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INTERDISCIPLINARITY IN THE REFORM OF HIGH SCHOOL: A CRITICAL APPROACH BETWEEN ADVANCES AND BACKWARDS IN CONTEMPORARY BRAZILIAN EDUCATION

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ABSTRACT

Aiming to change the current structure of the Secondary Education system in all schools in Brazil, the Secondary Education Reform - Law No. 13.415 / 2017, originated from Provisional Measure No. 746/16, aims to implement it in a comprehensive way, proposing the flexibilization of the curricular matrix, allowing that through the new model, the student chooses the area of knowledge of his interest, either to follow his studies towards Higher Education, or to enter the world of work, bringing the school closer to the current reality and the contemporary professional demands of the market, allowing thousands of young people to have the opportunity in the future to follow their dreams and aspirations. Throughout this study, it appears that, despite the advances obtained in the last decade, these are insufficient to adequately face the historical challenges that still fall on High School. In this sense, a broad dialogue with the State-Labor-Civil Society tripod is urgent, so that we can reach a consensus, and consequently we can adequately and harmoniously face the historical challenges that still fall on High School.

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INTRODUCTION

Brazilian high school, in the course of its history, has been repeatedly identified as an undefined space, still in search of its identity. However, observing the functions attributed to it in recent times, there is no doubt about the markedly propaedeutic character associated to it (PINTO, 2002). In this context, the urgent need for changes in this stage of Basic Education through the Provisional Measure No. 746/16 that originated Law No. 13.415/2017 is practically consensual among specialists and educators, however, first there should

have been a broad debate among all the actors involved that will be affected by the proposed changes, because it is a profound reform in Brazilian education, although the Ministry of Education understands that the reform of secondary education is the largest and most important structural reform in Brazilian basic education. According to the model of subjects adopted today in secondary education, the curricula are too extensive where we have 13 subjects in the curriculum of some states, reaching up to 15 subjects in others for a load of four and a half hours per day in which the knowledge becomes fragmented and no competence can be developed. This model

of high school subjects applied in Brazil is related to corporate interests (associations and teachers' unions), leaving adolescents and young people out in making decisions that directly impact their lives, which can facilitate or hinder the construction of their dreams, so it is necessary at this time their empowerment to feel themselves subjects or protagonists of their own education in a participatory way. In this way, we aim to carry out our study through qualitative exploratory research using as a technique in data collection the application of bibliographic and documentary research focusing on the following points: Alteration of the curriculum of the new education secondary and the National Common Curricular Base (BNCC); Adoption of Full-time High School and the Policy of encouragement and transfer of financial resources to the education systems that adhere to the proposal; Technical and Professional Training; Teaching Practice of Professionals with Notorious Knowledge and the Educational Experiences that are already being put into practice about the High School Reform, having as a General Objective: Verify if the 2017 High School Reform represents an advance or a setback in Brazilian education; Specific Objectives: Briefly contextualize High School; Verify the former educational experiences that are already being put into practice about the High School Reform.

The present work had as delimitation of the subject: Since the procedure in the Chamber of Deputies of the Bill no. 6.840/2013, of Deputy Reginaldo Lopes (PT-MG), passing by the approval of the Provisional Measure no. 746/2016 and Law no. 13.415/2017 until the present days to verify if the High School Reform represents an advance or a regression in the Brazilian education. In order for the expansion of Full-time High School without interfering in what is being proposed by the reform, it is necessary that the PEC of the Expense Ceiling (55/16) approved by the Federal Senate be reviewed, which establishes limits for public investments, and for this the Ministry of Planning has already authorized the Ministry of Education (MEC) to request a loan of US\$ 250 million from the International Bank for Reconstruction and Development (Bird) for the implementation of high school reform in the states.

The project for High School Reform was presented in March 2017 by the Minister of Education, Mendonça Filho, to representatives of the World Bank in Washington. The total amount estimated by MEC for the actions to be carried out is US\$ 1.577 billion. Among the main actions planned with the loan are Training of educational technicians to adapt the curricula and design training itineraries and transfer resources to reproduce support material and encourage the implementation of the new curricula; Preparation of training itineraries; Transfer of resources to re-produce support material; Encouraging the implementation of the new curricula; Support for secretariats to transfer resources to schools to implement full-time; Training of managers and technicians to plan changes. The Bank (Bird) will provide technical assistance by offering expert, high-level consulting services to support MEC and state secretariats. The Federal Government, even if it is in deficit with the cut of expenses, must establish its priorities, and only through investments in quality education will we have sustainable bases to overcome the current economic crisis, and consequently resume the growth of our country.

