

## New High School: insights from publications between 2017 and 2023

**Cléverson Alves Silva**

ORCID: <https://orcid.org/0009-0005-2279-7983>

**Marilene Ribeiro Resende**

ORCID: <https://orcid.org/0000-0002-6740-1787>

**Abstract:** This study investigates the State of Knowledge regarding the New High School, examining productions from four renowned Brazilian scientific publication venues: the Catalog of Doctoral Dissertations and Master's Theses from CAPES, the Brazilian Digital Library of Dissertations and Theses (BDTD), the SciELO library (Scientific Electronic Library Online), and the Educ@ platform. The main objective is to map and analyze the contributions of Doctoral Dissertations, Master's Theses, and articles related to New High School (NHS) from 2017 to 2023. The theoretical-methodological foundation of this study is based on methodologists who outline procedures for bibliographic research, commonly referred to as State of Knowledge, such as Morosini and Fernandes (2014), Morosini, Nascimento, and Nez (2021). A total of 554 productions on the subject were identified, of which 145 were selected and analyzed. The results reveal various interpretations in the literature, emphasizing the need for a broad dialogue on the future of education in Brazil, especially regarding high school. In the educational context, NHS reforms reflect both an attempt at modernization and meeting labor market demands and a perpetuation of neoliberal inequalities and interests. These contradictions are intrinsic historical and social development elements, highlighting the struggle between different societal forces and interests.

**Keywords:** high school; high school reform; Provisional Measure No. 746; Law 13.415, state of knowledge.

### 1 Introduction

The enactment of Law 13,415/2017, which established the High School Reform, also known as the New High School (NHS), sparked a series of debates and analyses even before its implementation, particularly regarding its introduction. This context has led to deep reflections on the potential transformations in pedagogical practices and their impact on the future of teachers and Brazilian adolescents. As Silva (2023b) notes, teachers consistently examine and reflect critically on theories, legislation, and practices within the school environment. However, they often face challenges, especially when their views conflict with the



Esta obra está licenciada com uma licença Creative Commons Atribuição-NãoComercial-SemDerivações 4.0 Internacional.

directives established by laws and public policies. This gap between official discourse and the realities experienced in the classroom raises doubts, reflections, and questions that have inspired the development of academic research, including this doctoral study.

In this regard, aiming to lay the groundwork for a broader study, an investigation was conducted into the existing scientific production at the New High School. Accordingly, this article aims to present a State of Knowledge study on the NHS, exploring different perspectives, critiques, and reflections found in academic publications from four major Brazilian repositories: the CAPES - Doctoral Dissertations and Master's Theses Catalog, the Brazilian Digital Library of Dissertations and Theses (BDTD), the SciELO (Scientific Electronic Library Online) database, and the Educ@ platform. The primary objective was to map and analyze academic production related to the NHS in Doctoral dissertations, Master's Theses, and articles published between 2017 and 2023 while exploring new possibilities for advancements in this research field.

As highlighted by Silva (2023b), when planning research in the field of Education, various inquiries arise concerning the relevance and scope of previous studies, indicating the need for a comprehensive literature review to support the proposed research. Furthermore, according to Morosini, Nascimento, and Nez (2021), when compiling a survey of scientific production in a given field, the researcher must be familiar with and consider the publications related to the topic within the scientific domain. Additionally, identifying and examining various approaches and directions, both in terms of theoretical foundations and methodological aspects, is essential, as these will aid in defining and structuring the research.

This literature review, which encompasses the primary studies conducted on the subject, aims to deepen our understanding of the implications, challenges, and perspectives of the NHS within the Brazilian educational landscape. It supports doctoral research by helping define the topic, select methodological approaches, and produce academic writing. Since this is a recent and controversial issue, it may also provide a foundation for further studies, discussions, and research. To this end, the following research questions are posed: What do academic research, Doctoral dissertations, Master's Theses, and articles, produced between 2017 and 2023 and cataloged in the CAPES, BDTD, SciELO, and Educ@ repositories reveal about the New High School (Law 13,415/2017)? Do research findings indicate recognition and acceptance of Law 13,415/2017, which promotes the High School Reform? What is the significance of these publications for future investigations?

In addition to this introductory section, the article is organized into four sections: The New High School, Method and Research Corpus, Analysis of Results, and Final Considerations.

## 2 The New High School

High School (HS) is the final stage of basic education, as defined by the Law of Guidelines and Bases of National Education, Law 9,394, enacted on December 20, 1996. This stage holds significant importance in shaping individuals holistically. It is during this phase that students begin planning their futures. Therefore, discussions on teacher training programs, curricula, teaching-learning processes, and mechanisms for fostering student agency are essential to maintaining the learner as the central focus.

Under the premise that both internal and external assessments, as well as the overall effectiveness of this educational stage, have yielded unsatisfactory results and that the traditional curriculum is too rigid and outdated to meet contemporary demands and facilitate youth integration into the labor market, the Ministry of Education (MEC) proposed the High School Reform (HSR). The reform was also driven by concerns over students' limited autonomy in selecting subjects for more profound study and the need to extend instructional hours to provide a more comprehensive, high-quality education that includes practical and extracurricular activities.

The reform was introduced through Provisional Measure 746 on September 22, 2016. Its main objectives were to make High School more appealing to students by granting them greater autonomy in choosing distinct learning pathways, expanding full-time education, and strengthening vocational training. Subsequently, this Provisional Measure was converted into Law 13,415, enacted on February 16, 2017, with some modifications.

This law amended Law 9,394/1996, particularly in Article 36, which was revised as follows:

The High School curriculum will consist of the Common National Base Curriculum and formative pathways, which shall be structured through the provision of different curricular arrangements, following the relevance to the local context and the feasibility of educational systems, as follows: I – Languages and their Technologies; II – Mathematics and its Technologies; III – Natural Sciences and their Technologies; IV – Humanities and Applied Social Sciences; V – Technical and Vocational Training” (Brazil, 1996, Art. 36).

Curricular flexibility and extending the annual instructional workload to 1,000 hours were also measures enacted to ensure a more comprehensive and well-rounded education. These guidelines, as detailed in the official document, aim to introduce a renewed paradigm for High School education centered around student engagement, the promotion of holistic development, the integration of life projects, interdisciplinary and active learning methodologies, curricular flexibility, the inclusion of vocational and technological education, the extension of school hours, and formative assessment. However, in practice, these changes have

not been broadly embraced within the academic community and have caused significant disruptions in schools for both teachers and students.

As Garcia and Czernisz (2022, p. 47) point out:

From its inception, the reform was already authoritarian, as there was no consultation with groups of teachers, researchers on the subject, or organized educational associations that have long been concerned with the importance and indispensability of this educational stage for student and national development. The imposition of the reformist process already signals its intent: to enforce the development of a High School model aligned with the interests of capital.

One of the main criticisms of the reform concerns the lack of dialogue and participation from teachers, researchers, and students in its formulation and implementation. Thus, the reform appears to have been conducted in a centralized manner, disregarding the opinions and experiences of those directly involved in the educational process, contradicting its own stated goal of fostering student protagonism. The absence of consultation and debate with the school community may lead to ineffective and inadequate implementation of the proposed changes, as well as generate resistance and dissatisfaction among teachers and students.

Additionally, the lack of investment in teacher training and school infrastructure has been another major point of criticism, as the reform requires new pedagogical approaches and appropriate material conditions for its execution. Furthermore, it is crucial to highlight the influence of neoliberal ideology and the interests of the private sector. The implementation of the NHS appears to reflect a neoliberal framework that prioritizes the training of low-cost labor with minimal academic preparation for the job market, harming a more comprehensive, rich, and critical education. The reduction in instructional time dedicated to general education compromises the quality of learning, particularly for students from working-class backgrounds.

This dissatisfaction led the MEC to establish a public consultation process for 90 days, as per Ordinance 399, dated March 8, 2023, to engage with the school community. As an alternative, the federal government proposed Bill 5,230/2023 to redefine this policy. After approval in Congress, the bill was signed into law by President Luiz Inácio Lula da Silva on July 31, 2024, resulting in Law 14,945/2024, which establishes the National High School Policy.

### **3 Method and Research Corpus**

Given the criticisms and dissatisfaction regarding the changes to High School introduced by Law 13,415/17, and the practical experience of this new scenario, this research aims to investigate the implementation of the New High School. This study follows the state of knowledge model, with a qualitative approach, although it also presents quantitative data,

and is supported by the theoretical-methodological framework adopted by researchers in the field of scientific methodology, who outline the methodological procedures for conducting bibliographic reviews known as “State of Knowledge.”

According to Morosini and Fernandes (2014, p. 155), the State of Knowledge refers to “[...] the identification, recording, and categorization that lead to reflection and synthesis on the scientific production of a given area within a specific period [...].”

