

THE LIFE PROJECT IN THE NEW HIGH SCHOOL

O PROJETO DE VIDA NO NOVO ENSINO MÉDIO

EL PROYECTO DE VIDA EN LA NUEVA ESCUELA SECUNDARIA



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ABSTRACT: This article is about life project, an element that has gained centrality in secondary education during the last educational reform. For this, the article pursues a definition of the term from psychology's field, and it also problematizes how it enters the educational area. The paper presents a data collection of the guiding documents from the first occurrence of 'life project' in 1998 until the homologated version of the BNCC, aiming to understand how the insertion in education occurred. This paper highlights the interference of the economic field that supported and defended the implementation of the life project as the central axis of high school and indicates how it became a curricular component after the recommendations of Consed and the specific books selected by PNLD.

KEYWORDS: Life project. BNCC. New High School.

RESUMO: *Esse artigo versa sobre projeto de vida, elemento que ganhou centralidade no Ensino Médio na última reforma educacional. Para tanto, busca a definição do termo advindo do campo da psicologia e questiona como ele adentra ao campo educacional. Visando compreender o caminho de inserção na educação, a pesquisa faz um levantamento dos documentos norteadores desde a primeira ocorrência em 1998 até a versão homologada da BNCC. A presente reflexão destaca as interferências do campo econômico que apoiaram e defenderam a implementação do projeto de vida como eixo central do Ensino Médio, e indica como ele passou a ser componente curricular após recomendações do Consed e dos livros específicos selecionados pelo PNLD.*

PALAVRAS-CHAVE: *Projeto de vida. BNCC. Novo Ensino Médio.*

RESUMEN: *Este artículo trata sobre el proyecto de vida, elemento que ganó centralidad en la escuela secundaria en la última reforma educativa. Por lo tanto, busca definir el término proveniente del campo de la psicología y cuestiona cómo ingresa al campo educativo. Con el fin de comprender el camino de inserción en la educación, hace un relevamiento de los documentos guía desde la primera aparición en 1998 hasta la versión aprobada del BNCC. Destaca las interferencias del campo económico que apoyó y defendió la implementación del proyecto de vida como eje central de la escuela secundaria, e indica cómo se convirtió en un componente curricular después de las recomendaciones de Consed y los libros específicos seleccionados por el PNLD.*

PALABRAS CLAVE: *Proyecto de vida. BNCC. Nueva Escuela Secundaria.*

Introduction

The Life Project (PV) is one of the guiding principles of the National Common Curricular Base (BNCC). Although the discussions around it are being seen as new, this term was already present in previous documents, such as Opinion n°. 15 of 1998 (MELLO, 1998), of the National Council of Education, referring to the National Curriculum Guidelines for Secondary Education (BRASIL, 1998). However, it is with the reforms of Secondary Education, mainly from Law No. 13,415 of February 16, 2017 (BRASIL, 2017), which amends the Law of Guidelines and Bases of National Education (LDB) (BRASIL, 1996), that Life Project enters with greater effervescence in the dimension of formal education. In this field there are no clear definitions and no consensus about what PV is.

The new curricular organization centered on the PV impacts the schooling of Brazilian youth, as it considerably affects the organization of new state curricular references, new didactic materials and teaching methodologies. Given this, what is the way to implement the PV in the school environment? What demands does he intend to meet? How will it be configured within the curriculum organization?

Faced with such questions, this article initially seeks to define the term Life Project, showing that its discussions are linked to the field of psychology, having as one of the most referenced authors the North American psychologist Willian Damon, as inferred by analyzes of contemporary literature (DELLAZZANA-ZANON; FREITAS, 2015; WINTERS *et al.*, 2018; VIEIRA; DELLAZZANA-ZANON, 2020)³. Next, it discusses how the term enters the educational field, aiming to understand this path of insertion: the work surveys the guiding documents from the first occurrence in 1998 to the BNCC. It is important to note that there are four versions of the BNCC, the first from 2015 (BRASIL, 2015), the second from 2016 (BRASIL, 2016a), the third from April 2018 (BRASIL, 2018a) and the fourth, ratified from December 2018 (BRASIL, 2018b). The April version is different from the December 2018 version, the textual changes are considerable, especially with regard to the PV, which gained a specific topic and more mentions.