BRIEF BACKGROUND ON SECONDARY EDUCATION REFORM

High School is still an educational stage in which several challenges persist since a long time, presenting the most alarming Brazilian educational problems as indicated by studies such as Ferreira (2011), Kuenzer (2011), Gomes et al. (2011), Pinto, Amaral e Castro (2011), Machado Costa (2013), Pereira (2014). According to these authors, there is a great duality that characterizes high school, where there is a general education (propaedeutic high school and, therefore, focused on general education and continuity of studies at the higher level) and immediate preparation for work (vocational education and, in this case, terminating). With the announcement of the High School Reform, the need for a general debate on the situation of education in general and, consequently, on the reform to come that will affect both public and private schools, and which has suffered harsh criticism and contrary reactions from the various sectors of civil society, and especially from those who will be directly affected by the new model of high school, that is, managers, teachers and students. The reform is necessary, but the debate on how to do it too, since its elaboration/approval should have been done through a Bill as the most adequate instrument that would make possible public hearings, popular consultations, votes and changes, and due to the lack of dialogue generated great controversy and ended up being rejected in its totality by the various sectors of civil society, which culminated in the wave of occupations of universities and schools in all states of the country among other acts of contrary manifestations. The current deficiencies of high school in the country are expressions of the late presence of a project to democratize public education in Brazil that is still unfinished, suffering the shakes of the changes that occurred in the second half of the twentieth century, which significantly transformed the social, economic and cultural order, with important consequences for all public education. (KRAWCZYK, p.754, 2011).

In the Military Dictatorship (1964-1985) there were reformulations in High School to meet the demands of the new regime that was being installed, suffering changes again only with the creation of the Law of Guidelines and Bases of National Education - Law No. 9394/96, and then through the Curricular Guidelines for High School - DCNEM (2011) and the National Curricular Parameters (1999). In the historical-social panorama of the Military Dictatorship (1964-1985), The educational situation shaped by the reforms instituted by the military dictatorship soon became the target of criticism from educators, who increasingly organized themselves into associations of different kinds, a process that began in the mid-1970s and intensified throughout the 1980s (SAVIANI, 2004, p. 45). Ten years later the High School suffered changes again, now carried out by the Federal Executive two weeks after the result of the Basic Education Development Index (IDEB) of 2015, and was instituted through the Provisional Measure of No. 746/2016, under the allegation that it was urgent to intervene in the Brazilian High School seeking to solve structural and historical problems, which was later approved as Law No. 13.415/2017, although there were no debates with society.

"... the use of the instrument of the Provisional Measure to deal with such a sensitive and complex issue is reckless and undemocratic. The changes to be implemented in a system that involves 28 public education networks (Union, States and

Federal District) and a wide private network need stability and legal security, which the instrument of the Provisional Measure cannot confer, since it is subject to changes in a short period of time by the National Congress". (Attorney General of the Republic, 2016). Law No. 13.415/2017 better known as the High School Reform Law resulted from a legal-political device that instituted what the government called the Common National Curriculum Base (BNCC) that promoted changes in the National Education Guidelines and Bases - Law No. 9.394/96 and the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (FUNDEB), changing the high school curriculum which was divided into two parts with essential knowledge, skills and the intended learning that should be offered to all students in the common part (1.800 hours)(a paragraph was added in article 24 of LDB 9.394/96 which will progressively increase the workload from 800 hours per year to 1,000 hours and then 1,400 hours, there being no deadline for this change) in which only the subjects of mathematics, Portuguese language and English will be compulsory in the three years of High School (it will be common to all students - 60% of compulsory subjects), and the other part will be divided by "formative itineraries" (will be chosen by students - 40% of optional subjects according to the local context and needs), which will be deployed in: 1) languages and their technologies; 2) mathematics and their technologies; 3) natural sciences and their technologies; 4) applied human and social sciences; 5) their technical and vocational training. The Base establishes knowledge, skills and abilities that all students are expected to develop throughout basic schooling. Guided by the ethical, political and aesthetic principles outlined by the National Curricular Guidelines of Basic Education, the Base adds to the purposes that direct Brazilian education towards integral human formation and the construction of a just, democratic and inclusive society (BRAZIL, 2014).