The construction of the state of knowledge, as an academic activity, seeks to understand, systematize, and analyze the production of the scientific field on a given theme, supporting the Master’s Theses and/or Doctoral Dissertations in education, delimiting the topic, helping to choose methodological paths, and elaborating the textual production for composing the dissertation/thesis (Morosini; Nascimento; Nez, 2021, p. 71).

The State of Knowledge (SK) is bibliographic-type research that includes studies presented in journals, Master’s Theses and Doctoral dissertations, among others, allowing the researcher to understand what has been discussed in a specific theme within a scientific field and over a specific period. In addition to providing methodological, and strategic experiences and improving theoretical knowledge, this research approach contributes to the development of new ideas and studies, which will complement the observed gaps or bring innovations to the academic scenario. All of this will be fundamental for the writing of new scientific studies.

To conduct this complex and challenging study while ensuring scientific rigor, we followed the guidelines established by Morosini, Nascimento, and Nez (2021). According to these authors, the state of knowledge consists of six steps: 1<sup>st</sup> Choosing sources of scientific production; 2<sup>nd</sup> Selecting search descriptors; 3<sup>rd</sup> Organizing the corpus for analysis; 4<sup>th</sup> Identifying and selecting the *corpus* for analysis; 5<sup>th</sup> Constructing categories and analyzing the *corpus*; and finally, 5<sup>th</sup> Considering the field and research theme.

As the first step, for the constitution of the investigative *corpus*, the following repositories of scientific production were chosen: the CAPES Doctoral Dissertations and Master’s These Catalog, the Brazilian Digital Library of Doctoral Dissertations and Master’s Theses (BDTD), the SciELO (Scientific Electronic Library Online) library, and the Educ@ platform, due to their relevance and scope in the Brazilian academic scenario. These sources offer a wide range of Doctoral dissertations, Master’s Theses, and scientific articles on various fields of knowledge and themes, including the NHS. Moreover, these platforms are recognized for the quality and credibility of the aggregated research, thus ensuring a solid and reliable base for this analysis.

In the second stage, the descriptor “Novo Ensino Médio” (“New High School”) was selected to define the research scope. This choice guided the critical analysis of academic works that directly address the topic, offering a comprehensive overview of the current state of knowledge.

In the third step, the search in the repositories<sup>1</sup> was organized, establishing the timeframe from 2017 to 2023. The starting point, 2017, corresponds to the publication of the High School Reform, followed by its implementation in 2022 and the intense debates on its impacts in 2023. Despite this timeframe, some identified research covered periods before the enactment of the Reform, which is why they were disregarded.

Next, the search in the CAPES repository was refined by filtering publications by “field of knowledge.” This step revealed a wide diversity of fields, such as Administration, Public Administration, Anthropology, Arts, General Biology, Information Science, Environmental Sciences, Education, Physical Education, Teaching, Science and Mathematics Teaching, Language, and Linguistics. However, many of these studies had highly specific approaches, with no direct relation to the research’s object of analysis.

To delimit the *corpus*, it was decided to consider only six fields of knowledge. The Education and Teaching areas were selected due to their direct connection with the investigated theme. Administration and Public Administration were included due to their relevance in the analysis of Educational Public Policies, an essential aspect of the study. Finally, Language and Applied Linguistics were considered for their alignment with the doctoral research focus.

Based on these criteria, the search on the CAPES platform resulted in 208 works, of which 31 were Doctoral Dissertations and 177 were Master’s Theses. In the SciELO electronic library, using the descriptor “Novo Ensino Médio”, 15 publications were found in different journals. On the BDTD platform, 206 studies were identified, including 151 Master’s Theses and 55 doctoral dissertations. On the Educ@ platform, 125 articles were found.

In the fourth step, for selecting the dataset, the title and abstract evaluation were initially considered. When these elements did not provide sufficient information to determine the relevance of the works for this study, a full-text reading was performed, seeking to examine its pertinence to the research object. During this stage, the identification, and selection of the corpus to be used were carried out. It is important to emphasize that not all found publications were directly related to the theme of interest. To be included in the corpus, the works needed to present a clear thematic correlation, addressing the High School Reform and/or its implementation as the central focus of the study.

Of the 554 works found, that directly or indirectly addressed the research object, 145 were selected and analyzed. The others, although somewhat related to the NHS, were con-

---

<sup>1</sup> The results found for CAPES and SciELO (2017 to 2022) refer to searches conducted on March 10, 2023, while the 2023 publications, as well as the searches on BDTD and Educ@, were collected between March and April 2024. During the data collection process, a significant instability in the research platforms was observed, with variations in the results from one day to the next. This phenomenon can be attributed to factors such as continuous database updates, changes in indexing algorithms, and the inclusion or exclusion of publications by the institutions responsible for the repositories. Thus, when conducting new searches, it is natural for the presented results to fluctuate, reinforcing the need to understand the dynamic nature of databases.

nected to specific fields of knowledge and did not discuss the implementation or had some recurrence in the platforms. Thus, 60 studies from the CAPES database were selected, of which 50 were Master's Theses and 10 were doctoral dissertations. Table 1 presents the number of selected works from the CAPES repository, categorized by research level and publication year.

**Table 1** – Number of selected works from the CAPES repository, according to research level and publication year.

Year of Publication	Research Level		Total
	Master's Thesis	Doctoral Dissertations	
2018	03	-	03
2019	01	-	01
2020	08	01	09
2021	09	02	11
2022	07	02	09
2023	22	05	27
<b>Total</b>	<b>50</b>	<b>10</b>	<b>60</b>

Source: Prepared by the author (2024).

In 2017, the year the reform was published, no studies were released. However, a steady growth in the number of publications over the years is observed, with a significant increase in 2023. In 2018 and 2019, only Master's Theses were published, totaling four works, since studies for a thesis take more time. Starting in 2020, Doctoral Dissertations also began to be published, with a gradual increase in numbers, peaking in 2023 with 22 Master's Theses and 5 Doctoral dissertations. This growth may indicate an increase in academic production and interest in the topic over the analyzed years.

Among the 15 articles found in SciELO, only seven demonstrated a direct correlation with the theme and were selected to compose the research corpus. In BDTD, 66 works were initially identified. However, 11 of them were already present in the survey conducted in the CAPES repository, resulting in 55 works for analysis, with 27 Doctoral Dissertations and 28 Master's Theses. The following table indicates the number of publications in the form of Master's Theses and Doctoral Dissertations in BDTD between 2019 and 2023.

**Table 2** – Number of Selected Works from the BDTD Repository, According to Research Level and Year of Publication.

Year of Publication	Research Level		Total
	Master's Theses	Doctoral Dissertations	
2019	06	01	07
2020	04	02	06
2021	05	02	07
2022	04	12	16
2023	09	10	19
<b>Total</b>	<b>28</b>	<b>27</b>	<b>55</b>

Source: Prepared by the author (2024).

It is noted that, in 2017, there were also no publications. In 2019, seven works were selected, while in 2020, there was a slight reduction to six works. In 2021, the number increased again to seven works. The year 2022 showed significant growth, with 16 works, and in 2023, 19 works were selected. In total, 55 works were chosen, almost equally divided between Master's Theses (28) and Doctoral Dissertations (27). This continuous increase in academic production suggests a growing interest and intensification of research in the field over the years. Finally, in the Educ@ repository, 24 works were selected. However, one of them was already present in the SciELO study, leaving 23 for analysis. The following table summarizes the number of works found and selected in each repository.

**Table 3** – Number of Productions Found and Selected in the Repositories Using the Descriptor "Novo Ensino Médio" (2017–2023).

Repositories	Found	Selected
CAPES Doctoral Dissertations and Master's These Catalog	208	60
SciELO Electronic Library	15	07
Brazilian Digital Library of Doctoral Dissertations and Master's Theses (BDTD)	206	55
Educ@ Platform	125	23
<b>Total</b>	<b>554</b>	<b>145</b>

Fonte: elaborado pelo próprio autor (2024).

According to Silva (2023b), searching repositories does not always yield precise and efficient results. This observation serves as a warning about the need to carefully read the research object, considering not only the title but also its objectives, methodologies, and results, as they serve as essential filters for the real selection of data.

Once the *corpus* was selected, comprising 37 doctoral dissertations, 78 Master's Theses, and 30 articles, a study was conducted to identify, map, and analyze the productions, focusing on the number of published works, research problems, objectives, methodologies, and results presented. After an initial floating reading to define the *corpus* and an in-depth reading to develop analytical categories, as indicated by Morosini, Nascimento, and Nez (2021), and to ensure a more comprehensive and reliable analysis of the results, as well as robustness to the study, the IRAMUTEQ<sup>2</sup> software was used. This tool systematically contributes to the statistical analysis of texts. Once all the selected works were compiled, the corpus was processed for the software, including corrections of typing, spelling, and punctuation errors. Additionally, compound words had to be formatted with an underscore (e.g., *novo\_ensino\_médio*) to be used in the software. For this analysis, given the large number of texts, only the results of each study were considered.

