



BUILDING ON A NETWORK: THE HIGH SCHOOL REFORM THROUGH THE LITERATURE REVIEW, INITIAL ASPECTS

CONSTRUINDO EM REDE: A REFORMA DO ENSINO MÉDIO POR MEIO DA REVISÃO DE LITERATURA, ASPECTOS INICIAIS

CONSTRUYENDO EN RED: ASPECTOS INICIALES DE LA REFORMA DE LA EDUCACIÓN MEDIA A TRAVÉS DE UNA REVISIÓN DE LITERATURA



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ABSTRACT: This article's objective is to present the mapping of the production of thesis and dissertations carried out between 2012-2022, which problematize the High School Reform, instituted through Law nº 13.415/2017 (BRAZIL, 2017). Located in the field of Teaching History, the proposed study is the initial part of a doctoral research, which proposes to investigate the non-place of the discipline of History in the Law of Guidelines and Bases of National Education in the High School stage. When we consider History as a field of knowledge necessary for human, political and citizenship formation, we understand it as a corpus of specific knowledge that has learned a lot for the understanding of human action in and over time. Knowledge that allows us to understand how we became what we are, considering our historical condition, which is temporal. When we get to know the human actions that result in what we experience today, it becomes possible to reflect on the problems that led us to our historical time, as well as it is still possible to envision which human actions can transform the future, through the possible barriers in the history, in present. To do so, we consider that history as a school subject contributes to the formation of individual and collective identities, through identification processes that can be sustained through knowledge of the history that precedes us and that is based on a colonizing process that is re-elaborated and updated as an imperialist neoliberal political-ideological project in the western world, and, in this specific case, in Brazilian society. In this way, we understand that this text is also an orientation for the delimitations and definitions of the research in development. In addition, it is also a question of knowing the studies produced by other partners that have a lot to contribute to the understanding of the (dis)reform.

KEYWORDS: Education. History Teaching. High School Reform. Law nº 13.415/2017.

RESUMO: O presente artigo objetiva apresentar o mapeamento de produção de teses e dissertações realizadas entre 2012-2022 que problematizam a Reforma do Ensino Médio, instituída por meio da Lei nº 13.415/2017 (BRASIL, 2017). Situados no campo do Ensino de História, o estudo proposto é parte inicial de uma pesquisa de doutoramento, que se propõe a investigar o não lugar da disciplina de História na Lei de Diretrizes e Bases da Educação Nacional na etapa do Ensino Médio. Ao consideramos a História como um campo de conhecimentos necessários à formação humana, política e da cidadania a compreendemos como um corpus de conhecimentos específicos que contribuem sobremaneira para a compreensão da ação humana no e com o tempo. Conhecimentos que nos permitem compreender como nos tornamos o que somos, considerando nossa condição histórica que é temporal. Ao conhecermos as ações humanas que resultaram no que experienciamos hoje, torna-se possível refletir sobre as problemáticas que nos conduziram ao nosso tempo histórico, bem como é possível, ainda, vislumbrar quais as ações humanas que podem transformar o futuro, através das intervenções possíveis na história, no presente. Para tanto, consideramos que a história, como disciplina escolar, contribui na formação de identidades individuais e coletivas, através de processos de identificação passíveis de serem estabelecidos mediante o conhecimento da história que nos antecede e que está fundada num processo colonizador que se reelabora e atualiza como um projeto político-ideológico neoliberal imperialista no mundo ocidental, e, neste caso específico, na sociedade brasileira. Dessa forma, compreendemos que este texto se constitui também como uma orientação para as delimitações e definições da pesquisa em desenvolvimento. Além disso, trata-se também, de conhecer os estudos produzidos por outros/as parceiros/as que muito têm a contribuir para a compreensão da (des) reforma.

PALAVRAS-CHAVE: Educação. Ensino de História. Reforma do Ensino Médio. Lei nº 13.415/2017.