The High School Reform - Law No. 13.415/17 will come into force one year after the completion of the Common National Curriculum Base (BNCC), and in the first school year following the date of publication, the education systems shall establish a schedule for the implementation of the main changes in the law and start the implementation process, according to said schedule, from the second school year onwards. Only after the approval and homologation of the Common National Curriculum Base (BNCC) by the National Education Council (CNE) with a forecast by the end of 2017, will the reform be implemented in schools by 2019, but the changes concerning the issues of public-private partnerships, teaching training, evaluation and financing should be implemented immediately, with strong impacts on public education, with a lightening of training and emphasis on vocational training. For the Policy to Promote the Implementation of Full-Time High Schools, the Federal Government expects to invest R\$ 1.5 billion by 2018, corresponding to R\$ 2,000 per pupil per year for the institutions that adhere to the proposal as of the publication of the law, with priority for regions with lower human development indexes (HDI) and lower results in the national high school evaluation processes (Enem). Currently there are 386 thousand students enrolled in full-time high school, which represents 5% of the total. The School Census of Basic Education will be used as a parameter so that the annual transfer is made based on the number of enrollments according to the budgetary availability and the resources can be destined to pay the remuneration and improvement of education

professionals; for the purchase, renovation and conservation of facilities; for the use and maintenance of goods and services; for middle activities and for the purchase of teaching material and school transportation costs. Priority was also given to investment in comprehensive education for indigenous communities and the teaching of mother tongues. The high school reform determines that full education be implemented in all schools in Brazil within five years.

The provision of regular evening classes will continue to be guaranteed, taking into account regional and student conditions. With regard to the teaching practice of the professional who will work in High School, art. 61, item IV, of the aforementioned Provisional Measure regulates that "professionals with notorious knowledge recognized by their respective education systems may provide content in areas related to their training (technical and professional areas) to meet the provisions of item V of the caput of art. 36" which refers more specifically to technical and professional training, however professionals with notorious knowledge may not provide content in the areas of Languages, Nature Sciences, Human Sciences and Mathematics. With this measure the schools will have in their professional staff without a degree training, without knowledge of the didactic-pedagogical processes closely linked to the teaching-learning relationship with regard to methodological procedures and I evaluated you, among others. As far as technical and professional training is concerned, if the young person wants to attend a technical high school, he needs to attend two high schools: 1) the regular one and 2) the technical one, and with the implementation of the new high school the young person wants to attend a technical high school, he will have an additional alternative and will be able to opt for a technical professional training within the regular high school schedule as long as he continues attending Portuguese and Mathematics until the end. And, at the end of the three years, he will have a high school diploma and a technical education certificate.

According to Article 4 of Law No. 13.415/2017, Article 36 of Law No. 9.394/96 will come into force with the following amendments:

§ At the discretion of the education systems, the offer of training with technical and professional emphasis shall be considered:

- I - The inclusion of practical work experiences in the productive sector or in simulation environments, establishing partnerships and making use, when applicable, of instructions established by the legislation on professional learning;
- II - The possibility of granting intermediate certificates of qualification for the work, when the training is structured and organized in stages with termi-nality.
 - The offer of experimental training related to clause V of the caput, in areas that are not listed in the National Catalogue of Technical Courses, shall depend, for its continuity, on the recognition by the respective State Education Council, within three years, and on the insertion in the National Catalogue of Technical Courses, within five years, as of the date of initial offer of the training.
 - Paragraph 8 The offer of technical and professional training referred to in clause V of the caput, carried

out at the institution itself or in partnership with other institutions, must be previously approved by the State Education Council, homologated by the State Education Secretary and certified by the education systems.

- Paragraph 9 The educational institutions shall issue a certificate with national validity, which shall be valid for the high school graduate to continue his/her studies at the super-or level or in other courses or training for which the high school conclusion is a mandatory stage.
- In addition to the forms of organization provided in art. 23, high school may be organized in modules and adopt the credit system with specific terminology.
- 11 For the purpose of fulfilling the requirements of the high school curriculum, the education systems may recognise competencies and enter into agreements with distance education institutions with outstanding recognition through the following forms of proof:
 - I - practical demonstration;
 - II - supervised work experience or other experience acquired outside the school environment;
 - III - technical education activities offered in other accredited educational institutions;
 - IV - courses offered by centers or occupational programs;
 - V - studies carried out in national or foreign educational institutions;
 - VI - courses taken through distance education or face-to-face education mediated by technology.

§ The schools shall guide the students in the process of choosing the areas of knowledge or professional performance foreseen in the caput. (NR) (BRAZIL, 2017).