The initial idea was to use the word cloud tool from IRAMUTEQ to identify the predominant terms in the set of texts composing the corpus. Camargo and Justo (2013, p. 516) point out that the word cloud “[...] groups the words and organizes them graphically based on their frequency.” Given the large number of different words found, only those with at least 10 occurrences were considered, as they were the most relevant and ensured readability.

Next, the Similitude Analysis was performed. This IRAMUTEQ tool “[...] is based on graph theory, allowing the identification of co-occurrences between words and their connections, assisting in identifying the structure of a textual corpus [...]” (Camargo & Justo, 2013, p. 516). For this analysis, it is recommended not to select words with very high or very low frequencies, according to Camargo and Justo (2018, p. 56-57). It was observed that the most frequently occurring words appeared in most texts, but did not necessarily form new categories for classification. Therefore, these words were not selected, nor were those with fewer than 10 occurrences, to maintain the readability and communicability of the graphical text.

---

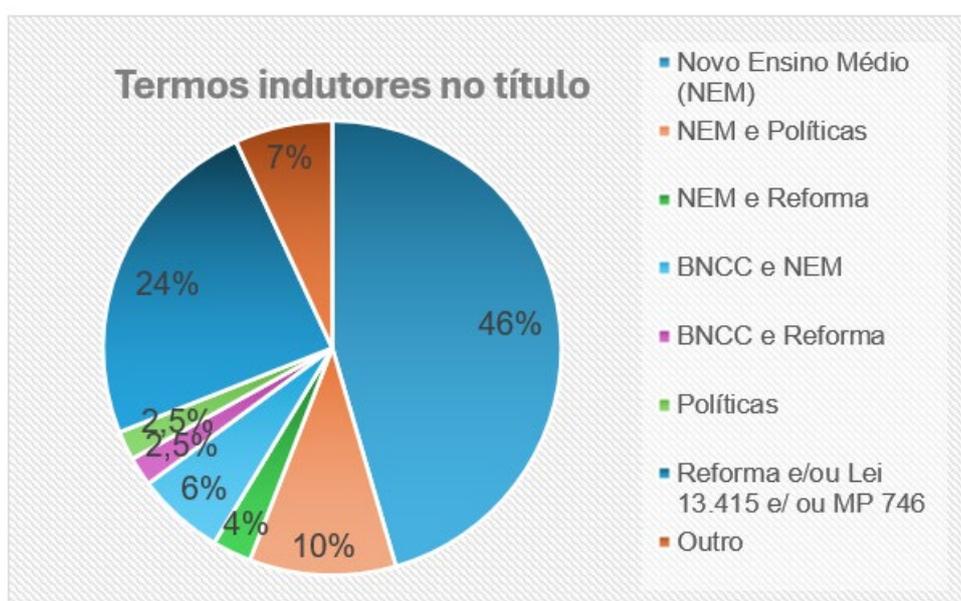
<sup>2</sup> The **IRAMUTEQ** (*Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires*) is a **free software**, developed by Pierre Ratinaud (2009), whose “data processing capabilities enable the enhancement of analyses, even for large volumes of text. Lexical analyses can be performed without losing the context in which the word appears, making it possible to integrate **quantitative and qualitative levels** in the analysis, thus bringing greater objectivity and advancements to the interpretation of textual data” (Camargo & Justo, 2013, p. 517).

## 4 Analysis of Results

In this section, based on the mapping of the selected production, some aspects considered for analysis and discussion are presented: the key terms found in the titles, which already indicate the focus of the studies, and the categorization process of the results, considering the topics addressed and the use of IRAMUTEQ software, which provided the word cloud and similarity analysis.

When analyzing the titles of the 145 selected studies in the repositories, various approaches related to the research theme can be observed.

**Figure 1** – Key Terms Found in Research Titles.



Source: Prepared by the author (2023).

Approximately 46% of the inductive terms in the titles direct their focus toward the New High School (NHS). Another 24% highlight the High School Reform, Provisional Measure 746, and/or Law 13,415. Following this, about 10% of the titles mention both the NHS and Public Education Policies, while 6% address the relationship between the Common National Curriculum Base (BNCC) and the NHS. Additionally, 4% of the titles reference both the NHS and the Reform, whereas 2.5% include both the BNCC and the Reform. Furthermore, 2.5% of the titles focus exclusively on the inductive term Public Policies. Lastly, 7% of the studies contain different descriptors, such as tools for educating 21st-century students (Mendonça & Fávero, 2020); educational policies and the Educational Curriculum of Minas Gerais (Pinto & Melo, 2021); managerialism in human education and development (Molina Neto, 2023); the reduction of physical education hours, impacting human development and comprehensive educa-

tion (Vieira Filho & Gonçalves, 2023); formative itineraries (Silva, 2021); counter-reform (Silva, 2022); curricular innovation (Langer, 2023); Undermining of the Educational Project (Carmo, 2023); and neoliberal discourse (Ribeiro & Zanarde, 2020; Silva, 2023a).

It is important to highlight that, despite the diversity in titles, all analyzed studies address the New High School in their developments. This reflects researchers' interest in discussing this theme, which encompasses educational policies, curriculum, professional training, and other relevant aspects. Such attention is justified by the significance of High School as the final stage of Basic Education, directly impacting young people's lives and shaping their future. Moreover, the complexity of this issue is evidenced by the interest of mercantile, private, and neoliberal sectors, whose concerns often do not align with the integral formation of individuals and their educational purposes.

From the literature review, as previously presented, it was possible to identify several studies addressing emerging themes related to the NHS. These include the impact of the reform on educational institutions, the duality between preparatory and technical education, neoliberal perspectives and critiques of the reform, social and educational inequalities exacerbated by the reform, as well as curriculum and pedagogical practice approaches.

After a more detailed reading of the abstracts of the 145 selected studies, some indicators/themes were identified, enabling the construction of four categories, following the guidelines of Morosini, Nascimento, and Nez (2021). Each category presented various reflections and analyses, contributing to a multifaceted understanding of the New High School and its implications for Brazilian education. These categories serve as the foundation for a critical analysis of the selected studies: (1) NHS and the World of Work; (2) From Policy Development to School Practice; (3) NHS and Curricular Changes; and (4) Critical Reflections on the NHS. While the vast majority of studies critique the High School Reform, a specific category was created to highlight those studies that emphasize reflective critiques.

Before proceeding with the category analysis, a textual analysis was conducted using the IRAMUTEQ software to confirm, refine, or expand these categories, first through the word cloud tool and subsequently through similarity analysis.

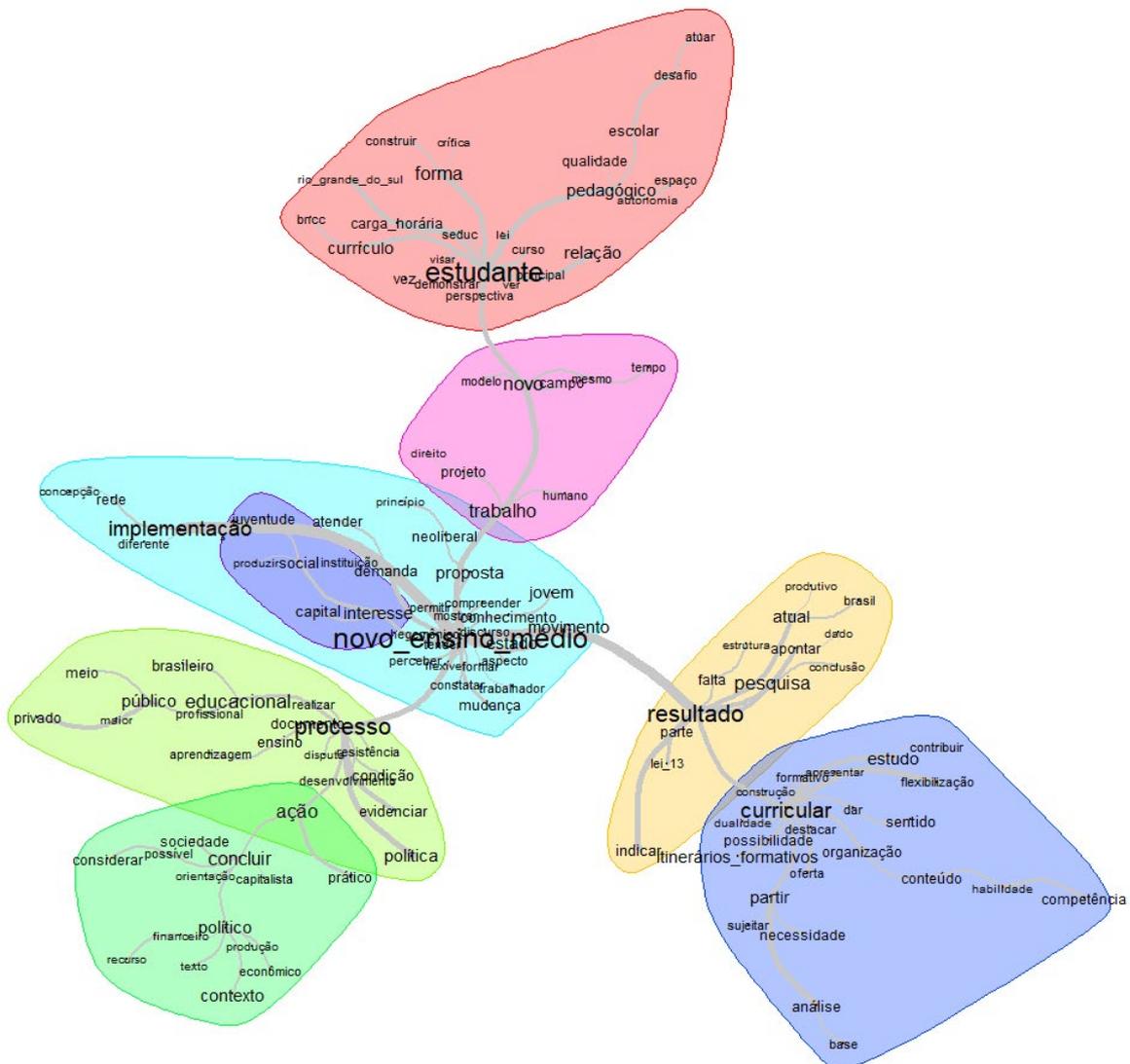
Using IRAMUTEQ, 145 distinct texts representing the findings from the abstracts of articles, Master's Theses, and Doctoral Dissertations found in the four scientific database platforms that comprised the textual corpus were analyzed. Lexical analysis was chosen, considering words classified as active forms (adjectives, nouns, and verbs), as they are deemed most significant in constructing textual meaning. In this context, 12,833 word occurrences were recorded, meaning the total number of times these words appeared. Of these, 1,979 were distinct words. Additionally, 966 words appeared only once (hapax), representing 7.5% of occurrences and 48.81% of the identified words. The average occurrence per text, i.e., the number of occurrences divided by the number of texts, was 88.85.