RESUMEN: *El presente artículo tiene como objetivo mapear la producción de tesis y disertaciones realizadas entre 2012 y 2022, que problematizan la Reforma de la Educación Media en Brasil, establecida a través de la Ley Federal nº 13.415/2017 (BRASIL, 2017). Situado en el campo de la Enseñanza de la Historia, el estudio propuesto es parte inicial de una investigación de doctorado en la cual se propone investigar el “no lugar” de la disciplina de Historia en la Ley de Directrices y Bases de la Educación Nacional, en la etapa de la Educación Media. Al considerar la Historia como un campo de conocimientos necesarios para la formación humana, política y ciudadana, la comprendemos como un corpus de conocimientos específicos que contribuyen en gran medida a la comprensión de la acción humana en (y) a través del tiempo. Estos conocimientos nos permiten comprender cómo nos hemos convertido en lo que somos, considerando nuestra condición histórica que es temporal. Al conocer las acciones humanas que han dado lugar a nuestra realidad actual, es posible reflexionar acerca de las problemáticas que nos han llevado al actual tiempo histórico, así como vislumbrar qué acciones humanas pueden transformar el futuro, por medio de las posibles intervenciones en la historia en el presente. Por lo tanto, consideramos que la historia como disciplina escolar contribuye a la formación de identidades individuales y colectivas, por medio de procesos de identificación que pueden establecerse mediante el conocimiento de la historia que nos precede, y que se basa en un proceso colonizador que se reelabora y actualiza como un proyecto político-ideológico neoliberal imperialista en el mundo occidental, y en este caso específico, en la sociedad brasileña. De esta manera, comprendemos que este texto también se constituye como una guía para las delimitaciones y definiciones de la investigación en desarrollo. Además, se trata de conocer los estudios producidos por otros/as colaboradores/as por supuesto tienen mucho que contribuir a la comprensión de la (des) reforma.*

PALABRAS CLAVE: *Educación. Enseñanza de la Historia. Reforma de la Educación Media. Ley nº 13.415/2017.*

Introductory Notes

Literature review is commonly emphasized in postgraduate courses, especially in methodology disciplines about studies already carried out in the intended area of knowledge, as well as the theme to be researched, whether for the preparation of a dissertation or thesis. However, this search process ends up gaining several nomenclatures, which for this and/or other reasons end up not meeting what is expected as a final product. Faced with this hazy scenario, we decided, in this text, to bring some introductory notes supported by authors who warn us and explain the importance of this type of search and the mistakes made by students throughout its elaboration, which ends up compromising the objective intended by the researchers, and then present part of the survey proposed here. We also understand, modestly, that this text can contribute to those who, like us, are experiencing their training, both in undergraduate and postgraduate courses and are in the initial moments of research, when we often envision our objective, but in order to achieve So we need to walk the paths and get to know other paths taken in the search for answers to the questions that always accompany those who dedicate themselves to research.

In this sense, by understanding that the production of knowledge takes place in a network, based on connections between researchers, institutions, communities, cultural groups, people, formal and non-formal educational spaces and among other categories, we point out the need for the elaboration of this movement of data collection, because it provides knowledge of what will be researched and the alignments established in the study, such as, for example, in defining the central question, in directing the objectives, in the space-time cut, in the epistemology, in the methodology and in the methods to be employed throughout the writing. Therefore, this movement can avoid frustrations, such as the repetition of research, that is, it is a possibility of not thinking that your proposition is innovative, it is the invention of the wheel, when, in fact, it is not. Alves- Mazzotti (2012, p. 43, our translation) states that

The production of knowledge is not an isolated enterprise. It is a collective construction of the scientific community, a continuous search process, in which each new investigation is inserted, complementing or contesting previously given contributions to the study of the subject.

Another issue raised by the author concerns the fragility of this production of knowledge present in Brazilian theses and dissertations. From a detailed research, Alves– Mazzotti found, still in 2012, that this moment of the research becomes a kind of Achilles' heel in the productions, for many times, it does not inform the inclusion and exclusion criteria, the justifications for choosing the selected databases, the methodology adopted in the elaboration of the descriptors, among other nuances, which end up disqualifying the work, making it fragile. Given this scenario, in a text published in 1992 and republished in 2012, the author presents thirteen types of revision to be avoided, namely: Summa; Archaeological; Patchwork; Thriller; Rococo; Notebook B; Theoretical cocktail; Useless appendage; Monastic; social columnist; Colonized versus xenophobic; Off the records and Ventriloquist. They are models of productions that deviate from the objectives in terms of structure, content and dialogue of what is expected from data collection. But after all, is there a defining concept of this movement and what are the necessary requirements for the elaboration of a good work, without holes and daydreams?

According to Alves- Mazzotti (2012, p. 43, our translation), “[...] Given the fact that the bibliography review must be at the service of the research problem, it is impossible, besides being undesirable, to offer models to be followed”. Therefore, this leads us to identify what we should not do in the development of this process according to the examples cited above, some of which we will briefly explore in this introduction. However, from the point of view of the

objectives and scope of the literature review, it is worth mentioning the existence of different possibilities. As pointed out at the beginning of this text, this process ends up gaining several nomenclatures, sometimes causing some confusion in what the review proposes. Some names should sound familiar to the reader: State of the art, literature review, systematic literature review, bibliographic survey, integrative review, narrative review, - among other names, are some of the ways to carry out this process of search for knowledge that is given in the network.

