

## North and South: the educational strategies of High School in the states of Amazonas and Paraná

Rúbia Darivanda da Silva Costa<sup>1\*</sup> and Vilmar Malacarne<sup>2</sup>

<sup>1</sup>Universidade Federal do Amazonas, Rua 29 de Agosto, 786, 69800-000, Humaitá, Amazonas, Brazil. <sup>2</sup>Universidade Estadual do Oeste do Paraná, Cascavel, Paraná, Brazil. \*Author for correspondence. E-mail: darivanda@ufam.edu.br

**ABSTRACT.** The present study presents analyzes of the State Educational Plans (PEEs) of Brazilian states of Amazonas and Paraná, in order to know the reality of the strategies recommended for Basic Education in these two states. The analysis of these documents promoted knowledge about the demands of the educational process in these states, as well as the understanding of the goals and strategies contained in the state plans that govern Education. Although the PEEs have several points in common, with regard to strategies for strengthening secondary education, these plans also have differences that reflect the particularities of the educational, territorial, economic and regional systems of each state. Despite the efforts made for planning and elaborating strategies to achieve the goals, both at the national and state levels, the Report of the 3rd Monitoring Cycle of the Goals of the National Education Plan (PNE) shows a significant setback in Brazilian education, since not only the proposed target for High School was not reached as well as most of the estimated targets for other levels and teaching modality. Finally, we realized that this study highlighted several factors that can influence the educational process and that to achieve the goals indicated in the PEEs it is important that the strategies are in accordance with the regional and local reality, as well as with the context in which students are inserted.

**Keywords:** State Education Plan; basic education; goals and strategies.

### Norte e Sul: as estratégias educacionais do Ensino Médio no estado do Amazonas e no estado do Paraná

**RESUMO.** O presente estudo apresenta análises dos Planos Educacionais do Estado (PEE) do Amazonas e do Paraná, a fim de conhecermos a realidade das estratégias recomendadas para a Educação Básica nesses dois estados brasileiros. A análise desses documentos promoveu o conhecimento acerca das demandas do processo educacional nesses estados, bem como a compreensão das metas e estratégias contidas nos planos estaduais que regem a educação. Embora os PEE apresentem vários pontos em comum, no que tange às estratégias para o fortalecimento do Ensino Médio, esses planos possuem também diferenças que refletem as particularidades dos sistemas educacional, territorial, econômico e regional de cada estado. Apesar dos esforços dispensados para o planejamento e elaboração de estratégias para alcançar as metas, tanto a nível nacional quanto estadual, o Relatório do 3º Ciclo de Monitoramento das Metas do Plano Nacional de Educação (PNE), evidencia um retrocesso significativo na educação brasileira, visto que não somente a meta proposta para o Ensino Médio não foi alcançada, como também, a maioria das metas estimadas para outros níveis e modalidade de ensino. Por fim, percebemos que este estudo ressalta diversos fatores que podem influenciar no processo educacional, e que para atingir as metas indicadas nos PEEs é importante que as estratégias estejam de acordo com a realidade regional e local, assim como com o contexto em que os estudantes estão inseridos.

**Palavras-chave:** Plano Estadual de Educação; educação básica; metas e estratégias.

### Norte y Sur: las estrategias educativas de la Enseñanza Media en los estados brasileños del Amazonas y Paraná

**RESUMEN.** El presente estudio presenta análisis de los Planes Estatales de Educación (PEEs) de los estados brasileños del Amazonas y Paraná, con el fin de conocer la realidad de las estrategias recomendadas para la Educación Básica en estos dos estados. El análisis de estos documentos promovió el conocimiento sobre las demandas del proceso educativo en estos estados, así como la comprensión de las metas y estrategias contenidas en los planes estatales que rigen la educación. Si bien los PEEs tienen varios puntos en común,