their clusters and across others through branches that represent similarity and correlation. The more frequently two words co-occur, the thicker the branch connecting them, reinforcing their relevance in meaning construction.

Based on the lexical selection, the IRAMUTEQ software generated the following graph, in Figure<sup>3</sup> 3.

Figure 3 – Similarity Analysis.



Source: Developed by the author – IRAMUTEQ (2024).

<sup>3</sup> The figures (2 and 3) generated by the IRAMUTEQ software were based on the abstracts of the 145 selected studies. Translating them into English would require translating all abstracts and reprocessing them in the software, which would result in images different from those produced in Portuguese, the official language of the research.

As can be observed, four distinct clusters emerge, each with the following central words: 1) “New High School”; 2) “result” and “curricular”; 3) “process,” “action,” “policy,” and “conclude”; and 4) “student,” “form,” “pedagogical,” and “critical.” The first cluster, “New High School,” which generates the central branching, includes the words “implementation” and “work.” This cluster highlights the implementation of a new educational model, guided by Law 13,415/2017, designed to meet the demands of the contemporary labor market. The New High School reform aims to align students’ education with the needs of capital, reflecting neoliberal interests and a hegemonic discourse. This educational framework prioritizes the development of technical and professional skills, enabling students to acquire the necessary knowledge to become a workforce adapted to a flexible and constantly evolving labor market.

Although the reform intends to prepare young people for the job market, the studies within this cluster also raise concerns about the right to comprehensive and humanistic education. Research highlights the influence of both public and private institutions in implementing these policies, revealing a movement toward an education increasingly shaped by state and market interests. By examining different aspects of this reform, it becomes evident that while the educational system seeks to adapt to new labor market realities, it also faces challenges in providing an education that genuinely meets social and workers’ needs.

The remaining clusters branch out from the central theme, reinforcing the main focus of the study. To the right in Figure 3, in the lower section, the words “result” and “curricular” form the second cluster. Law 13,415/2017 established the guidelines for high school reform, leading to a more flexible curriculum that allows for the construction of formative itineraries. However, this dual-curricular structure, which simultaneously aims to provide both general education and technical training, has led to controversy and a need for further research to assess its outcomes. The analysis of formative itineraries reveals a tension between offering diverse content and ensuring the development of essential skills for students’ productive integration into contemporary society. Thus, these studies emphasize the importance of a curricular structure that considers students’ diverse skills and competencies, based on a careful analysis of the opportunities provided by the Common National Curricular Base (BNCC).

In Figure 3, to the left, below the central cluster, the words “process,” “action,” “policy,” and “conclude” define the third cluster. This cluster appears to address how the formulation and implementation of educational policies in Brazil involve conflict and resistance. Legislative texts and official documents serve as frameworks for policy production, illustrating the complexity of the educational landscape. In both the public and private sectors, these policy guidelines directly influence teaching and learning, often reflecting economic and financial interests.

The studies within this cluster analyze the role of school administrators and teachers in adapting to new guidelines, considering real-world conditions and available resources. Educational policy is shaped by a capitalist context, which in turn influences teachers' professional and practical development. By examining the summaries and, more importantly, the findings of these studies, it becomes clear that effective implementation requires a profound understanding of the educational environment and greater alignment between policies and the realities of schools, ensuring that reforms truly address societal needs.

Finally, in the upper section of the graph, the words "student," "form," "pedagogical," and "critical" stand out. This fourth cluster consists of studies that emphasize the need for a critical approach in response to the challenges imposed by the High School Reform. These works seek to develop a broader and more questioning perspective on educational policies, highlighting weaknesses in their implementation within the school context.

Concerns regarding teaching quality and students' pedagogical development are central to this cluster, especially regarding schools' and teachers' autonomy in designing curricula and managing instructional hours. The BNCC emerges as a critical point of contention, particularly regarding its influence on course structuring and educational relations. From the perspective of various school actors, these studies aim to demonstrate the impact of these policies on daily school life and students' educational trajectories, underscoring the importance of a more comprehensive and critical approach to fostering high-quality education that meets society's real needs.

Based on this analysis, inferences were made that encompassed possible contradictions between the positive and negative meanings of words in each core, which aligns with the dialectics of Historical-Dialectical Materialism. This theoretical perspective, founded by Marx and Engels, posits that history and society are driven by internal contradictions, primarily those related to class struggles, and that reality consists of dynamic and interdependent processes. In the educational context, the reforms of the New High School, for example, can be seen both as an attempt to modernize education and meet labor market demands and as a means of perpetuating inequalities and serving neoliberal interests. Thus, these contradictions are not mere flaws but intrinsic elements of historical and social development, reflecting the struggle between different forces and interests within society. This approach allows us to better understand the complexities and conflicts present in contemporary educational policies.

The similarity analysis conducted using IRAMUTEQ, based on the 145 selected studies, confirmed the categories initially observed during the reading of the studies and their indicators. This confirmation reinforces the consistency of the previously outlined categories, demonstrating that this analysis corroborates the proposed thematic division, revealing the relevance and coherence of these areas of study in understanding the dynamics and

impacts of the New High School. In constructing the category analysis presented below, we chose to describe the studies by authors who support the central idea of each category.

The first one is: *The New High School and the Labor Market*. This category highlights research discussing the relationship between the educational policies of the New High School, established by Law 13,415/2017, and the evolving demands of the labor market. The studies analyzed include: 16 works from the CAPES Doctoral Dissertations and Master's These Catalog, no studies found in SciELO, 22 publications from the Brazilian Digital Library of Doctoral Dissertations and Master's Theses (BDTD), and 4 articles from the Educ@ library.

This section brings together research that examines the intersections between education and employment in various reform proposals. These include Full-Time High School and Integrated High School, as explored by Gomes (2019), who analyzes how these initiatives impact student training in response to labor market requirements and teaching practices. Other studies investigate the effects of the reform on technical and vocational education, seeking to understand how course coordinators perceive the changes introduced by Law 13,415/2017 (Harmel, 2019). Additionally, some researchers focus on the role of the business sector in shaping public policies, emphasizing market-driven interests and the challenges posed by the ongoing hegemonic crisis (Mello, 2020; Santos, 2023). The influence of private entities on curriculum changes is also examined, exemplified by partnerships with organizations such as the Ayrton Senna Institute (Kossak, 2020).

Other studies analyze the curricular restructuring of the New High School in light of the BNCC, assessing its potential to foster a well-rounded education while preparing students for professional life (Braun, 2022; Santos, 2023). Resistance to the transition from integrated high school to the new model is another recurring theme, particularly in Federal Institutes, where debates center on the balance between holistic education and workforce demands (Rubini, 2023). Additionally, some research examines the regional impact of these reforms on workforce development in states such as Rio de Janeiro and Rio Grande do Sul, highlighting how the proposed curricular and organizational changes affect students' readiness for employment (Madeira, 2023; Eichner, 2023).