³Dellazzana-Zanon and Freitas (2015) carried out a literature review on PV in adolescence based on articles produced between 2000 and 2012. Their studies showed that of the 22 studies surveyed, 22.7% do not have a definition of PV, 40, 9% cite different authors who deal with the subject, but do not arrive at an explicit definition, and only 36.4% of the works define it clearly and precisely. Winters, Leite, Pereira, Vieira and Dellazzana-Zanon (2018) reviewed the international literature of articles on positive youth development and PV and found that half of the articles did not present a definition of PV and none presented a definition of positive youth development. Vieira and Dellazzana-Zanon (2020) carried out a systematic review of the literature on PV and point out that Brazilian research is predominantly produced with qualitative methodologies, dealing with specific cases of adolescents.

Then, this reflection highlights the interferences of the economic field that supported and defended the implementation of the PV as the central axis of Secondary Education. Finally, the work indicates how the PV becomes, in addition to a guiding principle, a curricular component in the state curriculum references, mainly after recommendations from the National Council of Secretaries of Education (Consed) and the specific books selected by the National Program of Textbooks (PNLD). This theoretical essay concludes that in the construction history of the BNCC (BRASIL, 2018b), in the comparison between the versions (BRASIL 2015; 2016; 2018a), it is noticeable that the term was gaining amplitude and polysemous meanings.

Definitions of Life Project

Discussions around the Life Project gained space in the last educational reform, mainly in high school. At BNCC (BRASIL, 2018b), PV is defined as that which:

[...] students aim, design and redefine for themselves throughout their trajectory, a construction that accompanies the development of identity(ies), in contexts crossed by a culture and by social demands that are articulated, sometimes to promote, sometimes to constrain their desires (BRASIL, 2018b, p. 472, our translation).

In this sense, PV is composed of two areas, the first of which is subjective, inherent to the personality and particular interest of each student, considering that the human being is in constant development, so is the PV. And it is also collective, as it is crossed by other spheres, such as the social and cultural spheres, which will interfere, promoting or constraining the achievement of the referred projects.

In addition to this definition of what a Life Project is, it is not possible to find a theoretical foundation on the subject in the BNCC text (BRASIL, 2018b). It should be noted that in the field of psychology there is a tradition of debates on this topic since the 1950s, although there is no consensus among researchers on its definition. In reviews of the contemporary literature on PV in adolescence, more than half of the scientific articles do not present a definition or do not explicitly define it (DELLAZZANA-ZANON; FREITAS, 2015; WINTERS *et al.*, 2018; VIEIRA; DELLAZZANA-ZANON, 2020). This is a result of the difficulty in defining this construct and the different theoretical and methodological perspectives used by researchers to access the PV of adolescents (DELLAZZANA-ZANON; FREITAS, 2015).

Articles that present an explicit definition of PV have the greatest influence on the American psychologist William Damon, a specialist in human development. His best-known and referenced work in Brazil was published in 2009, entitled *What do young people want from life?* (DAMON, 2009). The English term equivalent to PV is *purpose*, which is translated by vital project. From the perspective of researchers Valéria Arantes *et al.* (2016), the terms PV and vital project are correlated, given that both refer to purposes, objectives, meanings or purposes that occupy a central space in the subject's life.

Damon, Menon and Bronk (2003) published the article *The Development of Purpose During Adolescence*, where they defined *purpose* as “a stable and generalized intention to achieve something that is both meaningful to the self and generates consequences for the world beyond the self” (DAMON; MENON; BRONK, 2003, p. 121, our translation). *Purpose* is a kind of goal, but with a high degree of commitment and responsibility, so it is stable and far-reaching. It refers to the realization of a purpose that is directed towards the subject's progress and, as much as it is a personal direction, it is imbued with external components. A legitimate purpose in life will not only contribute to the development of the subject, because as he seeks to fulfill his desires, if they are ethical, it will impact his own life and the life of the group he is a part of, making a difference in the world.