en cuanto a las estrategias para el fortalecimiento de la educación secundaria, estos planes también tienen diferencias que reflejan las particularidades de los sistemas educativo, territorial, económico y regional de cada estado. A pesar de los esfuerzos realizados para planificar y desarrollar estrategias para alcanzar las metas, tanto a nivel nacional como estatal, el Informe del 3er Ciclo de Seguimiento de las Metas del Plan Nacional de Educación (PNE) muestra un retroceso significativo en la educación brasileña, ya que no solo no se alcanzó la meta propuesta para Bachillerato, pero tampoco la mayoría de las metas estimadas para otros niveles y modalidad de enseñanza. Finalmente, nos dimos cuenta de que este estudio destacó varios factores que pueden influir en el proceso educativo y que para lograr las metas señaladas en los PEEs es importante que las estrategias estén de acuerdo con la realidad regional y local, así como el contexto en el que se insertan los estudiantes.

**Palabras clave:** Plan Estatal de Educación; educación básica; metas y estrategias.

Received on September 5, 2022.

Accepted on January 11, 2023.

## Introduction

Brazilian Basic Education has been the subject of several discussions and reflections by scholars and educational researchers who seek to establish strategies and contribute to the quality of public education at a national level. The Brazilian Federal Law nº 9.394, promulgated in 1996, known as the Law of Guidelines and Bases for Brazilian Education (LDB), governs Basic Education, being composed of developments and National Curriculum Guidelines (DCNs) that are essential principles for Basic Education, since they guide the curriculum planning of schools, as well as other Brazilian Education systems (Brasil, 2013). The DCNs are analyzed, elaborated and established by the National Council of Education (CNE), a body belonging to the Ministry of Education (MEC). According to Ciavatta and Ramos (2012), the DCNs constitute textual pieces that present the guiding conception of the curriculum in the respective levels and teaching modalities, gathered in a dense and detailed opinion in a legal, historical and philosophical way, which is objectified in the form of a resolution, with the effect of law, which aims to operationally give the conceptual guidelines established in this resolution.

It is important to emphasize that these documents are complementary and remain valid even after the organization of the National Common Curricular Base (BNCC), since the DCNs are responsible for subsidizing the structure, while the BNCC aims to present the contents and competences.

Recently, the CNE, based on the National Education Plan (PNE), established that each state should prepare its State Education Plan (PEE), which would need to contain the goals and strategies for all levels of education from Kindergarten to Higher Education (Brasil, 2014). These documents should also contain the strategies and goals for the career of teachers, including continuing education and the valorization of teachers, among other elements which are relevant to the Brazilian educational scenario (Brasil, 2014).

In this text, we restricted our presentation on the educational plans of the Brazilian states of Amazonas and Paraná, in order to know the strategies they recommend for Basic Education. We justify the choice for these PEE, above all, because the authors of this work reside and work in Higher Education Institutions (HEIs) in these states, being knowledgeable, therefore, of their specificities in the educational field, since they develop their professional activities as teacher trainers in degree courses, that is, they fundamentally contribute for the training of future Basic Education teachers.

Thus, throughout this text, we intend to answer the following guiding question: What are the similarities or differences in relation to the strategies and goals that are present in the PEEs of Paraná and Amazonas for High School? This question arose from the concern to know and study the educational scenario of two regions of Brazil in their singularities and local realities.

Therefore, we consider it pertinent to make a comparative exposition about these two states. However, before explaining the educational plans, we will first present the main characteristics and statistics of each state, according to information available on the platform of the Brazilian Institute of Geography and Statistics (IBGE, 2021). Finally, we seek to understand the demands of the educational process, as well as understand the goals and strategies contained in each state plan to govern Education.

## Analysis of the educational scenario from a regional perspective

As they are located in different Brazilian regions, presenting different cultural and subsistence contexts, among other characteristic aspects of each of these states, we briefly present the general territorial and

population comparative panorama (Table 1), in order to understand the expansion territory and location of Amazonas and Paraná.