Souza (2020), in his dissertation *Prometheus Bound: The Fetish of the New High School and the Crisis in the World of Work*, aims to "[...] understand how high school reform aligns with contemporary changes in the labor market, contributing to a limited education that starkly contrasts with a comprehensive formation" (Souza, 2020, p. 12). According to the author, the so-called "new" high school is designed to serve the needs of a flexible accumulation system, preparing workers for temporary and precarious jobs. This model reflects capitalist interests that shape education to reinforce bourgeois values and supply the market with a labor force tailored to its demands, disregarding the principles of well-rounded

education. Souza argues that “[...] for capitalists, there is no advantage in a proletariat with an Enlightenment-based education, which presupposes access to science, culture, and art, combined with proficiency in writing and mathematics” (Souza, 2020, p. 5). Although presented to foster creativity, flexibility ultimately results in the erosion of basic labor rights.

The second category, *From Policy Formulation to Practice*, highlights studies that analyze the process of formulating and implementing educational policies, from their conception to their application in schools. This indicates a concern with understanding how policies are developed and interpreted in specific school contexts. This category includes 23 works from the CAPES repository, 3 articles from SciELO, 19 from BDTD, and 4 works from Educ@.

The studies selected for this category describe various issues related to the formulation of educational policies and their translation into school practice. Silva (2018a, p. 22), in her dissertation *New High School: From Contextual Reactions to the Interrupted School*, discusses “[...]the contextual reactions in the establishment of the reform that proposes the ‘new high school,’ from the construction of the policy to its implementation [...]”. In this study, the author examines the contextual constitution process of the reform in governmental and parliamentary spheres, reflects on the various reactions from scientific and educational entities regarding the reform elements, analyzes the (re)actions of teachers in response to the proposed changes, and assesses about reformist practices presented in high schools. Finally, she concludes that the New High School is being implemented in a period of multiple reinterpretations by educators and that the various reforms and isolated projects, in short periods, interrupt the development of the teaching-learning process, causing immeasurable harm to students, increasing dropout and failure rates.

In this regard, some authors investigate the political and ideological disputes involved in the implementation of the High School Reform, highlighting the competing projects and vested interests at stake (Chagas, 2019; Gonçalves, 2019; Marques, 2020). Marques (2020) examines the transformations in educational and curricular policies in Brazilian high schools from 2009 to 2019, investigating how these policies were materialized in official texts and documents. The author focuses on analyzing how the reforms, innovations, and intentions underlying these policies reflect educational neoliberalism. This is achieved through the study of discourses present in these documents, using Bourdieu’s concepts of field, *habitus*, and capital to unveil the logic behind curricular policies. The study also examines documents such as the Innovative High School Program, the National Curricular Guidelines, the High School Reform Law, and the BNCC, aiming to understand how these documents contribute to shaping a technocratic vision of society, centered on the pedagogy of competencies and the promise of employability for individuals.

Several studies analyze the role of regulatory frameworks and guidelines in the curricular restructuring of the New High School, seeking to understand how these directives influence teachers' didactic and pedagogical practices (Siqueira, 2021; Hedges, 2022). Others explore the relationship between educational policies and curricular management practices in schools, emphasizing the challenges faced in implementing the New High School across different Brazilian states (Carvalho, 2023; Rodrigues, 2023).

Another concern raised is the lack of dialogue and consideration for the realities of schools and teachers in the implementation of the reform. Structural difficulties, inadequate teacher training, and a lack of resources are highlighted as challenges to the effective realization of the proposed changes (Chagas, 2019; Siqueira, 2021). Furthermore, Santos (2021) discusses the need to adjust the timelines for curricular changes in high school in response to the challenges encountered, particularly concerning the COVID-19 pandemic. Therefore, this study is also relevant to this category.

In the category *The New High School and Curricular Changes*, studies focus on curricular modifications. They seek to understand the implications of these changes promoted by the High School Reform and the BNCC, exploring their foundations, implementation processes, and consequences for pedagogical practice. This category includes ten studies from the CAPES database, four articles from SciELO, seven studies from BDTD, and six articles from the Educ@ repository.

These studies indicate a concern with analyzing changes in content and pedagogical approaches proposed by educational policies, as observed in the works of Silva (2018b) and Gonçalves (2019). They reflect on the theoretical foundations underlying curricular proposals, problematize assessment policies, and foster debates on the impacts of these changes on students' teaching and learning processes. Together, they investigate the interests and purposes behind curricular reforms, as well as the negotiation and dispute processes involved in their formulation.

Within this category, some authors investigate the discursive effects of the discourse on the New High School, analyzing how this reform is discussed and interpreted by different social actors. Lima (2019, p. 20), in her dissertation "Efeitos de sentido do discurso do/sobre o 'Novo Ensino Médio'" ("Meaning effects of the discourse on/about the 'New High School'"), seeks "[...]" to understand which High School is now presupposed as 'old,' investigating the concept of education presented as 'new,' about educational policies for the schooling of the working class." The author further concludes that her study suggests a potential reduction in the focus on scientific content in public educational institutions, which exacerbates disparities between public and private education, ultimately increasing social inequalities in the Brazilian context.

Other studies explore the recommendations of international organizations for structuring high school education, highlighting external influences on the curricular changes pro-

moted by the reform, as seen in Muniz (2020). This evidences an orientation of educational reforms that prioritizes the interests of the capitalist system to the detriment of a broader, more humanistic education.

Some scholars focus on the advances and setbacks in basic education resulting from the implementation of the New High School, demonstrating the perception that the reform's implementation has been accelerated and undemocratic, disregarding educational research data and lacking dialogue with key stakeholders such as teachers and students. This generates tensions and conflicts in the implementation process, revealing resistance to the imposition of an educational model aligned with neoliberal interests (Moura, 2022). Additionally, curricular innovations proposed for high school are investigated, aiming to understand the motivations and effects of these changes on the educational process (Langer, 2023).

Finally, the last category, *Critical Reflections on the New High School*, is organized based on the remaining studies, along with two works from CAPES, four from BDTD, and two articles from Educ@, which also appear in other divisions and corroborate this category. The works listed here encompass studies dedicated to critically analyzing the High School Reform, and discussing its social, political, and educational impacts. They highlight problematic aspects, contradictions, resistance, the commodification of education, social exclusion, and the precariousness of teaching work as consequences of educational reforms. Furthermore, they emphasize the loss of students' rights and the threat to the democratic and universal principles of education.

These studies aim to foster critical reflection on the underlying interests driving educational reforms and advocate for a public, free, and high-quality education that promotes the holistic development of individuals and contributes to the construction of a more just and equitable society. Boutin (2020) seeks to unveil the power dynamics between UNESCO and the Student Movement in the implementation of the High School Reform through Law 13,415/2017, highlighting the conflicts and disputes embedded in this process. The analyses are based on UNESCO documents, regulations, notes, and texts produced by the Brazilian Union of Secondary Students (UBES), as well as interviews with students who held leadership positions within the organization. These analyses are guided by the categories of hegemony and power relations, drawn from Antonio Gramsci's theoretical framework. The findings reveal that UNESCO's guidelines and the demands of the student movement are antagonistic, indicating that, in the materialization of the New High School proposal, student demands were undermined in favor of bourgeois interests. Additionally, research has examined the historical background, proposals, policies, and implications of the New High School in Brazil, emphasizing the challenges and dilemmas inherent in this reform process (Almeida, 2022).

One of the key issues raised is the perception that the changes introduced by the High School Reform promote the privatization of education, thereby reinforcing structural duality at this level of schooling. The reform entails a reduction in general basic education, curricular narrowing, flexibilization of educational offerings, and an accelerated vocational training model. These changes ultimately devalue the education of young workers and perpetuate the unequal distribution of knowledge (Kossak, 2020; Matos, 2019; Marcelino, 2021).

Other studies center on adolescence as a crucial factor in shaping educational policies, critically examining how this life stage is incorporated into the New High School reform and its impact on student development (Soares, 2023). Additionally, research investigates the effects of neoliberal discourse in education, particularly analyzing the life project as a pedagogical device that fosters the formation of the “entrepreneurial self” and its consequences for youth education within the context of the New High School (Silva, 2023a).