In the book, *What do young people want from Life?*, the definition of a vital project highlights its constitution at the interface of personal and social dimensions:

Young people must discover their personal vital projects, based on their interests and beliefs. Yet their discoveries are guided by others, and the vital projects they discover are inevitably shaped by the values they find in the culture around them. The paradox is that the life project is both a deeply personal and an inescapably social phenomenon. It is built internally, even if it manifests itself in the relationship with others. It is the result of internal reflection, although it is also the result of external exploration [...] (DAMON, 2009, p. 173, our translation).

Precisely because it builds itself from this dual purpose, by meeting subjective desires and resulting in consequences for the social, Damon (2009) states that vital projects are elaborated in the field of ethics. Its construction is intertwined with value systems and is intrinsically linked to the constitution of the identity of the subject who elaborates it. The author shows that his analyzes are focused on noble vital projects, which have a positive impact on society, but there are also antisocial or ignoble vital projects, which are developed “[...] aiming at destructive goals against the interest of some or of society [...]” (ARAÚJO; ARANTES; PINHEIRO, 2020, p. 12). Damon (2009) cites as examples of vital antisocial projects the

massacre that took place in 1998 at Columbine High School, orchestrated by two teenagers in Colorado/USA. The author, still identifying this type of vital project, adds that “throughout history, tyrants have killed people unjustly in the name of supposedly higher principles” (DAMON, 2009, p. 59). However, due to their destructive characteristics, they do not last in time. On the other hand, noble vital projects are characterized by their stability⁴, resulting from the great commitment one has to them, both in good times, when it “endows people with happiness”, and in bad times, when they make them “resilient” (DAMON, 2009, p. 52).

The vital project appears as an element imbued with great potential for the development of young people, as it is associated with the construction of meaning, of a purpose for life. Damon (2009) states that vital projects can take root from different sets of values and areas of knowledge, and requires articulation between different agents that constitute the social support structure that, in turn, allows young people to elaborate their own projects.

To this end, the formula presented by Damon is to encourage young people and help them build their PV to reduce the growing apathy towards life, diagnosed in empirical research with North Americans, who showed “lack of direction” and lack of “interest in adult social roles” (DAMON, 2009, p. 52).

The vital project presents itself as a solution to this scenario, which has affected young people all over the world. Arantes (2020) became interested in this discussion about PV as a way of problematizing solutions to the “existential void” and lack of future perspective experienced by young people. In Brazil, the category “nem-nem”⁵, which refers to young people who neither study nor work, is representative of this phenomenon.

But, how can such a troubled phase of human development be conducive to building PV? Changing the concept of adolescence! Because, if adolescence is not reduced to a troubled and negative phase of the subject's life and starts to be considered a phase of possibilities, it can contribute to the construction of the Life Project. With the studies of psychologists Jean Piaget and Erik Erikson, adolescence has been considered the stage of development that presents the necessary conditions for the construction of PV (DELLAZZANA-ZANON; FREITAS, 2015). Therefore, studies on the subject are linked to the assumptions of positive psychology, which focuses on the potential and virtues of the subject, opposing the psychological aspect that

⁴Araújo, Arantes and Pinheiro (2020) claim that it is important not to confuse stability with stagnation, as vital projects are not watertight and pre-defined, on the contrary, they are dynamic and can be redirected to new paths throughout their development.

⁵Damon (2009) states that the use of this category, which in Brazil was translated as “Jovens nem-nem”, is linked to the study carried out by the British government, released from the national report that coined the term Jovem NEETS - Not in Education, *Employment or Training*.

understands adolescence as the most problematic development phase, merely permeated by conflicts and difficulties. The positive view provides the possibility of experiencing adolescence in a healthy way, based on the identification of “key elements that motivate human happiness” (DAMON, 2009, p. 48).

But, just as there is no consensus to define adolescence, defining a Life Project is also a challenging task. Apparently, what makes the definitions vary is the theoretical profile of the researchers.

In Brazil, there is a predominance of qualitative explorations, using diaries of teenagers, interviews and specific questions that allow us to understand how some young people build their PV, but they are unfeasible for application with a large number of teenagers, as is done by international surveys that, for the most part, are quantitative and make it possible to associate PV with other variables (VIEIRA; DELLAZZANA-ZANON, 2020; WINTERS *et al.*, 2018).