We noticed that the literature review and the bibliographic review appear in the words of the referred author as synonyms. That is, it is the same movement with two nomenclatures, which proposes the same objectives. According to Castro *et al.* (2020, p. 41, our translation), defining the object of study from the literature review is in the same line of importance as the choice of methodology to meet the object, in this sense, the literature review has a “[...] peculiar in allowing the reader to expose already systematized contributions on the subject to be investigated, whether theoretical contributions or research already developed, highlighting the guiding principles that served as the basis for outlining the study”. Also in this study, the analysis of the theses of the Graduate Program in Education and Contemporaneity of the State University of Bahia (PPGEduC /UNEB) is carried out, based on the *Scoring Rubric of the Literature Review* by Boote and Beile (2005), which is a way of assessing the quality of literature reviews. Therefore, the established dialogue takes place based on the mechanisms developed to carry out the evaluation, which is initially presented as a way of verifying a review with a desirable standard, based on criteria and categories to meet a certain scope or completeness of the research (CASTRO *et al.*, 2020, p. 29). This last point, “exhaustiveness”, confronts what Alves-Mazzotti (2012) called Summa, a false idea of exhaustion of the subject, that is, an attempt to cover the theme considering great temporalities, geographic cuts, databases and types of fonts. Understanding the access, we have to research today and, in a way, the ease that results in finding abundant material, it is worth pointing out the importance of delimitation. It's needed ponder, so that there is a cohesive survey, which explains around a well-cut object, as it is not possible to “embrace the world”.

The study by Castro *et al.* (2020) draws attention to the division by criteria and categories of analysis that the rubric presents. Thus, we also note its potential, “This file contains 12 criteria divided not equally into five categories: Coverage, Synthesis, Methodology, Significance and Rhetoric.” (CASTRO *et al.*, 2020, p. 29, our translation). For the study in question, four categories and seven evaluation criteria were selected, which leads us to infer that such models

are also adapted according to the objectives of the review evaluations, confirming what was said earlier about the lack of a fixed concept for the operationalization of the study.

According to Okoli (2019, p. 04, our translation), the literature review must be systematic, explicit, comprehensive and “[...] reproducible by others who wish to follow the same approach in reviewing the topic”. attention in the sense of sharing the collected data, which, as the author points out, can serve as a source for other researchers and other possible research clippings. This leads us to provide that the organization of the works resulting from the searches, from the descriptors should be made available. Another issue present in this work is the adaptation of the definition of literature review in Fink (2005), where Okoli (2019), adds the systematic character to the procedure. Here, the idea of adaptation and combination in the realization appears once again of the reviews, proving once again the idea of a non-fixed concept, but governed by certain academic rigor with regard to methodology.

It is important to highlight that Sousa's dissertation (2022)³ was of great importance for the writing of this text regarding the definition, as well as the differentiation between a systematic literature review and a literature review, identified through a detailed and descriptive study about the systematic review supported by authors such as Galvão and Pereira (2014) and Sampaio and Mancini (2017). Still, as a counterpoint, we dialogue with Romanowski and Ens (2006, p. 39-40), who present us with an overview of the state of the art of a theme within an area of knowledge. Thus “[...] to carry out a “state of the art” on “Teacher Training in Brazil” it is not enough just to study the abstracts of dissertations and theses, studies on the productions in congresses in the area, studies on publications in area journals. (ROMANOWSKI; ENS, 2006, p. 39-40, our translation). It is, therefore, a broader movement that seeks knowledge in two different forms of publications, language and bases.

On the way to concluding these introductory notes, we understand that the literature review – methodology that is the focus of this research – does not have a fixed, rigid and unique concept, on the contrary, what we perceive in the literature based on the consulted authors and appropriate, is that it is much more about highlighting the path taken, justifying the choices of inclusion and exclusion, the treatment of sources in relation to the research object, the explanation of each stage, the time frame, the locus of the research , the availability of works found for possible future research, reflection, synthesis and among other issues, which are inherent to each object. All this movement will result in a documentary *corpus*, which will contribute to the

³Defended by the Graduate Program in Education - PPGED in 2022, by the Federal University of Sergipe - UFS.

delimitation of the research question, the objectives, the epistemology, the methodology and the methods for the construction of the research.

High School Reform: a corpus under construction

History teaching is currently experiencing a crisis situation, which is certainly a “crisis of historicist history”, resulting from existing mismatches between the multiple and differentiated social demands and the inability of the school institution to meet them or to respond affirmatively, consistently with them.

(NADAI, 1993, p. 144, our translation)

In 2017, a great storm arose and continues to disturb the waters of History, with the institution of Law nº 13.415/2017 (BRASIL, 2017), which amended the Law of Guidelines and Bases of National Education, modifying the structure of secondary education, known as popularly known as the New Middle School Act (NEM). The change prioritizes technical and professional training and makes it mandatory, during the three years of the modality, only the teaching of Portuguese and mathematics. The English language components – or other foreign languages – physical education, art, sociology and philosophy, appear as mandatory, however, without the specificity of time. Regarding the disciplines of History, Geography, Biology, Physics and Chemistry, the law is non-specific. Another point present in the measure is in relation to notorious knowledge, which makes it possible for technical and professional training subjects to be taught by professionals with notorious knowledge, configuring the delegitimization of the teaching profession.