Lima (2023), in her dissertation *New High School: Meanings of This Policy from the Perspective of School Actors*, explores the perceptions of teachers, students, and parents regarding the New High School in the state of Rio de Janeiro. Her study indicates that, for the majority of teachers, the New High School is not perceived as a measure that improves educational quality, as it neglects urgent demands within schools, such as investments in infrastructure and human resources. Additionally, the removal of subjects from the curriculum is considered a policy that contradicts disciplinary communities. Conversely, the research suggests that, for most students, this policy represents an improvement in educational quality, mainly due to the reduction in the number of mandatory subjects and the possibility of a more flexible educational trajectory. However, the majority of parents or guardians do not perceive this policy as beneficial to education, as the reduction of mandatory subjects may compromise students’ comprehensive education and limit their future opportunities, particularly in the job market. Nevertheless, the study concludes that there was no consensus among the three groups of school actors regarding the approval or disapproval of this policy.

## **5 Final Considerations**

Based on the analysis conducted, it is evident that the New High School (NHS) reform in Brazil has sparked deep and complex debates, encompassing ideological, political, social, and pedagogical issues. In general, it has not been widely recognized or accepted, particularly by researchers and teachers. One of the main challenges identified in the studies is the issue of structural duality and the precariousness of education, which contribute to the deepening of social inequalities in the country. Additionally, concerns have been raised regarding the dilution of scientific content in public schools in favor of an education model

more aligned with market demands—one that, paradoxically, is superficial and accelerated, ultimately reinforcing existing social disparities in the Brazilian context.

The various perspectives presented in the literature highlight the diversity of interpretations and positions regarding the reform, underscoring the need for a broad and democratic dialogue about the future of education in the country, particularly about high school education. Given the challenges and uncertainties surrounding the Brazilian educational landscape, it is essential to continue fostering research and critical reflections on the New High School reform, aiming to contribute to the construction of a more equitable, inclusive, and high-quality comprehensive education for all students. In this sense, it is crucial to question the educational policies being implemented and to advocate for an education system that values diversity, inclusion, and human rights. These contributions serve as a foundation for engaging in dialogue with future research.

## REFERENCES

- ALMEIDA, R. C. B. F. de. **Novo Ensino Médio no Brasil: histórico, propostas, políticas e implicações**. 2022. Tese (Doutorado em Educação) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2022. Disponível em: <https://repositorio.pucsp.br/jspui/handle/handle/30840>. Acesso em: 30 mar. 2024.
- BOUTIN, A. C. B. D. **A relação de forças entre a Unesco e o movimento estudantil e sua materialização na reforma do ensino médio através da Lei nº 13415/2017**. 2020. Tese (Doutorado em Educação) – Universidade Estadual de Ponta Grossa, Ponta Grossa, 2020. Disponível em: <https://tede2.uepg.br/jspui/handle/prefix/3264>. Acesso em: 25 mar. 2024.
- BRASIL. **Lei nº 9394/96, de 20 de dezembro de 1996**. Estabelece as Diretrizes e Bases da Educação Nacional. Brasília: Presidência da República, 1996. Disponível em: [https://www.planalto.gov.br/ccivil\\_03/leis/l9394.htm](https://www.planalto.gov.br/ccivil_03/leis/l9394.htm). Acesso em: 10 abr. 2023.
- BRASIL. Câmara dos Deputados. Medida provisória nº 746, de 22 de setembro de 2016. Institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral, altera a Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e a Lei nº 11.494 de 20 de junho 2007, que regulamenta o Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação, e dá outras providências. **Diário Oficial da União**: seção 1, Brasília, DF, p. 1, 23 nov. 2016. Disponível em: <https://www2.camara.leg.br/legin/fed/medpro/2016/medi-daprovisoria-746-22-setembro-2016-783654-publicacaooriginal-151123-pe.html>. Acesso em: 18 abr. 2023.
- BRASIL, Câmara dos Deputados. **PL 5230/2023**. Altera a Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e define diretrizes para a política nacional de ensino médio. Disponível em: <https://www.camara.leg.br/propostas-legislativas/2399598>. Acesso em: 15 set. 2024.
- BRASIL. **Lei Federal nº 13.415, de 16 de fevereiro de 2017**. Altera as Leis nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e 11.494, de 20 de junho 2007, que regulamenta o Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação, a Consolidação das Leis do Trabalho - CLT, aprovada pelo Decreto-Lei no 5.452, de 1o de maio de 1943, e o Decreto-Lei no 236, de 28 de fevereiro de 1967; revoga a Lei no 11.161, de 5 de agosto de 2005; e institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral. Brasília, DF: Presidência da República, 2017. Disponível em: [https://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2017/lei/l13415.htm](https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/l13415.htm). Acesso em: 18 abr. 2023.
- BRASIL. **Lei nº 14.945, de 31 de julho de 2024**. Altera a Lei nº 9.394, de 20 de dezembro de 1996 (Lei de Diretrizes e Bases da Educação Nacional), a fim de definir diretrizes para o ensino médio, e as Leis nº 14.818, de 16 de janeiro de 2024, 12.711, de 29 de agosto de 2012, 11.096, de 13 de janeiro de 2005, e 14.640, de 31 de julho de 2023. Disponível em: <https://legis.senado.leg.br/norma/39388636/publicacao/39391416> Acesso em: 2 out. 2024.
- BRASIL. Ministério da Educação (MEC). Portaria nº 399, de 8 de março de 2023. Institui a consulta pública para a avaliação e reestruturação da política nacional de Ensino Médio. **Diário Oficial da União**, Brasília, DF, 8 mar. 2023. Disponível em: <https://www.in.gov.br/en/web/dou/-/portaria-n-399-de-8-de-marco-de-2023-468762771>. Acesso em: 31 ago. 2023.

BRAUN, R. de O. **Novo Ensino Médio**: redesenho curricular inovador no contexto da Base Nacional Comum Curricular. 2022. Tese (Doutorado em Educação) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2022. Disponível em: <https://repositorio.pucsp.br/jspui/handle/handle/30254>. Acesso em: 18 abr. 2024.

CAMARGO, B. V.; JUSTO, A. M. IRAMUTEQ: um software gratuito para análises de dados textuais. **Temas psicol.**, Ribeirão Preto, v. 21, n. 2, p. 513-518, dez. 2013. Disponível em: [https://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1413-389X2013000200016#:~:text=O%20software%20IRAMUTEQ%20apresenta%20rigor,%C3%A9%20do%20tipo%20open%20source](https://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1413-389X2013000200016#:~:text=O%20software%20IRAMUTEQ%20apresenta%20rigor,%C3%A9%20do%20tipo%20open%20source). Acesso em: 14 out. 2023.

CAMARGO, B. Z.; JUSTO, A. M. Tutorial para uso do software IRAMUTEQ. **Laboratório de Psicologia Social da Comunicação e Cognição**, Santa Catarina, v. 2, p. 1-74, 2018. Disponível em: <http://www.iramuteq.org/documentation/fichiers/tutoriel-en-portugais>. Acesso em: 14 out. 2023.

CARMO, A. C. F. B. do. **O processo de descaracterização do projeto educacional da rede federal de educação no contexto de ascensão ultraneoliberal**: ameaças, retrocessos e resistências. 2023. Tese (Doutorado em Educação) – Universidade Estadual Paulista-Unesp, Marília, 2023. Disponível em: <https://repositorio.unesp.br/entities/publication/2922a3fd-8d8d-4fe3-9c44-a2313cd9236d>. Acesso em: 14 nov. 2023.

CARVALHO, J. M. A. **Uma política, várias camadas**: o desafio da implementação do Novo Ensino Médio no Brasil. 2023. Tese (Doutorado em Educação) – Departamento de Educação, Pontifícia Universidade Católica do Rio de Janeiro, Rio de Janeiro, 2023. Disponível em: [https://www.researchgate.net/publication/371698122\\_Uma\\_politica\\_varias\\_camadas\\_os\\_desafios\\_da\\_Implementacao\\_do\\_Novo\\_Ensino\\_Medio\\_no\\_Brasil](https://www.researchgate.net/publication/371698122_Uma_politica_varias_camadas_os_desafios_da_Implementacao_do_Novo_Ensino_Medio_no_Brasil). Acesso em: 10 fev. 2024.

CHAGAS, Â. B. **Os primeiros passos para a implementação da reforma do Ensino Médio na rede estadual do RS**: projetos em disputa. 2019. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2019. Disponível em: <https://lume.ufrgs.br/handle/10183/194560>. Acesso em: 20 nov. 2023.

EICHNER, A. S. **Novo Ensino Médio e trabalho pedagógico na rede estadual do Rio Grande do Sul**: impactos na formação da força de trabalho no Brasil. 2023. Dissertação (Mestrado em Educação) – Universidade Federal de Santa Maria, Santa Maria, RS, 2023. Disponível em: <https://repositorio.ufsm.br/handle/1/29241>. Acesso em: 12 out. 2023.

GARCIA, S. R. de O.; CZERNISZ, E. C. da S. A Reforma do Ensino Médio pela Lei 13.415/17: percursos e impactos na rede pública. In: KÖRBES, Cleci *et al.* **Ensino médio em pesquisa**. Curitiba: CRV, 2022. p. 47-60. ISBN 978-65-251-2860-3. Disponível em: <https://www.editoracrv.com.br/produtos/detalhes/37034-ensino-medio-em>. Acesso em: 9 nov. 2023.