Despite the difficulties and discrepancies in the definition of PV, there are aspects in common in all studies on this theme, which were listed by Dellazzana-Zanon and Freitas (2015, p. 288), namely: “(a) stages of development; (b) meaning of life; (c) cultural context; and (d) inclusion of the other”. The first aspect points out that the construction of the PV is permeated by all stages of human development: it begins in childhood with family and social life; in adolescence, it gains structure and cognitive, affective and moral conditions to develop and finally involves the entire adult phase, as it projects itself into the future. The second aspect carries the valuation of the PV and self-regulation of the subject who, when determining directions for his life based on his will, prioritizes some elements to the detriment of others. The third aspect indicates that all authors, even to different degrees, consider the interference of the social, cultural, economic and historical context in the construction of the PV. And the last aspect involves the social or antisocial commitment of the PV (DELLAZZANA-ZANON; FREITAS, 2015).

Analyzing the definition given by the BNCC (BRASIL, 2018b) to the Life Project, it is possible to perceive the existence of all these aspects and, mainly, the influence of William Damon's theory. Therein lies the importance of PV for adolescents. However, the following question arises: how did a theme from the field of psychology become the “flagship” of the last educational reform?

The Life Project in Educational Reform

The PV was not the “flagship” of this last educational reform since the beginning of the movements for the construction of the curricular base, but it started to have central importance in the approved version of the BNCC (BRASIL, 2018b).

There are indications of the Life Project in the national educational scope since 1998, in the Opinion on the National Curriculum Guidelines for Secondary Education (DCNEM), reported by Guiomar Namó de Mello (1998) who, at the time, was national education counselor. The Opinion exposed the need for Secondary Education to be constituted by a solid general education based on competences, so that students could independently develop their PV.

In Opinion no. 15 of the National Council of Education (CNE), Mello (1998) explains that the PV is not defined only by personal characteristics, but much more by the material conditions of the family, which can anticipate or postpone the project of the young person. Therefore, continuing their studies or entering a profession is a question for many young people, leaving the school with the responsibility of reconciling propaedeutic teaching and professional qualification, however difficult this task may be (MELLO, 1998). However, this explanation did not occupy space and centrality in later documents. Resolution no. 3 of 1998 (BRASIL, 1998), which establishes the DCNEM, generated after the CNE Opinion, never mentions the PV.

In the National Curricular Parameters for High School (PCN) (BRASIL, 2000), in the Complementary Educational Guidelines to the National Curricular Parameters (PCN+) of High School (BRASIL, 2002), in the National Curricular Guidelines for High School (OCN) (BRASIL, 2006), in the Opinion of the new DCNEM of 2012 (LIMA, 2011) and in the first and second version of the BNCC (BRASIL, 2015; 2016a), there are timid and discontinuous mentions of the life project articulated to High School.

In the PCN (BRASIL, 2000), the PV must be built by the student from the articulations of philosophical knowledge with cultural productions, and acquires greater value when contextualized and projected in the community⁶. In the PCN+ (BRASIL, 2002) the

⁶In the PCN, the PV is mentioned only twice in the specific part of the area of Human Sciences and its technologies when exploring the competences and abilities to be developed in the knowledge of Philosophy. The first occurrence highlights that the articulation of philosophical knowledge with cultural productions is a possibility to help the student to understand everyday reality, interpreting the contradictions between the cognitive, moral expectations, expressive possibilities and valuations, contributing to the construction of the PV. The second mentions the contextualization of philosophical knowledge in the personal, social, political, historical and cultural planes, emphasizing that it helps the student to understand his position and to “discover” that his PV becomes more significant when projected in the local, regional, community, national or worldwide (BRASIL, 2000).

contradiction in dealing with the PV is notable: while in the area of Human Sciences and their technologies the importance of contextualization is reinforced to broaden the meaning of the PV, in the area of Natural Sciences, Mathematics and their technologies the PV is given as an element already built by the student that needs to be respected⁷. In the OCN (BRASIL, 2006), the PV had its space reduced and was treated as an element that makes students develop different perceptions about the discipline of Physical Education⁸. In the Opinion (LIMA, 2011) that precedes the DCN of 2012, the PV appears as a fundamental point to increase the permanence and success of young people in the school trajectory⁹.