Were we, in a situation of crisis, as Elza Nadai points out in the epigraph that opens this text, exactly 30 years ago? Or has the crisis always been a project for History as taught? When we turn to the institution of the discipline in school curricula, which occurs in the 19th century, we observe the European influence circumscribing it, “Coherently with the proposed model, from the beginning, the basis of teaching was centered on the translations of French textbooks [. ...] Later reforms took care of adapting the College's study program to the last modifications carried out in the National Lyceums of France.” (NADAI, 1993, p. 146, our translation).

The studies considered the History of Western Europe, under the quadripartite division – Ancient Age, Middle Age, Modern and Contemporary Age – and the History of the homeland appeared as something secondary and optional, where it followed the principles of Sacred History, from the narration of the biography of saints and profane heroes (BITTENCOURT, 2011). With the advent of the Republic, the conception of homeland, nationalism and identity

are decorated, and begin to express pride, as a way of (dis) aggregating the children of the nation, “[...] the “invented traditions” should be shared by all Brazilians and patriotic sentiment should emerge from them. History had the mission of teaching “national traditions” and awakening patriotism.” (BITTENCOURT, 2011, p. 64-65, our translation).

The new Republic carried not only colonial and imperial remnants, but a whole structure and way of thinking, which for decades constituted the population's image and imagination. The last country to abolish slavery remained, in practice and in theory, in line with the ways of the white man. In History Teaching, “The guiding thread of the historical process thus centered on the Portuguese colonizer and, later, on the European immigrant and on the equal contributions of Africans and indigenous people. Hence the emphasis on the study of civilizing contributions – those bequeathed by the European liberal tradition.” (NADAI, 1993, p. 149, our translation). It was this knowledge that remained in secondary and primary schools, public or private, from the perspective of the other and in the production of national heroes.

From 1934, the first courses for the training of secondary school teachers appear. Even if still under colonial influences, they will problematize the current teaching model, because “This training, although eclectic, led to the understanding, on new bases, of the object and method of History and, consequently, of its teaching.” (NADAI, 1993, p. 155, our translation). In the field of History teaching, Circe Bittencourt (2011, p. 59, our translation) points out that, “The history of History teaching has been the subject of studies by several Brazilian researchers, notably from the 1980s onwards, when debated the curriculum reform that aimed to replace Social Studies with History and Geography.”

The teaching of History, understood as a field of study, allows us, from the historicization of the History taught, the contact with different epistemologies, methodologies, methods and objects of study, which direct us to intend the character of the discipline over the centuries. To this end, we consider that history as a school subject contributes to the formation of individual and collective identities, through identification processes that can be established through knowledge of the history that precedes us and that is founded on a colonizing process that is re-elaborated and updated as a neoliberal, imperialist political-ideological project in the western world, and, in this specific case, in Brazilian society.

In this sense, we are guided by the prerogative that the History taught at school enables the construction of the notion of citizenship through cultural significance. In previous works, Lucini (2018, p. 68, our translation), also the author of this text, states that “By knowing historical narratives of different social groups, subjects have the possibility to recognize and

identify with the history of their predecessors. This relationship of identification seems essential for the development of a citizen conscience.”. However, this process in our society did not reach the necessary effectiveness to guarantee the incorporation of other social groups in the official curricula,

At the end of the 1980s, with the abolition of the slave system and the population increase resulting from the intensified process of immigration and urbanization, political debates on the concept of citizenship were broadened, and, therefore, social and civil rights be extended to an ever-increasing number of people. The school gained new prominence, due to the need to increase the number of literate people, a fundamental condition for acquiring political citizenship (BITTENCOURT, 2011, p. 62-63, our translation).

Even in the face of a new government system, the teaching model prevailed, whose theoretical basis privileged the cult of heroes, “invented traditions” and civic parties. That is, the presence of a heterogeneous public in the school from the 1930s onwards did not guarantee the displacement of conceptions,

Two characteristics identified the teaching of History in primary schools from then on: the sedimentation of the cult of the Fatherland's heroes, consolidating Tiradentes as “the national hero” and the also national celebrations of the 7th of September; the obligation, as a result of this educational policy, of the History of Brazil for students who wanted or were able to continue their secondary studies, integrating the programs of entrance exams such high school courses (BITTENCOURT, 2011, p. 67, our translation).

The established national project continued in the following decades. Partially, from the 1950s and 1960s, the disciplines of History, Geography and Civility were replaced by Social Studies, reaching the entire education system from 1971, with the implementation of the reform forged at the height of the civil-military dictatorship (BITTENCOURT, 2011). After re-democratization and with the institution of a new Law of Guidelines and Bases of National Education (BRASIL, 1996) and the National Curricular Parameters – PCNs, the subject of History is reborn as a curricular component for primary and secondary education.

