumed by the different States of the Federation.

From the selection of articles that are part of the theoretical foundation, selected and analyzed in the RSL of this and other ongoing studies on this theme, it is possible to perceive that Law 13.415/2017 enables research and argumentation in the most distinct theoretical-methodological paths. Therefore, it is up to researchers to direct their efforts to each of the controversial parts of the aforementioned high school reform and its interfaces, having them as a fruitful field of investigation.

Reinforcing and fighting to ensure the constitution of a field of knowledge is a fundamental task to recognize those who build research in a field. The difficulties that researchers face also shape research and create trajectories that are constantly built on the knowledge and practices of research. The human sciences have been the target of constant attacks, however researchers continue to focus on issues such as guaranteeing the autonomy of researchers, guaranteeing freedom of expression and professorship, increasing the promotion and funding of research, among other issues. The fight for more social justice can give us hope for better times. (Oliveira, 2021)

## FINAL CONSIDERATIONS

This investigation aimed to answer the perspectives and/or expectations about the reform of secondary education in the various regions of Brazil, seeking the possible gaps left by the research on this theme, presented in the selected articles as a way to guide possible research paths in the face of the reform of secondary education. Our first issue stands out in the considerable volume of articles on the subject in the selected journals that reveal the relevance of the research, perspectives and expectations of Brazilian

researchers with regard to the directions proposed by the announced legal reformulation in this final phase of basic education.

By searching for paths and possible gaps left by the selected scientific articles, in order to understand which research paths are possible in the face of the reform of secondary education, we found that there is a large production of works related to the reform of Brazilian secondary education that reveal several fronts of reflection, especially with regard to the curricular arrangements proposed by the reform and the inequalities that may be created. Reflections and concerns that cross Brazil from North to South, resulting in relevant studies on the many issues brought by the new high school, taking into account the Brazilian cultural diversity, the diverse youth, the scarcity and precariousness of public schools, the negligence and devaluation of the teaching profession. Studies and research that already present themselves as the theoretical basis for many other studies in progress.

Thus, in view of this RSL, we observe that the reform of secondary education indicates, according to the authors of the selected articles: a) Contradictions regarding the freedom of choices and educational itineraries, revealing possible and distinct perspectives in each of the States of the Federation; b) A siege of the most diverse intentionalities on High School, transforming it into a field of disputes in the different educational projects that are divided into two strands: on the one hand in terms of political conceptions (democratic x selective) and on the other of perspectives related to the issues of Brazilian youth; c) Delegation to the States of all responsibility for implementation, and consequently the transfer of responsibility for the frustration or implementation of this project to the school community; d) Overload of the education networks, since the implementation of the changes remains the responsibility of the schools, which in this process end up redimensioning their meanings; e) Strengthening and expansion of social inequalities, revealed by a secondary education that is born and remains unequal, with a dual, selective and segmented configuration. Each of the questions defended by the researchers is relevant for us to understand that many other investigations are possible with regard to the reform of the public educational policy of secondary education and all its future developments, since its discussion and even resistance to the request for revocation remained in progress during the period of this study.

The gap found in the articles selected for further research was ratified by the authors in the importance of also listening to the segment represented by young students in this basic stage of education. Young people who in the selected articles are considered in their

youth and conceived as historical and social subjects who have their education directly affected and not just young people in the sense used by law 13.415/2017 which designates that individual who will attend high school within the legal context without further historical, cultural and social considerations or conceptions.

We show that, as a methodological approach, a systematic review of the literature is essential, as it has provided us with the perception of outstanding points in the reform. The work of RSL presents possible and already trodden research paths, as well as gaps for new research on the theme of high school reform, emphasizes the critical consideration of the speed of high school reform and the importance of giving voice to young people considering their conception of youth.

In view of the findings in the academic productions that we analyzed, there are many research paths that can be taken by scholars and researchers, however the gap found in the lack of listening to young people allows concerns about the multiple facets of the new high school: who are the young people who are and will be subjected to the reflections of this reform? What are they thinking about this "education project"? How are you experiencing the process of high school reform? Will these young people be able to have the discernment to choose their paths critically based on what the reform proposes? These are some of the questions that arise and that we perceive to be part of the questions raised by the authors of the selected articles. We believe that by reflecting on them we can deepen the problematizations that circulate this very complex theme and bring to the debate and discussion the students, understood by the authors of the selected articles with whom we corroborate our thinking as belonging to plural youths, since they are the subjects who will be most affected by these changes.

Some reflections are still in order at this point, as the effective implementation of Law 13,415/2017 is in progress: what to do? To maintain the ongoing implementation, even in the state in which it is, or to seek ways to transgress, even if between the lines of the law itself, as a way of minimizing possible and foreseen losses in the formation of a generation? What do young people have to say about this whole process, especially due to the circumstances they experienced during the period of the international health crisis caused by covid-19, in 2020 that resulted in social isolation for approximately two years, causing the closure of schools and the installation of diversified virtual forms for the continuation of teaching/learning while Law 13.415/2017 was implemented in pilot schools across the country?



These questions continue to unsettle us. We understand and defend that young people need to be heard once, that they are effectively the subjects for whom the high school reform was designed (or not?). Their contributions and worldviews can contribute significantly to the understanding of an education that is intended and integral both in its construction of knowledge and in its constitution of humanizing formation.

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