In the first version of the BNCC (BRASIL, 2015), the PV appears as personal and community guidance that needs to be elaborated individually according to the student's vocation. In the second version of the BNCC (BRASIL, 2016a), the PV takes on the role of a training axis, which, together with critical thinking, is able to contribute to young people assuming their role as protagonists and projecting future expectations for their personal lives, academic and professional. The axes entitled (1) *Critical thinking and life project* and (2) *Intervention in the natural and social world* gained greater prominence in High School compared to Elementary School, because young people were expected to have a questioning attitude and protagonism about themselves and in the face of issues social.

As much as this perspective is close to that presented in the final version of the BNCC (BRASIL, 2018b), the PV had not yet been fortified as a central axis or guiding principle of Secondary Education, as can be seen in the report produced by Consed and the National Union of the Municipal Directors of Education (Undime), which systematizes the positioning of the State Seminars. In this material, it was suggested to interpret the four axes (a) Critical thinking and life project; (b) Intervention in the natural and social world; (c) Literacy and ability to learn; and (d) Solidarity and Sociability, as pillars of education, being convenient to mention them in the introductory text, without the need to cross with the learning and development objectives in each area of knowledge (CONSED; UNDIME, 2016).

⁷The PCN+ consider that respect for the context is due to the existence of young people who “[...] **have** life projects, personal and school histories” (BRASIL, 2002, p. 120, emphasis added).

⁸In OCN the PV is cited once. It is considered an element that makes young people interpret Physical Education in different ways: relaxation time, meeting space with friends, possibility of carrying out leisure practices, idle time, etc. (BRASIL, 2006).

⁹The Opinion exposes the need to adopt educational procedures that are better related to the PV and establishes that it is up to schools, during the development of their political-pedagogical projects, to address issues that resignify the articulation between personal interests, PV and school experience, to make the school space more welcoming for youth (LIMA, 2011).

The four axes did not appear as pillars in later versions of the BNCC (BRASIL, 2018a; 2018b), but, in a way, they are embedded in the 10 general competences for Basic Education that reorganized the following versions of the document. In particular, competence 6 is the most linked to PV, predicting that students need to learn to manage and plan their own lives, with freedom and autonomy. Therefore, it is necessary to reflect on desires and objectives, organize and set goals and pursue dreams, with effort and self-confidence. This is all combined with responsibility and critical awareness; therefore, it is necessary for young people to develop skills to value the diversity of knowledge and cultural experiences, including the understanding of the world of work, its impacts on society and the exercise of citizenship (NOVA ESCOLA, 2018).

Despite this gain that the PV acquired with the skills, it still does not appear as a central axis in the version of the BNCC for the High School stage released in April 2018 and delivered by the Ministry of Education and Culture (MEC) to the CNE: it was only in the version approved in December 2018 that the PV gained greater amplitude. From then on, all school practices must be organized around it, as it becomes the central axis of all and any educational action. The BNCC, in the final version (BRASIL, 2018b), evidences its understanding that the school has the responsibility to welcome young people and to assume the commitment to their integral formation, working so that they are able to consolidate and build knowledge, representations and values fair, ethical and citizens, which culminate in decisions to be taken throughout life, contributing to the exercise of citizenship and insertion in the world of work.

What happened between the April and December 2018 editions that made the PV occupy this position as the guiding principle of Secondary Education?

On April 03, 2018, the MEC delivered the text of the BNCC (BRASIL, 2018a) of Secondary Education to the CNE, which organized a Bicameral Commission to study the proposal, holding public hearings of an advisory nature to subsidize and contribute to the elaboration of the regulations that instituted the BNCC of Secondary Education. Five hearings were held, one per region of the country, with the participation of bodies, entities, associations and specialists linked to education, some invited by the CNE itself, in addition to the interested general public, who could fill out an electronic form and send proposals (SOARES NETO, 2018).