As shown in the previous Table 1, the state of Amazonas is located in the North region of Brazil, being the largest state in the country in terms of territory. Nevertheless, it is important to point out that a large part of its territory is made up of forests and water (floodplain areas) (Gonçalves, 2005), which is one of the reasons why there is a small number of municipalities (62) composing the state, when compared to Paraná (399 municipalities).

**Table 1.** Regional, territorial and population characterization.

Characteristics	Amazonas	Paraná
Regional location	North	South
Territorial extension	1,559,167,878 km <sup>2</sup>	199,298,981 km <sup>2</sup>
	North: Venezuela e Roraima	North and Northeast: São Paulo
	Northwest: Colômbia	Northwest: Mato Grosso do Sul
	East: Pará	East: Atlantic Ocean
State borders	Southeast: Mato Grosso	South: Santa Catarina
	South: Rondônia	Southwest: Argentina
	Southwest: Acre and Peru	West: Paraguai
Number of municipalities	62	399
Estimated population	4,269,995 inhabitants	11,597,484 inhabitants
Population density	2,23 inhabitants km <sup>-2</sup>	52,40 inhabitants km <sup>-2</sup>
Life expectancy	72,1 years	77,7 years
Human Development Index (IDH)	0,674	0,749

Source: adapted from IBGE (2021).

Likewise, when comparing the number of inhabitants of each state, Paraná state population is practically three times greater than that of Amazonas, consequently, its population density is also higher. In Amazonas, in general, houses are still built horizontally (Pires & Calegare, 2017), while in the South region, where the state of Paraná is located, as well as in the Southeast Brazil, houses built vertically are predominant (Fresca & Oliveira, 2017), a fact that also influences the population density of these states.

The life expectancy of Brazilians has grown in recent years, indicating that “[...] they live longer because they are in better conditions” (Silva & Barbosa, 2014, p. 39). Despite this increase of Brazilian life expectancy, the Amazonas is still considered one of the states with low average population life expectancy, occupying the 6th position, since its population lives, on average, approximately 72.1 years. However, this index is not so far from most other states. On the other hand, in the state of Paraná, the average lifespan is approximately 77.7 years, which is considered higher than the national average, that is, people from Paraná live longer than most Brazilians.

Probably the average lifespan of the inhabitants of these states may be related to cultural and infrastructure issues of public management in each location, since such individuals live in extremely different contexts, which can influence not only the population's expectancy, but also other adverse factors, including education.

In general, it is noticeable that several factors can influence, directly or indirectly, the educational indices of these states, since in some cases, such as what happens in the Amazonas state, school-age children often stop attending school to work in order to contribute financially to the support of the family. In view of this, Rocha, Fliorentino and Lira (2020, p. 176) state that with “[...] so many absences during the school period compromises the performance of activities and, consequently, the academic performance of the students, no matter how intelligent and applied they”.

According to the information on the IBGE website (Table 2), we present some figures related to education in Amazonas and Paraná states, so that the inequality in relation to the educational process in these states is understandable.

When we consider the information contained in Table 2, the difference between the information presented is evident, but it is important to review Table 1, and verify, mainly, the number of inhabitants and cities in both states, which would justify the number of schools, as well as the number of annual enrollments and the number of teachers at each level of education. However, there is a balance between the number of schools with the number of enrolled students and the number of active teachers, since, in general, there is equivalence between the number of municipalities in each state and the number of schools that each one of them has.

**Table 2.** Educational characteristics.

Characteristics	Amazonas	Paraná
Ideb – Elementary School (Public system)	5,3	6,4
Ideb – Junior High School (Public system)	4,5	5,1
Enrollments in the Elementary and Junior High School	702,763	1,348,296
Enrollments in High School	211,302	378,660
Teachers in Elementary and Junior High Schools	33,399	83,337
Teachers in High Schools	9,986	33,180
Number of Elementary and Junior High Schools	4,685 schools	6,147 schools
Number of High Schools	487 schools	2,032 schools

Source: adapted from IBGE (2021).