Even if the presence of the History discipline was guaranteed, some claims in relation to the contents are born under the force of the law, as in the cases of Law nº 10.639/2003, which makes the teaching of History and Afro-Brazilian Culture mandatory (BRASIL, 2003), and, subsequently, Law nº 11645/2008, which amends the first, establishing the mandatory teaching of Afro-Brazilian and Indigenous History and Culture (BRASIL, 2008a). This leads us to infer that the presence of other groups within the curriculum happens from the obligatoriness of the Law. In this sense, we understand that:

In a society where selective silencing is directed towards the past, mainly in relation to the narratives of the original groups, we understand that it is important and necessary that the **Teaching of History** be effective in the direction of making these memories and histories known, because make us what we have become. Understanding the past implies, at the very least, reducing silencing and allowing silenced voices to speak. To this end, historical intentionality is necessary and is a condition for doing justice, in the sense of restoring the right to memory and history to subjects whose existence suffers from an erasure produced by the silencing of their narratives (LUCINI, p. 70-71, 2018, emphasis added, our translation).

This aspect of selective silencing guides us to question the effects of the New High School Reform, insofar as it makes possible the erasure of History as a compulsory subject, how is it possible to guarantee the right to memory? Le Goff (1990, p. 427, our translation), warns us that

Becoming masters of memory and oblivion is one of the major concerns of the classes, groups, and individuals who have dominated and still dominate historical societies. History's forgetfulness and silence reveal these mechanisms for manipulating collective memory.

The crisis that Elza Nadai denounced in 1993, linked to Law nº 13415/2017 (BRASIL, 2017), confirms its long duration and leads us to consider that it is a project of society, which is always reformulating itself, whose configuration comes from the dispute for Clio (the muse of History) and her mother, Mnemonise (the memory).

Method

Defining the descriptors

The **first** search movement took place in the definition of the keywords/descriptors of the theme in question – New High School – for that, we resorted to the Center for Information and Library in Education (Cibec), linked to the National Institute of Educational Studies and Research Anísio Teixeira – INEP, which provides the Terminological Management service, through the Brazilian Education Thesaurus (Brased), whose objective is to present the relationship of terms and concepts related to each other in the area of education, forming a vast

vocabulary. However, the page⁴ is undergoing a restructuring, which prevented us from consulting it.

Faced with this obstacle and aware of the importance of searching for keywords, we turned to Education Resources Information Center – ERIC, which is a database that brings together a vast collection on education, being sponsored by the Institute of Educational Sciences of the United States Department of Education. It is possible to find conferences, articles, book chapters, theses, dissertations among other forms of knowledge organization. The first descriptor was selected based on preliminary information present in manifestos, news and letters from educational associations in Brazil, in which they positioned themselves in relation to the reform of secondary education. Therefore, we started with the descriptor “Novo Ensino Médio”, which in the English translation is “New High School”. This database presents the works in English, which initially guarantees research with a broader scope in the area, not being restricted to the Portuguese language only.

However, when performing the first search, we found synonyms and research linked to the descriptor, but which dealt with other perspectives of secondary education. We understand that because it is a national education reform and that the objective of the research is to map the productions arising from the theme, we chose to look for another database and other ways of defining the descriptors. Considering that this is doctoral research, we chose to choose the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel - CAPES, which brings together national productions through the deposit of postgraduate programs of their theses and dissertations and for understanding, also, that the research model present in the base is *stricto sensu*, that is, it is the same as our doctoral research, which we will name here as umbrella research.

In the first search in the CAPES catalog, with the descriptor “New High School”, we accessed some abstracts that led us to expand our search with four descriptors. Aware that the reform of secondary education officially began with Provisional Measure 746/2016 (BRASIL, 2016), converted into Law nº 13,415 in 2017 (BRASIL, 2017), we understand that the theme is still recent, which contributed to the fact that the descriptors were not located immediately. A very different scenario if we were discussing, for example, teacher training, continuing education and educational policies, which are themes that have been present on research

⁴Since mid-February 2023, the Terminology Management sector has been restructuring Brased's conceptual matrix. Available at: <https://www.gov.br/inep/pt-br/areas-de-atuacao/gestao-do-conhecimento-e-estudos-educacionais/cibec/gestao-terminologica>.

agendas for a longer time. We even took the opportunity to justify, with the exception of Descriptor 4, the non-use of Booleans (AND, OR and NOT), because as we did not start the research with all the descriptors, which could have helped us and, in a way, shortened the reviewing the duplicate works found along the four descriptors, we initially restricted ourselves to a single descriptor. It is important to indicate that the use of quotation marks in the descriptors concerns the objective of locating the whole sentence and not just the separate words that compose it.