GOMES, H.F. **O novo Ensino Médio na rede pública Estadual de Ensino e Minas Gerais**: um estudo da implantação do tempo integral e integrado. 2019. Dissertação (Mestrado em Educação) – Universidade Federal de Minas Gerais, Belo Horizonte, 2019. Disponível em: <https://repositorio.ufmg.br/handle/1843/35482>. Acesso em: 14 jun. 2024.

GONÇALVES, A. L. M. **A Filosofia na e da reforma do novo ensino médio como expressão da dualidade reificada**. 2019. Dissertação (Mestrado em Educação) – Faculdade de Formação de

Professores, Universidade do Estado do Rio de Janeiro, São Gonçalo, 2019. Disponível em: <https://www.bdttd.uerj.br:8443/handle/1/9905>. Acesso em: 10 mai. 2024.

GRAMSCI, A. **Cadernos do cárcere**, vol. 1: introdução ao estudo da filosofia, a filosofia de Benedetto Croce. Rio de Janeiro: Civilização Brasileira, 2014.

GRAMSCI, A. **Cadernos do cárcere**, vol. 2: os intelectuais, o princípio educativo, jornalismo. Rio de Janeiro: Civilização Brasileira, 2001.

GRAMSCI, A. **Cadernos do cárcere**, vol. 3: Maquiavel, notas sobre o Estado e a Política. Rio de Janeiro: Civilização Brasileira, 2016.

HARMEL, A. R. **Lei nº 13.415/2017**: impactos no ensino médio técnico sob a ótica de coordenadores de cursos profissionalizantes do IFPR. 2019. Dissertação (Mestrado em Ensino) – Universidade Estadual do Oeste do Paraná, Foz do Iguaçu, 2019. Disponível em: <https://tede.unioeste.br/handle/tede/4649>. Acesso em: 14 abr. 2024.

HENDGES, L. A. **O novo Ensino Médio**: entre as normativas/orientações para a reestruturação curricular e a prática didático-pedagógica de professores da formação geral básica. 2022. Dissertação (Mestrado em Educação) – Universidade Federal de Santa Maria, Santa Maria, RS, 2022. Disponível em: <https://repositorio.ufsm.br/handle/1/28236>. Acesso em: 28 abr. 2024.

KOSSAK, A. **Novo Ensino Médio ou renovação das condições de manutenção da velha dualidade educacional?** 2020. Dissertação (Mestrado em Educação, Contextos Contemporâneos e Demandas Populares) – Universidade Federal Rural do Rio de Janeiro, Seropédica, Nova Iguaçu, 2020. Disponível em: <https://rima.ufrj.br/jspui/handle/20.500.14407/13247>. Acesso em: 28 abr. 2024.

LANGER, G. H. **“Educação para um novo tempo”**: inovação curricular no contexto do Ensino Médio. 2023. Dissertação (Mestrado em Educação) – Universidade Do Vale Do Rio Dos Sinos, Porto Alegre, 2023. Disponível em: <https://repositorio.jesuita.org.br/handle/UNISINOS/12951>. Acesso em: 02 mai. 2023.

LIMA, J. R. de. **Efeitos de sentido do discurso do/sobre o “Novo Ensino Médio”**. 2019. 175 f. Dissertação (Mestrado em Educação) – Centro de Educação, Programa de Pós-Graduação em Educação, Universidade Federal de Alagoas, Maceió, 2019. Disponível em: <https://www.repositorio.ufal.br/handle/riufal/5716>. Acesso em: 4 mai. 2023.

LIMA, A. P. de. **Novo Ensino Médio**: significações dessa política pelos atores escolares. 2023. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade do Estado do Rio de Janeiro, Rio de Janeiro, 2023. Disponível em: <https://www.bdttd.uerj.br:8443/handle/1/21814>. Acesso em: 2 fev. 2024.

MADEIRA, F. C. **O novo ensino médio e a formação omnilateral**: concepções docentes sobre ensino médio em tempo integral com ênfase em empreendedorismo aplicado ao mundo do trabalho da rede estadual de educação do Rio de Janeiro. 2023. Dissertação (Mestrado em Educação, Processos Formativos e Desigualdades Sociais) – Faculdade de Formação de Professores, Universidade do Estado do Rio de Janeiro, Rio de Janeiro, 2023. Disponível em: <https://www.bdttd.uerj.br:8443/handle/1/20266>. Acesso em: 5 mai. 2024.

MARCELINO, A. de C. G. **A reforma do ensino médio**: tensões e contradições no currículo e na formação de professores. 2021. Tese (Doutorado em Educação) – Universidade Federal da Paraíba,

- João Pessoa, 2021. Disponível em: [https://repositorio.ufpb.br/jspui/handle/123456789/23384?locale=pt\\_BR](https://repositorio.ufpb.br/jspui/handle/123456789/23384?locale=pt_BR). Acesso em: 2 mai. 2024.
- MARQUES, A. R. **A produção discursiva do ensino médio brasileiro (2009- 2019)**: reformas, orientações e intenções. 2020. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Federal de Mato Grosso do Sul, Campo grande, 2020. Disponível em: <https://repositorio.ufms.br/handle/123456789/4394>. Acesso em: 12 mai. 2024.
- MATOS, J. A. B. **Novo ensino médio**: o rebaixamento da formação, o avanço da privatização e a necessidade de alternativa pedagógica crítica na educação física. 2019. Tese (Doutorado em Educação) – Faculdade de Educação, Universidade Federal da Bahia, Salvador, Bahia, 2019. Disponível em: <https://repositorio.ufba.br/handle/ri/28890?mode=full>. Acesso em: 13 mai. 2024.
- MELLO, L. M. de. **Os empresários e as políticas públicas em educação básica no Brasil contemporâneo**: a atuação da Confederação Nacional da Indústria (CNI) na construção do “novo ensino médio” (2013-2018). 2020. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Federal Fluminense, Niterói, 2020. Disponível em: <https://app.uff.br/riuff/handle/1/16796>. Acesso em: 2 jun. 2023.
- MENDONÇA, G. B., FÁVERO, R. F. **Centro de Mídias SP**: Uma Ferramenta para Educar os Estudantes da Rede Pública para o Século XXI. 2020. Dissertação (Mestrado em Gestão e Políticas Públicas) – Fundação Getúlio Vargas, Escola de Administração de Empresas de São Paulo. São Paulo, 2020. Disponível em: [https://bdtd.ibict.br/vufind/Record/FGV\\_813e9ddd0a870cedb2b6336969ef8ed0](https://bdtd.ibict.br/vufind/Record/FGV_813e9ddd0a870cedb2b6336969ef8ed0). Acesso em: 08 mai. 2024.
- MOLINA NETO, Vicente. Menos educação física, menos formação humana, menos educação integral. **Movimento**, v. 29, p. e29001, 2023. Disponível em: <https://www.scielo.br/j/mov/a/fvtqmVPrzs-JLxBBY36d4JGM/abstract/?lang=pt>. Acesso em: 09 mai. 2024.
- MOROSINI, M. C.; FERNANDES, C. M. B. Estado do conhecimento: conceitos, finalidades e interlocuções. **Educação Por Escrito**, [s. l.], v. 5, n. 2, p. 154–164, 2014. DOI: 10.15448/2179-8435.2014.2.18875. Disponível em: <https://revistaseletronicas.pucrs.br/ojs/index.php/poescrito/article/view/18875>. Acesso em: 4 abr. 2024.
- MOROSINI, M. C.; NASCIMENTO, L. M.; NEZ, E. Estado de conhecimento: a metodologia na prática. **Humanidades & Inovação**, Palmas, v. 8, n. 55, p. 69-81, 2021. Disponível em: <https://revista.unitins.br/index.php/humanidadesinovacao/article/view/4946>. Acesso em: 02 mai. 2023.
- MOURA, S. C. A. **O novo ensino médio de 2017**: Avanços e retrocessos na educação básica e as pesquisas sobre esse nível de ensino. 2022. Tese (Doutorado em Educação) – Universidade Metodista de São Paulo, São Paulo, 2022. Disponível em: [https://bdtd.ibict.br/vufind/Record/METO\\_b3d6a00d51bd46fe1d05a102be280410](https://bdtd.ibict.br/vufind/Record/METO_b3d6a00d51bd46fe1d05a102be280410). Acesso em: 16 mai. 2024.
- MUNIZ, T. L. S. B. **De reforma em reforma**: as recomendações dos organismos internacionais para a organização do ensino médio. 2020. Dissertação (Mestrado em Educação) – Universidade Federal de São Paulo, Guarulhos, 2020. Disponível em: <https://repositorio.unifesp.br/items/9df8c-56c-22f8-4396-ab87-43109e504793>. Acesso em: 02 mar. 2024.
- PINTO, S. N. dos S.; MELO, S. D. G. Mudanças nas políticas curriculares do ensino médio no Brasil: repercussões da BNCCEM no currículo mineiro. **Educação em Revista**, São Paulo, v. 37, p. e34196, 2021. Disponível em: <https://www.scielo.br/j/edur/a/gHjF9n8vLqPrwzCHb8zzKYB/>. Acesso em: 2 mar. 2024.