The 96 consultative contributions (BRASIL, 2018c) received by the CNE were diverse, ranging from opposing to favorable. In general, opponents denounce the proposal's attack on students' constitutional rights and the emptying of knowledge by prioritizing instrumental

education, warn of curricular standardization that affects the specific characteristics of each region, point to the disarticulation of the BNCC with the National Plan of Education (PNE) and with the DCN, repudiate the commodification of education, ask for the repeal of Law no. 13,415 of 2017 (BRASIL, 2017) and greater coordination between MEC and higher institutions and scientific associations so that educational reform is democratic and coherent. In this group, we have State and Federal Universities and Institutes, Teachers' Unions, Graduate Associations, Geographers, Physicists, Scientists, some members and former members of the CNE, among others (BRASIL, 2018c).

The favorable ones highlight the BNCC's commitment (BRASIL, 2018a) with training for citizenship and youth protagonism, value the expansion of the High School workload and the organization by competences, focusing mainly on socio-emotional skills, suggest more affinity with preparation for the world of work, point to cooperativism as a practical solution for promoting student leadership at school, request freedom from schools to offer training itineraries, present studies and research that value integration and curricular innovation in high school, reject the traditional format of classes (which should be replaced by active methodologies), reinforce the importance of the PV and indicate that it should be a curricular component present in all high school grades. In this group, we have associations of private, religious and cooperative schools, non-governmental organizations, technology and computing centers, among others (BRASIL, 2018c).

To answer the above question, two factors should be highlighted. First, the wide-open role of the economic field in educational debates, causing, between April and December, the mobilization for discussion and contribution with the BNCC to expand beyond debates between teachers, managers and education technicians. Second, the national articulation that the debate gained during this period, embarking on the possibility of expanding experiences that until then had been developed in isolation in certain states or regions of the country.

Relationship between the economic field and the educational field

In the field of informal education and social movements, the term Life Project is older, as stated by Alves and Oliveira (2020): there are records of discussions in the 1988 Constituent Assembly. of the United Nations for Education, Science and Culture (Unesco), there is a correlation between PV and Secondary Education. Subsequently, publications by the World Bank, the International Bank for Reconstruction and Development (IBRD) and the Inter-American Development Bank (IDB) also recommended that the PV function as a guiding principle for youth education (ALVES; OLIVEIRA, 2020). The authors Alves and Oliveira (2020) systematized the publications of these multilateral organizations with recommendations for Brazilian High School, all very similar to the BNCC (BRASIL, 2018b).

The most interesting thing is to observe that from then on, the incidence of educational projects for high school promoted by institutes linked to the economic field, such as the Ayrton Senna Institute and the Institute of Co-responsibility for Education (ICE), increased. Research on Life Projects and Youth Protagonism, such as those carried out by the Lemann Foundation with the support of the Todos pela Educação Movement, began to support the revision of the BNCC (BRASIL, 2018a).

In May 2018, Itaú Social, in partnership with the Ayrton Senna Institute, organized a cycle of debates on the implementation of the BNCC, highlighting the importance of socio-emotional skills, such as persistence, discipline and focus, to help young people choose their careers. As Emílio Munaro (2018), director of global development at the Ayrton Senna Institute, pointed out in an interview for Canal Futura's Interprogram, entitled *Faz a Diferença*: "Today, 66% of children who are of school age do not know what profession they will have in 20 years, the only way we have to manage this situation is the development of socio-emotional skills" (MUNARO, 2018, our translation).

The Ayrton Senna Institute, during the period of the CNE's public hearing, sent through its Education Consultant, Antônio Neto, an experience report on the implementation of comprehensive education at Colégio Estadual Chico Anysio, in Rio de Janeiro, showing the good results obtained by this institution/model. This model focused efforts on the full development of young people, giving importance to the integration of the cognitive dimension with the socio-emotional dimension, defining a matrix based on competences. The curriculum integrated the areas of knowledge with 4 cores (Life Project; intervention; research; and oriented studies), and dedicated 30% of the school workload to the development of projects. It also connected education with the world of work, trained teachers to work with active

methodologies, involving student participation in the teaching and learning process, and organized pedagogical planning meetings (INSTITUTO AYRTON SENNA, 2018).