The filters used in the search concern the definition of time and area of knowledge. The delimited time was of the works published in the last ten years, considering 2022 as the ceiling year, this year regarding the beginning of the umbrella research. Why 10 years of clipping? On March 15, 2012, still under the government of President Dilma Rousseff, the Special Commission was created, on the initiative of Deputy Reginaldo Lopes PT/MG (Application N. 4.337, de 2012), the Special Commission aimed at promoting Studies and Propositions for the Reformulation of High School (CEENSI), whose objective was to develop a new conception of high school, which gave rise to Bill No. 6840/2013 (BRASIL, 2013). That is, we take this commission as a time frame, as we understand that the reform procedures precede the year of the provisional measure of 2016. The second argument refers to the type of research. A doctoral thesis requires depth and theoretical support, so it is important to know what is being produced in the area on the subject.

Regarding the area, Human Sciences and Applied Social Sciences were selected, which make up the Great Area of Knowledge of Capes. We are inserted in the first and we draw dialogues with the second, therefore, we chose to consider the research developed in both. Below we present the descriptors in order and the number of works located, in which the titles and abstracts were read.

Table 1 - Descriptors and quantities of selected works

	Descriptors	Number of papers found
Descriptor 1	“NEW HIGH SCHOOL”	54
Descriptor 2	“13,415/2017”	64
Descriptor 3	“HIGH SCHOOL REFORM”	145
Descriptor 4	COUNTER-REFORM AND “HIGH SCHOOL”	24
Total		287

Source: Catalog of Theses and Dissertations – CAPES. Organization: the authors (2023)

The **second movement** after organizing the titles found, separated by descriptors and reading the titles and abstracts, we excluded the works that are far from our research interest, based on two criteria: 1st) titles and abstracts that did not deal with secondary education reform; 2nd) duplicate works. Which resulted in a new number, as shown in Table 2.

Table 2 - Descriptors and quantities of papers selected after checking the information

	Descriptors	Number of papers found
Descriptor 1	“NEW HIGH SCHOOL”	38
Descriptor 2	“13,415/2017”	39
Descriptor 3	“HIGH SCHOOL REFORM”	62
Descriptor 4	COUNTER-REFORM AND “HIGH SCHOOL”	09
Total		148

Source: Catalog of Theses and Dissertations – CAPES. Organization: the authors (2023)

The Catalog of Theses and Dissertations at Capes, in addition to bringing research information and the complete texts, also informs the initial project submitted by the candidates. In numerous cases, the projects were related to Law nº 13.415/2017 (BRASIL, 2017), causing the works to appear in the search, however, the final research published no longer dealt with the theme initially proposed. Therefore, there is also a generous amount of exclusion of work in the exploratory review performed. As we are investigating the non-place of the discipline of History in the reform of secondary education, we chose to select theses and dissertations whose outline was the specific approach of a certain curricular component of the areas of Human Sciences and Applied Social Sciences, to take them as a basis in this moment of delimitation of the object. Among the 148 works found, 10 studies dealing with the curricular components Sociology, Philosophy and Geography were selected, among these, we were unable to access a specific title, as it was not available.

The inclusion criterion mentioned above is justified by the large number of productions found that problematize the new secondary education, as they do not refer to the specificity of the object. However, the systematization created from the titles may receive other clippings in the future. Before entering the structure of the selected works, it is worth bringing some notes that are recurrent in the abstracts in general.

Results

Initial Aspects

Ruling over the waters of curricula, a huge storm has risen, on the one hand, they are, situated in their big ships, following the course of the market, of cheap and unskilled labor, technician from the winds of the neoliberalism. Imperialists in new guises. On this side, we are, in different boats, expressing our repudiation, clinging and fighting to our oars in the immensity of the waters, which constitute our spaces in dispute for Clio and Mnemonise.

Thus, in this incursion into productions, we find lines and more lines, which historicize high school in Brazil, which tell us about its innumerable nuances, each one at the service of an administrative-ideological apparatus of its time. Temporal clippings that tell the implementation of Jesuit education until the present day, between changes and permanencies. Or consider, for example, the creation of the Ministry of Business, Education and Public Health in 1930, under the government of Getúlio Vargas in light of Law No. 13,415/2017 (BRASIL, 2017). Other works present more specific questions, whose objective is to trace the similarities between the reform carried out during the military dictatorship, instituted by the Law of National Education Guidelines and Bases, Law 5.692/1971 (BRASIL, 1971), whose most rigid alterations were related to the 2nd degree, today called Secondary Education, which will become professional in nature, in view of the current change, which also presents similarities of 46 years. Any similarity is not coincidental! It is a move made deliberately.