The Basic Education Development Index (Ideb) was instituted in 2007 by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), in order to evaluate and measure the quality of national learning, in order to create goals for the improvement of teaching in the country.

From this perspective, the higher the score, the greater the learning (Araújo, Codes, & Uderman, 2019). In general, in Brazil, the Ideb score of Elementary and Junior High School is 5.7 and 4.6 years respectively. Thus, we found that for Elementary Education the state of Amazonas is below the national average, despite having reached the proposed average for the state. On the other hand, the state of Paraná has an Ideb higher than the national average, being among the states with the best education in the country, occupying the 2nd position in relation to Elementary School, with a score of 6.4, second only to the state of São Paulo (6.5); and the 3<sup>rd</sup> position, regarding to the Junior High School, with a grade of 5.1. In contrast, the state of Amazonas ranks in the 13<sup>th</sup> and 18<sup>th</sup> position for Elementary and Junior High School, respectively.

In this section, we present a brief analysis of the educational scenario according to regional perspectives. Next, we will present the State Education Plan of Amazonas (PEE-AM) and the State Education Plan of Paraná (PEE-PR), emphasizing the differences and similarities in the goals and strategies proposed for Basic Education (Elementary and Junior High Schools) in each of them.

## Educational contrasts in High School: the LDB and State Education Plans

The approval of the LDB in 1996 was a historic milestone for national education. Although it was a parliamentary initiative, its processing took a long time: from the end of 1988 to the end of 1996. However, despite the delay in its approval, with no doubt, it represented a great advance in Brazilian education, since from 1961 until that moment, the LDB had not been reformulated and education, at the national level, was outdated when compared to that of other countries. Then,

This brand of Brazilian education, which often has meant a poorly disguised abandonment by public power in relation to popular education, began to be more strongly criticized in the 1980s, despite being questioned at an early stage by eminent educators such as Anísio Teixeira. The effects of this criticism were reflected in the LDB (Castro, 2007, p. 33).

The LDB establishes the necessary guidelines for Basic Education, aiming to value education, which, according to the Federal Constitution of 1988, 'is a right for all' (Brasil, 1988). From this perspective, this Law brings the fundamental parameters that guide, not only High School, but all other levels of education, so that the right to education is guaranteed to all Brazilians (Brasil, 2020a).

- I – the consolidation and deepening of knowledge acquired in Elementary and Junior High School, enabling the continuation of studies;
- II – the student's basic preparation for work and citizenship to continue learning in order to be able to flexibly and adapt to new employment conditions or further training;
- III – the improvement of the student as a human person, including ethical training and the development of intellectual autonomy and critical thinking;
- IV – the understanding of scientific-technological foundations of productive processes, relating theory to practice, in the teaching of each discipline.

Thus, we understand that the educational process aims to contribute for the constitution of the individual, so that he/she becomes a citizen capable of consciously acting in society and acting in it in a critical and reflective way, based on training that guarantees his/her ethical, intellectual and moral development (Freire, 2009).

Despite recent changes in Education, with regard to the BNCC, it does not overlap with the LDB, but both act in parallel, establishing and guiding national education. According to the recent amendments and

adjustments to the LDB, the guidelines related to the BNCC were included. Therefore, the Article 35-A of the LDB (Brasil, 2020a) establishes that the BNCC determines the rights and learning objectives of secondary education, in accordance with CNE guidelines.

Therefore, as advocated by CNE Law n° 13.005, which approved the PNE, it was established that each State should have its own Education Plan (Brasil, 2014). Following this guideline, Amazonas and Paraná, as well as the other states of the Brazilian federation, approved their PEEs within the deadline stipulated by the CNE.

The Laws that approved these PEEs were published in the official gazettes of each of these States, in June 2015. In Amazonas, the Law that governs the PEE is the Law n° 4.183, of June 26, 2015, while in Paraná it is the Law n° 18.492, of June 24, 2015. Both were prepared in accordance with the provisions of Article 214 of the Federal Constitution and the Article 8 of Federal Law n° 13.005, of June 25, 2014, which approved the PNE.