ICE, since 2003, the year of its creation, has focused on young people and the construction of their Life Project. This Pernambuco Institute is one of the pioneers of this new model of education with an emphasis on PV. He created a Model considered innovative, called Escola da Escolha, which has didactic materials on PV that were adopted by some Brazilian schools before the debate on the construction of a common curriculum base. The Model involves expanding the length of stay in school, offering young people a full-time education, and school management works through a public-private partnership. The experiences developed by ICE are cited in materials produced by multilateral bodies as examples to be followed. As for the Life Project present in the Escola da Escolha Model, it is both a guiding axis and a curricular component, which aims to encourage young people to transform dreams into goals to direct their lives. ICE's contributions were made by Alberto Toshikitse Chinen (senior adviser) and Vagner Bacarim (pedagogical consultant), who participated in the BNCC discussion events (BRASIL, 2018a) for High School.

In early 2018, the Lemann Foundation published an analysis of interviews conducted in 2014 with 126 people – including young public high school graduates with scores above the national average on the ENEM, employers, university professors and other civil society agents involved in education. – to understand the role of the school in implementing the PV of young people and supporting the construction of the BNCC. The report highlighted the mismatch between what is taught and what is required in post-school life; the biggest highlights showed difficulties in the area of languages and mathematics. In communication, problems in interpreting texts, difficulties in writing simple texts used in everyday life, and difficulties in the oral expression of ideas and arguments stood out. In logical reasoning and problem solving, difficulties in connecting and linking ideas, lack of mastery of content and basic concepts of mathematics, such as graphic representation, and difficulties in dealing with personal and professional financial issues stood out. Thus, the foundation's proposal is to modify the curriculum approach, as the content program does not arouse interest from young people. The suggestion is that the new approach be attractive to students, combining skills, content and skills, including socio-emotional skills (FUNDAÇÃO LEMANN, 2018).

After the advisory hearings held by the CNE, the result was the approval of the BNCC in December 2018 with changes in the wording, as already mentioned. A year later, a PNLD public notice was launched to choose textbooks, and among them, specific books for the Life

Project, which contributed to the states defining PV as a new curricular component in their curricular references.

Life Project: in addition to a guiding principle, a curricular component

Call no. 03/2019 (PNLD 2021 – High School) was organized by dividing the didactic works into 5 objects: the first deals with books on Integrative Projects and Life Projects for high school students and teachers (BRASIL, 2019). This public notice was the first with this configuration and with this thematic approach. As it is a new proposal, the large number of works submitted and approved for PV is surprising: in total, there are 24 works from 15 different publishers (BRASIL, 2019). For the curricular framework of Amazonas, the fact that the PV has support from the PNLD was a great indication that it should be adopted as a common point among the curricular units offered in High School and constituted as a discipline (AMAZONAS, 2021).

However, it was not just the PNLD that influenced the constitution of the PV as a new curricular component. Consed's *Curriculum and New Middle School Front* prepared a document entitled *Guidelines for the Development and Curriculum Architecture of Training Itineraries*, recommending that: “[...] the Life Project be worked simultaneously as a curricular component and transversally to everyday life” (CONSED, 2019, our translation). That is, the PV, in addition to being the central axis of the New High School permeating all educational actions, as stated in the BNCC (BRASIL, 2018b), can also be a new discipline, and for that it will need time, space, planning and teachers.

From the entire scope of discussions on the Life Project, the approval of specific didactic works and this Consed recommendation for the PV to occupy space as a curricular component of High School, all state curricular references accepted the PV in these two¹⁰ biases: transverse axis, running through the entire High School curriculum, and a mandatory curricular component of the Formative Itineraries, present in the three years of High School.

The definition of PV in the curricular references follows that presented in the Consed document, some including a literal copy of the first sentence of the following quote (and, in most cases, without referencing the Consed document):

¹⁰Curriculum references, deliberations or teacher training materials from the following states were analyzed: Acre, Amapá, Amazonas, Bahia, Distrito Federal, Espírito Santo, Goiás, Mato Grosso, Minas Gerais, Paraíba, Paraná, Pernambuco, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul, Santa Catarina, São Paulo and Tocantins. No document from the following states was analyzed, as it was not available on the internet during the research period: Alagoas, Ceará, Maranhão, Mato Grosso do Sul, Pará, Piauí, Rondônia, Roraima and Sergipe.