RIBEIRO, M. P; ZANARDE, T. A. C. Novo Ensino Médio e a liberdade de escolha. **Revista Educação**, Santa Maria, v. 45, 2020. Disponível em: <https://periodicos.ufsm.br/reeducacao/article/view/39519>. Acesso em: 2 mar. 2024.

RODRIGUES, E. **Padronização, alinhamento e controle da formação e do trabalho docente no novo ensino médio em Santa Catarina**: parceria da Secretaria do Estado da Educação com o Instituto IUNGO. 2023. Dissertação (Mestrado em Educação) – Universidade Estadual do Oeste do Paraná, Francisco Beltrão, 2023.

RUBINI, F. R. **Do ensino médio integrado ao “novo” ensino médio**: as orientações do CONIF e o processo de resistência nos institutos federais de educação, ciência e tecnologia da região sul (2017-2021). 2023. Tese (Mestrado em Ciências do Movimento Humano) – Universidade Estadual do Oeste do Paraná, Foz do Iguaçu, 2023. Disponível em: [https://bdtd.ibict.br/vufind/Record/URGS\\_842eb9ccc38e89f02449422d26f869d1/Description](https://bdtd.ibict.br/vufind/Record/URGS_842eb9ccc38e89f02449422d26f869d1/Description). Acesso em: 8 mar. 2024.

SANTOS, A. E. L. M. dos. **A formação técnica e profissional da juventude brasileira no novo ensino médio (Lei 13.415/2017)**: análise das diretrizes. 2023. Dissertação (Mestrado em Educação), Universidade Federal de São Paulo, Guarulhos, 2023. Disponível em: [https://bdtd.ibict.br/vufind/Record/UFSP\\_fba1144b93249d1bec07e156f483c36a](https://bdtd.ibict.br/vufind/Record/UFSP_fba1144b93249d1bec07e156f483c36a). Acesso em: 7 mar. 2024.

SANTOS, F. F. **O “novo” ensino médio na rede estadual de educação da Bahia**: processos curriculares em movimento no NTE 09-Amargosa. 2021. Dissertação (Mestrado em Educação) – Universidade Estadual do Sudoeste da Bahia, Vitória da Conquista, 2021. Disponível em: <http://www2.uesb.br/ppg/ppged/wp-content/uploads/2021/04/FL%C3%81VIO-FIGUEREDO-SANTOS.pdf>. Acesso em: 2 mar. 2024.

SILVA, A. C. C. e. **Efeitos do discurso neoliberal na educação**: o projeto de vida como dispositivo pedagógico de formação do sujeito-empresa. 2023. Tese (Doutorado em Educação) – Universidade Federal de Pernambuco, Recife, 2023a. Disponível em: [https://bdtd.ibict.br/vufind/Record/UFPE\\_e5dbbe6bc4f0002c46344963b3b3bc53](https://bdtd.ibict.br/vufind/Record/UFPE_e5dbbe6bc4f0002c46344963b3b3bc53). Acesso em: 6 mar. 2024.

SILVA, B. B. de C. C. **A contrarreforma atual do Ensino Médio**: um estudo da implementação nas escolas estaduais do Rio de Janeiro. 2022. Dissertação (Mestrado em Políticas Públicas e Formação Humana) – Faculdade de Educação, Universidade do Estado do Rio de Janeiro, Rio de Janeiro, 2022. Disponível em: <https://www.bdtd.uerj.br:8443/handle/1/18254>. Acesso em: 2 abr. 2024.

SILVA, B. T. **Os itinerários formativos no ensino médio**: um estudo no município de Santa Maria/RS. 2021. Dissertação (Mestrado em Educação em Ciências: Química da Vida e Saúde) – Universidade Federal de Santa Maria, Santa Maria, 2021. Disponível em: <https://repositorio.ufsm.br/handle/1/23131>. Acesso em: 17 mar. 2024.

SILVA, C. A. **Novo Ensino Médio**: um estudo do tipo Estado do Conhecimento no período de 2017 a 2022. *In*: ENCONTRO DE PESQUISA EM EDUCAÇÃO-EPEDUC, 12., 2023b, Uberaba. **Anais [...]**. Uberaba: Uniube, 2023b. p. 62-63. Disponível em: <https://www.uniube.br/arquivos/2024/abril/anais-xii-epeduc-versao-final.pdf>. Acesso em: 1 abr. 2024.

SILVA, M. K. **Novo Ensino Médio**: das reações contextuais à escola interrompida. 2018. Dissertação (Mestrado em Ensino) – Universidade do Estado do Rio Grande do Norte, Mossoró, 2018a. Disponível em: [https://www.uern.br/controladepaginas/posensino-dissertacoes-2016/arquivos/5486maria\\_kelia\\_da\\_silva.pdf](https://www.uern.br/controladepaginas/posensino-dissertacoes-2016/arquivos/5486maria_kelia_da_silva.pdf). Acesso em: 18 mar. 2024.

SILVA, M. R. da. A BNCC da reforma do ensino médio: o resgate de um empoeirado discurso. **Educação em Revista**, Belo Horizonte, v. 34, 2018b. DOI: <https://doi.org/10.1590/0102-4698214> 130. Disponível em: <https://www.scielo.br/j/edur/a/V3cqZ8tBtT3Jvts7JdhxxZk/abstract/?lang=pt>. Acesso em: 10 mar. 2024.

SOARES, H. A. M. **A adolescência em pauta na construção de políticas educacionais**: a reforma do "novo" ensino médio. 2023. Dissertação (Mestrado em Ensino de Ciências e Matemática) – Universidade Federal de São Paulo, Diadema, 2023. Disponível em: <https://repositorio.unifesp.br/items/bf1fcdc0-a184-4c80-8a49-068780f3f201>. Acesso em: 3 abr. 2024.

SOUZA, R. A. **Prometeu Acorrentado**: o fetiche do novo ensino médio e a crise no mundo do trabalho. 2020. Dissertação (Mestrado em Educação) – Escola de Filosofia, Letras e Ciências Humanas, Universidade Federal de São Paulo, Guarulhos, 2020. Disponível em: <https://repositorio.unifesp.br/items/79ba3d8b-cbab-4ab3-bc98-6712ea0a7933>. Acesso em: 2 mar. 2024.

SIQUEIRA, E. J. S. de. **Implementação da Lei nº 13.415/2017–Novo Ensino Médio–na Escola Agrícola Dom Agostinho IKAS/Universidade Federal Rural de Pernambuco (UFRPE), Campus São Lourenço da Mata/PE**: limites e possibilidades. 2021. Dissertação (Mestrado em Gestão pública) – Universidade Federal de Pernambuco, 2021. Disponível em: <https://repositorio.ufpe.br/bitstream/123456789/40793/1/DISSERTA%c3%87%c3%83O%20Emilson%20Jos%c3%a9%20Santos%20de%20Siqueira.pdf>. Acesso em: 23 abr. 2024.

VIEIRA FILHO, V. J. V; GONÇALVES, F. P. Gerencialismo na formação continuada de professores no Brasil: uma análise de documentos propostos pelo Conselho Nacional de Secretários de Educação. **Educar em Revista**, São Paulo, v. 39, p. e87137, 2023. Disponível em: <https://www.scielo.br/j/er/a/x754kfnZNPnGF55NDVTchs/>. Acesso em: 2 mar. 2024.

---

Received in June 2024 | Approved in December 2024

#### MINI BIOGRAPHY

##### **Cléverson Alves Silva**

Ph.D. candidate in Education at the University of Uberaba. Master's degree in Letters from the Graduate Program in Letters at the Federal University of Uberlândia (UFU). Basic education teacher with the Minas Gerais State Department of Education. Member of the GEPIDE research group at Uniube.  
E-mail: [cleverson.silva@educacao.mg.gov.br](mailto:cleverson.silva@educacao.mg.gov.br)

##### **Marilene Ribeiro Resende**

Ph.D. in Mathematics Education from the Pontifical Catholic University of São Paulo (PUC-SP). Full professor at the University of Uberaba, teaching both undergraduate and graduate courses. Vice-leader of the "GEPIDE - Uniube" research group and a member of the "GEPREPES" group, as well as the Research Group on Algebraic Education at PUC/SP.  
E-mail: [marilene.resende@uniube.br](mailto:marilene.resende@uniube.br)

---

Translated by Karen Katiúcia Oliveira Leite