The PEE-AM represented a historic milestone in education in the state, as its elaboration was preceded by municipal and state conferences, and took place simultaneously with the national conference, with the support of various representations of organized civil society that were able to collaborate in the interpretations and construction of proposals that guided the development of goals and strategies determined in accordance with the local educational reality, which should be implemented at all levels of Basic Education, as well as in Professional Education and Higher Education, in up to 10 (ten) years after the approval of the PEE-AM (Amazonas, 2015).

Similarly, the elaboration of the PEE-PR was conducted through a democratic, participatory, collaborative and collective process, since it also involved, in addition to the educational segments, the various social sectors that contributed to the reflection on the goals and strategies that should be established for state education (Paraná, 2015). Therefore, in both states, it is a step forward for the educational sector.

We know that High School Education can be offered to students in different modalities, the best known are: the regular, the technological, the integrated, the professional, and also in the modality of Youth and Adult Education (EJA) (Brasil, 2020a). In all these types, there is a demand for enrollment in Brazilian schools, since vacancies are offered annually in public and private educational establishments according to their functionalities, that is, with the type of secondary education proposed by the institution's Pedagogical Project.

Both the PEE-AM and the PEE-PR present the general panorama of education in these states, before dealing with the goals themselves. Thus, these documents synthetically demonstrate all the demands of High School, in which, in a clear and succinct way, tables and graphs are displayed, demonstrating how the teaching situation was in the year before the approval of the PEE. Among these data, the number of annual enrollments in each type of High School is emphasized, as well as the representativeness of these enrollments in federal, state, municipal and private schools. The documents also inform the student's ideal age for each grade, as well as the age-grade and age-year distortion (Amazonas, 2015; Paraná, 2015).

As for the targets for High School Education, the PEE-PR urges for the need to “[...] universalize, by 2016, school attendance for the entire population aged 15 to 17 and raise, by the end of the term of this Plan, the net enrollment rate in High School to 85%” (Paraná, 2015, p. 63). In order to achieve this goal, the document establishes 28 (twenty-eight) strategies that must be implemented within the agreed period.

Likewise, the PEE-AM also presents the target for secondary education, differing only in the value of the net enrollment rate, that is to say, a lower value in relation to that proposed in the PNE (2014), as stated in the PEE-AM (Amazonas, 2015, p. 35): “[...] to universalize, by 2016, school attendance for the entire population aged 15 to 17 years and raise, by the end of the period of validity of this PEE/AM, the net enrollment rate in High School to 70%”. To reach the proposed goal, 18 (eighteen) strategies were elaborated, that is, 10 (ten) less than the amount indicated in the PEE-PR.

In general, the PEE-PR maintained the goal proposed in the PNE (Brasil, 2014), but added 14 (fourteen) new strategies, so that, in fact, the projected goal could be achieved. The PEE-AM, on the other hand, reduced the amount of the enrollment fee and created only 4 (four) more strategies to meet the target.

However, despite the efforts made to plan and develop strategies to achieve the goals, both at national and state level, the Report of the 3rd Monitoring Cycle of the PNE Goals (Brasil, 2020b), released by the National Institute of Studies and Educational Research Anísio Teixeira (Inep), shows a significant setback in Brazilian education, since not only the target proposed for Secondary Education was achieved in this time interval since the publication of the PNE in 2014, as well as the targets for the other levels and teaching modalities. Until the publication of the Report of the 3rd Cycle of Monitoring (Brasil, 2020b), only the goal established for Higher Education, referring to the qualification of teachers at the master's and doctoral level, was reached.

Despite this, we can point out that the strategies were elaborated according to the regional reality and based on the educational needs of each of the states mentioned here. Therefore, each one of them needed to promote means that would guarantee the feasibility of their plans within the foreseen deadlines.