We hope and wish that the High School Reform should be beneficial to the whole of society in general, especially to students, teachers, managers and to the working environment that will receive new professionals who need to have the minimum conditions for them to exercise their skills, and feel fulfilled both professionally and personally. That is why it is fundamental that the new high school proposal be worked on democratically and thoroughly in its smallest details so that more value and knowledge is added to our young people, and not driving them away from subjects such as Philosophy and Sociology that had been previously excluded, making it impossible for them to have an active and full participation in political issues through the knowledge acquired.

PILOT PROJECT EXPERIENCES OF THE NEW HIGH SCHOOL AND CURRICULA IN A CUSTOMIZED WAY AND EXTENDED TRAINING IN THE SCHOOL CONTRACT

Since February this year, 80 young people have been studying in a pilot project at Senai in Florianópolis, where technical education has joined the regular education, which is a modality in which Brazil faces the greatest needs, being the training offered in one of the best places for business in technology in Brazil, which has caught the attention of the young people of the region, where there are already queues for the class of 2018. The curriculum followed by the students of Florianópolis follows the standards based on the parameters of the high school reform sanctioned by President Michel Temer

through Law No. 13.415/2017. The focus of the text is the return of the vocational vocation of high school. After three years of studies, students receive a certificate of completion of regular education and a computer technician, in a course that unites theoretical and practical knowledge aimed at the labor market, one of the main points of the change being the receipt of the two certificates. Currently, the usual thing for a high school student interested in becoming technical is to start studying after regular education, a complement that can take up to six years. Or, when the student manages to attend high school in parallel with the technician, the contents rarely talk to each other. "It's common for the student to get to the technician without a learning base, and that buys me the spicy training," says educator Ana Inoue, a consultant with the Itaú BBA Foundation, which supports professional education projects (REVISTA EXAME, 2017). In the last years Atibaia schools have carried out projects and experiences very similar to the new High School model, today they seek to adapt to the new law, where they have already changed or are studying the necessary changes according to the determinations of the new High School law, which creates the Policy to Promote the Implementation of High Schools in Integral Time.

Some schools in São Paulo have moved forward and already offer subjects in their curriculum in which their students can choose which they want to attend in a "customized way", among them is Escola Móvil, in the south zone of São Paulo where seven elective subjects are offered in the contract (outside the regular period of classes) in which they must be taken over the course of three years to graduate from high school, and each student who wants to aprofundate their knowledge in regular subjects, with subjects that are not covered in the regular classes, or take other courses, such as theater or robotics. Still in São Paulo, another school, Lourenço Castanho works with the "expanded formative offer" system, in which students choose subjects divided into areas of knowledge, in which the options to choose change every semester. Until the implementation of the new Law No. 13.415/2017 reforming High School, we are likely to have successful examples that will continue to emerge throughout the country.

CONCLUSIONS

In the course of the present work, we seek to present initially a brief contextualization of the High School Reform, presenting some advances, disagreements and obstacles, and challenges that characterize High School in Brazil, as well as analyzing the possible impacts of Law 13.415, of February 16, 2017, fruit of Pro-Vision Measure n. 746, of September 22, 2016. We believe that, although the proposal for the High School Reform is complex, as it not only institutes the Policy of Fostering the Implementation of Comprehensive High Schools), it also makes several changes in the Education Guidelines and Basis Law (LDB) and in the Fund for Maintenance and Development of Basic Education and Valorization of Basic Education Professionals (Fundeb), but it is necessary so that we can combat structural and historical problems that persist until today: the negative oscillation in the enrolment rate, the low performance in national exams, the high rate of school failure and abandonment, the lack of policies to assist student workers and the insufficient conditions of training, work and teaching career. Throughout our study, carried out through qualitative exploratory research, we used as a technique in data collection the application of

bibliographic and documental research focusing on the following points: Alteration of the curriculum of the new high school and the National Common Curriculum Base (BNCC); Adoption of Full-time High School and the Policy of encouraging and transferring financial resources to the education systems that adhere to the proposal; Technical and Professional Training; Teaching Practice of Professionals with Notorious Knowledge and the Educational Experiences that are already being put into practice about the High School Reform, having as a General Objective: Verify if the 2017 High School Reform represents an advance or a setback in Brazilian education; Specific Objectives: Briefly contextualize High School; Verify the educational experiences that are already being put into practice about the High School Reform. In view of the challenges presented, we allude that the proposals for intervention through Law No. 13.415/2017 are necessary, and that there should be a wider debate with the whole society, and especially with those who will be most affected by the reform, so that it actually happens in a transforming way and brings the benefits that society so much expects from the Brazilian educational system.

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