The Life Project is an intentional and structured pedagogical work whose primary objective is to develop the student's ability to give meaning to their existence, make decisions, plan the future and act in the present with autonomy and responsibility. It is a planning path in which individuals get to know themselves better, identify their interests, desires and aspirations, recognize and develop their potential and establish strategies and goals to achieve their own goals. An educational process that allows subjects to build unique trajectories, as it supports them to strengthen their identity, as well as articulate their values, circumstances and projections, so that they achieve personal and professional fulfillment and contribute positively to the environment in which they live (CONSED, 2019, p. 40, our translation).

As can be seen, the PV is a pedagogical work to develop the ability to give meaning to actions; it is a planning route; it is an educational process; it must relate to future perspectives in different areas, and cannot be strictly focused on the professional; it needs to make you reflect on the human being you want to become, the life you aspire to have and the difference you want to make in the world; it should be a space for student support, where they can identify their motivations, materialize their aspirations and plan how to achieve them (CONSED, 2019).

Therefore, all the references analyzed make it clear that it is not a question of offering psychological support or determining the students' choices, but of guiding them so that they can make choices in the school and career context, to define the Training Itinerary that they will follow during High School and the future profession. In addition to the teachers of the new discipline, there is the possibility of tutors or mentors to provide individual assistance to young people (CONSED, 2019), which would require more professionals within the educational institution, but unfortunately, no document indicates an increase in investments in education. Considering the scenario of reduction in this field, since Constitutional Amendment n°. 95/2016 (BRASIL, 2016b), which freezes primary State spending for 20 years, it is predictable that institutions will have to adapt with the resources they already have to meet new demands. That said, the recommendation given by Consed is to partner with civil society organizations.

Conclusion

The centrality that the Life Project gained in the New High School is undeniable, since it exercises, at the same time, the function of a guiding principle and a curricular component. Therefore, it crosses the whole of Secondary Education, both in terms of Basic General Training and in Training Itineraries.

However, given its importance, it is possible to verify that the definitions present in the documents are still vague and polysemic; as highlighted, such uncertainties can be identified in the education documents themselves. The PV, in addition to being the central axis of all Secondary Education, is also considered a transversal theme of General Basic Education and a specific and obligatory curricular unit of the Formative Itineraries.

These changes, which resulted in the final configuration of the text of the BNCC (BRASIL, 2018b) and in the references for the elaboration of the Formative Itineraries, took place from the institution of the Bicameral Commission, created by the CNE, to study the educational proposal contained in this document. Based on the content analysis of the 96 documented contributions, it is possible to divide them into two groups. One of them took a critical position on the new educational project by identifying the emptying of contents, making teaching instrumental. And the other group positioned itself in favor of changes in High School. If we compare the text of the third version delivered to the CNE in April 2018 (BRASIL, 2018a) and the text ratified in December of the same year (BRASIL, 2018b), it appears that it was around the interests of this second group that the changes were made. more expressive.

Such contributions reinforced the prerogatives regarding training for citizenship, the development of youth protagonism and encouragement for preparation for work, mainly anchored in emotional skills and the use of active methodologies. From this perspective, it is clear that discussions in the educational field are linked to the discourse in the economic field, which point to entrepreneurship and public/private partnerships as paths to the New High School, supposedly more connected to the student's daily life and promoter of their autonomy, by to call itself the “school of choice”.

The discourse around the need to promote a reform in Secondary Education had as one of its arguments the reduction in the number of subjects; contradictorily, the reform is effective by increasing the number of curricular components by assigning this status to the PV. This implies the definition of content and specific workload, however, the analyzes of the state references indicate that the contents to be treated in this component are already covered by other

curricular components, especially in the disciplines that make up the area of Human and Social Sciences.

There is, in the BNCC, a recurrent affirmation of the importance of the integral formation of the human being, but that is questionable, since the itineraries make up the non-mandatory part, that is, it will depend on the student's choice, which may result in a partial formation. The argument is built around the statement that the students' choices will be based on the pillars that make up their Life Project, however we know that reality itself can shape it. Among low-income students, for example, who seek to enter the job market early, choices can be directly related to economic needs, which can lead us to a New Secondary School that is not so new, since its results can be very close to the old technical education in which the dimension of technical training overlaps with humanistic training, so necessary for the integral formation of human beings.

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