In this section, we make a brief explanation of the LDB, without going into depth, since this Law has, over the years, been widely presented and discussed by the most diverse scholars of Brazilian education. Thus, objectively, the goal for High School was presented, as well as its similarities and differences according to the PNE and comparing the PEE-AM and PEE-PR, since the elaboration of the strategies was based on the reality of each state. Next, we will present the main strategies defined in the PEEs.

## **Principles of Education and the strategies defined by the states**

Several authors corroborate with Paulo Freire (2009) regarding the importance of Education in the formation of critical thinking and autonomous citizens in the construction of a society based on critical and reflective actions, where its social actors can promote situations that induce the search for a better life and the common good of all its members.

In this sense, we understand that Education is the greatest good of society, being able to change the future of generations (Morin, 2000), especially those individuals who have the opportunity to regularly attend Basic Education with commitment and responsibility (Freire, 2009). In view of this, we understand the need for the PEE to be in compliance with the Budgetary Laws, as well as articulated with the Pedagogical Projects and other state policies, enabling the plan to be feasible and have satisfactory results.

### **Strategies of the Amazonas State Education Plan**

When analyzing the PEE-AM, we soon noticed the concern of its creators in devising viable strategies to reach, by 2025, goal 3, corresponding to High School. Thus, initially the strategies aimed at participating in discussions at the national level, in order to collaborate with the strengthening of this level of education, such as:

- 3.1 Participate in national discussions on the national program for the renewal of Secondary Education, through a permanent forum, in order to innovate with the implementation of actions that promote interdisciplinary approaches structured by the relationship between theory and practice, through school curricula that organize, in a flexible and diversified way, compulsory and elective contents articulated in dimensions such as science, work, languages, technology, culture, sport, traffic education and sex education;
- 3.2 Participate, in collaboration with the Union and the society, through public consultation, in the preparation of a proposal for rights and objectives of learning and development for High School students aiming to guarantee common basic training;
- 3.3 Participate in the pact between the federated entities for the implementation of the rights and objectives of learning and development that will configure the Common National Curriculum Base of High School Education (Amazonas, 2015, p. 35-36).

These strategies meet the real needs of strengthening High School Education in the Amazonas state, which will certainly guarantee access to quality education, comprising not only teaching itself, but the most diverse dimensions that make up the human intellect (Freire, 2009). For this, actions were planned that would enable the good performance of enrolled students, as stated in the PEE-AM:

- 3.4 Carry out, in conjunction with the competent bodies and with the families, an active search for the population aged 15 to 17 who are out of school, as of the effectiveness of this PEE/AM;
- 3.5 Ensure, with the support of the federal government, the acquisition and maintenance of equipment, laboratories, textbooks, paradidactic materials or handouts that contemplate the Curricular Reference, as well as the production of specific didactic material produced in and for the State of Amazonas at the stage of High School, during the term of the PEE/AM;
- 3.6 Guarantee the continuing education of teachers who work in Secondary Education, including workshops in the related areas, from the first year of effectiveness of the PEE/AM;
- 3.7 Carry out individualized follow-up of students with lag in school performance, aiming at correcting the flow of Elementary Education, through the adoption of practices such as school tutoring in the complementary shift, recovery studies and partial progression, in order to reposition this student in his/her grade/year, compatible with his/her age, until the end of the term of this PEE/AM. This follow-up should also include a general review of the subjects, regardless of the year and school situation in which the student is. (Amazonas, 2015, p. 36).

From this perspective, when analyzing the aforementioned strategies in detail, we note that, in addition to the direct concern with the performance and development of students, in strategy 3.6, there is also care and

attention to the continuing education of teachers (Bahia & Souza, 2016), given the need for teachers to always be up-to-date in relation to the knowledge in their areas of expertise (Tardif, 2014), in order to carry out their teaching practice, thus promoting meaningful and positive learning in the construction of knowledge by their students.