What research shows is the maintenance of inequalities to the detriment of the wealthy classes. Teacher evaluation, career policy, training paths, changes in curriculum structure, continuing education, perception of managers, teachers and students and non-involvement in the reform appear to legitimize the non-consideration of these groups in the structuring of the new teaching offer. Thus, we perceive the concern of the researchers in identifying the implementation processes at the state and municipal level, which from the outset already informs us of the difference between the federative units. That is, the state asymmetries regarding infrastructure, financing, among other categories, result in a multifaceted reform.

The United Nations Educational, Scientific and Cultural Organization – UNESCO, the National Confederation of Industry – CNI, the World Bank, the Organization for Economic Cooperation and Development – OECD are some of the institutions supporting this reform, which through of neoliberal, technocratic and utilitarian discourses, not only aim to shape the profile of the student body to be formed, but also the management of the school and teachers

via outsourcing, as can be seen in the speech of Ricardo Paes de Barros, chief economist of the Ayrton Senna Institute, in September 2017, months after the publication of Law nº 13.415/2017 “[...] in the future, there is no reason for the state to individually manage teachers and schools. His function will be more to regulate quality and guarantee access for all and pay for the service.” (BEZERRA, 2017, np).

On the other hand, we have the Brazilian Union of Secondary Students, which in 2016 occupied schools against the reform under the motto “Education is not a commodity”. Since then, other movements and associations, such as the National Union of Students - UNE, National Association of Graduate Studies and Research in Education - ANPEd, National Association of History - ANPUH, Brazilian Association of History Teaching - ABEH and other fronts appear in this scenario against a training that does not allow students to choose. The surveys, by systematizing and problematizing the reform of secondary education, also produce a form of denunciation of the attacks suffered by education.

From the point of view of methodology, the abstracts present approaches based on discourse analysis, historical-dialectical materialism – the latter appeared with great frequency – that intend the power relations between the State, society, capital, education and work, through analysis of social structures. Foucault's genealogical methodology is one of the present modalities, whose basis is based on the effects of power present in discourses, including those present in the media environment, such as advertisements⁵. Among other approaches, methods also appear: narrative interviews, document analysis, bibliography, participant observation and other data collection instruments. The methodological diversity present in the productions inspires us to design the umbrella research.

Discussions

The selected surveys

The nine surveys selected from the inclusion and exclusion criteria already justified in this text will be presented based on their initial aspects, obtained by reading the abstracts and introductions. Descriptor 1 – “**NEW EDUCATION HIGH SCHOOL**”, was responsible for bringing together three dissertations, one on the curricular component Geography (SALMERON, 2020) and two on Sociology (GALVÃO, 2022; CAMPOS, 2020) and a thesis on Philosophy (MELO, 2022); Descriptor 2 – “**13.415/2017**”, presented a dissertation on

⁵Available at: <https://www.youtube.com/watch?v=rffon63gGBY>.

Sociology (OLIVEIRA, 2020); The **descriptor 3 – “REFORM OF HIGH SCHOOL EDUCATION”** showed three dissertations, two on Philosophy (BARROS, 2021; COSTA, 2018), one on Sociology (MONTEIRO, 2020) and a thesis on Geography (ANDRÉ, 2022). The **descriptor 4 – COUNTER-REFORM AND “ENSINO MÉDIO”** did not obtain selected works.

With the exception of three surveys, which were developed within the Postgraduate programs in Geography (2) and Sociology (1), the others are linked to the Postgraduate program in Education. Regarding temporality, we have one production in 2018, four in 2020, one in 2021 and three in 2022. These data serve for the initial diagnosis on the production of knowledge involving the reform of Secondary Education, which helps us to find answers to some questions elaborated with the institution of the law, namely: what is the situation of the curricular components of the Humanities and Applied Social Sciences? How are the teachers with the decrease in the workload? What does research say about the public-private relationship? Among other issues, which have been moving us, in search of problematizing, the non-place of History in Law nº 13.415/2017 (BRASIL, 2017).

These concerns are shared with other colleagues in other disciplines of the Humanities and Applied Social Sciences. Salmeron (2020, p. 10), questions the non-presence of Geography in the curriculum, “Therefore, by not guaranteeing the obligatory nature of Geography in High School curricula, it is necessary to raise some concerns: We would be experiencing, once again, a devaluation of Geography. School Geography in the current reforms, as it has happened in the past?”. Oliveira (2020, p. 15), problematizes the place of sociology in the face of the dismantling that takes place in a long-term perspective, “It is through the games of interest and power that the discipline of Sociology has been historically unstable in the curriculum and is being questioned again through the High School Reform”.