The fact of using the results obtained in national and state level assessments to diagnose student learning is quite favorable, considering that the score obtained by the student in the National High School Examination (ENEM), for example, is accepted for admission in higher education in various public and private institutions in the country. Thus, the strategies propose:

3.8 Use the results of the National High School Examination (Enem), as a systemic assessment tool to support public policies for Basic Education, for certifying assessment, enabling the measurement of knowledge and skills acquired inside and outside school, and for classification assessment, as a criterion for access to higher education, comparing these results with the state evaluation;

3.9 Use the results of the Educational Evaluation and Performance System of the State of Amazonas (SADEAM) as a systemic evaluation instrument to support and enhance public policies with the objective of improving the performance indicators of public schools (Amazonas, 2015, p. 36).

In these strategies, the importance of assessment systems and their contributions to Secondary Education is evident, from which the following stand out: the enhancement, improvement and assessment of the knowledge of students who are completing Basic Education, since, for example, ENEM “[...] disseminates its objectives and concepts, supporting the idea of an education focused on the development of logical reasoning and on the citizenship life of students” (Malusá, Ordones, & Ribeiro, 2014, p. 358). But, according to the PEE-AM, it is still necessary:

3.10 Resize the Secondary School offer in day and night shifts, as well as the territorial distribution of schools;

3.11 Implement policies to prevent school evasion, school dropout, motivated by any prejudice or social, sexual, religious, cultural and ethnoracial discrimination;

3.12 Implement public flow correction policies that meet the Goal and considerably reduce distortion;

3.13 Establish partnerships with the municipalities, so that they continue the process of decentralizing Elementary Education, thus enabling the expansion of vacancies for Secondary Education (Amazonas, 2015, p. 36-37).

Given the above, it is plausible to implement public policies aimed at strengthening not only the teaching and learning process, but also the complete training of students (Freire, 2009).

However, the need to promote and offer quality education is explicit (Moran, 2000; Dourado, Oliveira, & Santos, 2007), accessible and equal to all people, but for this to actually materialize, it is essential that following strategies are implemented, as they aim to:

3.14 Gradually ensure the maximum number of up to 35 students per classroom in High School, in compliance with Law nº 257 of April 30, 2015, during the term of this PEE/AM;

3.15 Implement and gradually implement Integrated Secondary Education concomitantly with Professional Education, observing the peculiarities of the state;

3.16 Carry out a review of the didactic-pedagogical and administrative organization of night teaching, considering the peculiarities inherent to the reality of that shift;

3.17 Expand the offer of full-time school vacancies for High School;

3.18 Support and encourage student organizations, as a space for participation and the exercise of citizenship, valuing youth protagonism (Amazonas, 2015, p. 37).

The last strategies written in the PEE-AM, point out for the reduction of the number of students per class, which would contribute positively to their better learning, as well as for the good performance of the teacher, who could make use of innovative and differentiated methodologies (Krasilchik, 2008), within the time allotted for each class, allowing all students to actively participate in building their technical-scientific knowledge in the classroom.

However, based on the Report of the 3<sup>rd</sup> Monitoring Cycle of the PNE Goals (Brasil, 2020b), we can identify that despite the effort in the elaboration and fulfillment of the strategies to reach the goal, not only the state of Amazonas, but also in other states in the northern region, there is still a significant number of young people between 15 and 17 years of age who did not attend High School and had not completed Basic Education in the period from 2015 to 2019, the year before the publication of the Report on the 3<sup>rd</sup> Monitoring Cycle, as shown in Table 3 below.

When analyzing the previous table, we note that at the regional level, Amazonas, in the presented five-year period, remained in 2<sup>nd</sup> place in relation to the number of students who did not attend school and had

not completed High School, with a gradual reduction from 2015 to 2018. Presenting in 2019, a significant increase in the number of the public who did not attend school and had not completed high school.

**Table 3.** Number of people aged 15 to 17 who did not attend High School and had not completed Basic Education in the states of the Northern region.