Also noteworthy is the elaboration of the BNCC, which sanctions the fragmentation of the Human Sciences in the high school modality. According to the thesis defended by André (2022, p. 15, our translation), the base specifically contemplates only the essential learning elements of elementary school, “On the other hand, for high school, there is no such definition. There are only guidelines in the form of skills and competences grouped around the areas already mentioned above”. The discourses around the base and the reform itself, legitimized with its elaboration, constitute a true disregard for the disciplines – History, Philosophy, Sociology and Geography – with the professors and the students,

Although the milestone of mandatory Sociology as a subject in high school already counts some years, I still visualize its fragility in the current curricular matrices. The most harmful analyzes of sociology teaching would be linked to an inefficient process of teacher training, the constant movement of inclusion and exclusion in the curricular structure of education and the difficulties in defining its borders with other disciplines, such as History, Geography and Philosophy itself. Added to these questions, a discourse on the state of maturity of the discipline, through the production of consensus, as evidenced in the text of the Curricular Guidelines for Secondary Education [...] (GALVÃO, 2022, p. 21, our translation).

The criticism pointed out by Galvão refers to the year 2006 (Curricular Guidelines for Secondary Education), which highlights the existence of a project already mentioned in this text, which does not consider the integral formation of students in Brazilian public education. In the specific case of Sociology and Philosophy, the institution of Law nº 11,684 of 2008 (BRASIL, 2008b) is still very recent, which made the respective subjects mandatory in all years of high school, however, from 2017 they were also buried. Whereas, “Philosophical education helps students develop the tools necessary for them to make their own assessments of reality, critically and creatively.” (MELO, 2022, p. 23, our translation), how is it possible to guarantee the development of criticality without the presence of discipline?

All the analyzed texts point to the need for the presence of Applied Human and Social Sciences subjects in the High School curriculum, this is a shared consensus among colleagues. Another point in common is the denunciation of the pact formed between the public and private sectors, “The motivations for the Reform of Secondary Education embody, in addition to epistemological, pedagogical and educational interests, economic interests and social reproduction interests.” (CAMPOS, 2020, p. 8, our translation). This position is also present in the arguments of Barros (2021), Costa (2018) and Monteiro (2020), to whom we directly quote, “With investments in school, neoliberalism seeks, in education, the legitimacy of the interests of economic groups which, under the premise of preparing young people for the challenges of the 21st century, shape education to the interests of the market.” (MONTEIRO, 2020, p. 16, our translation).

Considering that some approaches were privileged, to the detriment of others, in the research analyzed, due to the outlines in front of the object of study, this directs us to intend and/or highlight other aspects that are also relevant. The movement to identify the place of the curricular components attacked in the reform is something predominant, as well as the burden on students. This also leads us to problematize what would be the place of history graduates in high school? Would they have the opportunity to act? What is the place of degrees in Applied

Human and Social Sciences? Are they also subject to disappearance? What has been evident so far are countless possibilities for analyzing the damage caused by the storm and, in addition, the certainty that spaces like this one, for teaching and research, are spaces for struggle, claims and positions. We are not in the same boat! We follow!

Final remarks

We have an itinerary to follow

*“The explorer knows very well, in advance, that the itinerary he establishes at the beginning will not be followed point by point. Not having one, however, would imply the risk of eternally erring by chance.”
(BLOCH, 200, p. 79, our translation).*

Weaving a literature review is not an easy job. It involves many hours of reading, analyses, meetings and disagreements. It is a movement of dedication. However, it is through it that access is given to what has been produced most recently in the academic and social environment. It is, therefore, ultimately, knowing that one is not alone in thinking, writing, dialogue and socialization. Education, an extremely comprehensive field, demands from us, researchers, knowledge of what has been produced in order to enrich the research and to avoid elaborating work that has already been done. It was from these criteria that we built this text.

The defense of an education that gives students the right to choose is the guiding principle of our reflections. This conception is present in the various documents that guide Brazilian education, including the Federal Constitution of 1988 (BRASIL, 1988). However, what we have seen over the decades is the non-execution of this prerogative. The Secondary Education Reform, by far, was not designed to ensure the right to come and go of our young people, especially those who are children of the working class, which, in many cases, school it is the only public policy that makes it possible to reach other spaces, such as the labor market and higher education. The impossibility of choosing prevents the realization of possible dreams.

By defending that the discipline of History is one of the doors to the development of citizenship, we understand that it makes it possible to develop a citizen conscience. The non-compulsory nature of the subject leaves it up to the state departments of education to decide on the purposes for the development of political awareness. The optional character attributed to the discipline intensifies the consolidation of a single history, leaving the country and History subject to witnessing the rebirth of authoritarian practices, such as those of 1937, 1964 and 2018.

The historicization of the History taught, allied to the recent productions around the curricular components of the Humanities and Applied Social Sciences, made possible the previous construction of an itinerary. As Bloch (2002) points out, in the epigraph that opens this section, it is necessary to have a path to follow, even if it undergoes modifications along the course of the waters. Not having one, however, can lead us to chance. We have a route! The itinerary is under construction. Soon we will be heading out to sea, equipped to face the storm.

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