	2015	2016	2017	2018	2019
Brazil	3,378,425	3,223,487	3,132,083	2,825,266	2,556,424
North	443,947	422,912	425,116	357,703	367,772
Acre	16,372	18,775	18,524	17,460	16,902
Amapá	15,499	14,570	21,238	16,009	15,318
Amazonas	100,690	95,142	82,111	73,511	77,548
Pará	234,723	219,900	232,768	192,073	199,879
Rondônia	38,305	35,141	37,146	29,105	26,445
Roraima	8,775	8,287	8,855	7,359	8,195
Tocantins	29,584	31,097	24,475	22,187	23,485

Source: adapted from the Report of the 3<sup>rd</sup> Monitoring Cycle of the PNE Goals (Brasil, 2020b).

Finally, we believe that it would be a significant step forward for education in the state of Amazonas to implement all the proposed strategies, especially those that propose Professional Education, in relation to the numerous difficulties in accessing the job market, faced by many young people in the Northern region of Brazil. In addition, not everyone manages to enter Higher Education after finishing High School, most of the time being in a situation of social vulnerability (Rolim, 2019), resulting from the idleness they find themselves, either due to lack of employment, for not being properly qualified, either because they have not reached the average required to attend a college in the ENEM or in the entrance exams.

### Strategies of the Paraná State Education Plan

Unlike what was initially pointed out in the PEE-AM, the strategies proposed by the PEE-PR actually aim to strengthen and offer Secondary Education to all people (Freire, 2009), regardless of the community they belong to, thus presenting actions for the reorganization of the curriculum, as well as for the elaboration of teaching materials (Krasilchik, 2008) that are in accordance with the educational needs of the communities, as we can see in full in the following strategies:

- 3.1 Ensure and expand supply and enrollment in Secondary Education, including rural, gypsy and roaming populations, indigenous peoples and quilombolas (afro slave descendants), among other segments, according to their specificities, preferably in their communities;
- 3.2 Reorganize the High School curriculum based on consultations and debates, respecting the specificities of the subjects included in this stage of education, with a view to meeting the demands and expectations of a quality school that guarantees access, permanence and success in the process of learning, as well as the constitution of citizenship, in accordance with current legislation;
- 3.3 Establish programs, in partnership with public High Education Institutions, for the continuing education of teaching professionals who work in high school in the public school system;
- 3.4 Establish proficiency programs in a Modern Foreign Language, including the use of technologies, with the possibility of exchange with other countries;
- 3.5 Elaborate, organize and make available theoretical-methodological materials and equipment for the Physics, Chemistry and Biology laboratories, specific for the organization of pedagogical work in High School, including for rural populations, gypsy and itinerant populations, indigenous people and quilombolas, among other segments according to their specificities;
- 3.6 Ensure the development of specific programs for updating and maintaining computer labs in public schools, with the aim of expanding the incorporation of information, communication and assistive technologies in the pedagogical practices of teaching professionals (Paraná, 2015, p. 63-64).

As in the PEE-AM, in Paraná, it is also proposed to establish continuing education programs for teachers (Bahia & Souza, 2016). However, the foreign language program, in order to enable exchanges with other countries, despite being a strategy that can consolidate Basic Education and encourage teachers and students in the performance of their duties, was not equally contemplated in the PEE-AM, in despite of Amazonas States' international borders.

Therefore, the PEE-PR, in several aspects, is more comprehensive when compared to the state of Amazonas, despite having some similar strategies, among which:



- 3.7 Ensure the implementation of public policies to correct the age-grade distortion in Secondary Education without prejudice to comprehensive human development;
- 3.8 Subsidize schools in the state education network, offering technical and pedagogical support, with a view to improving the quality of teaching and raising proficiency rates in large-scale assessments;
- 3.9 Guarantee continuing education for education professionals and promote articulation with academic, sports and cultural institutions to comply with the strategy of increasing the net enrollment rate and keeping students in school;
- 3.10 Articulate with educational institutions and the school community the discussion on the reorganization of Secondary Education (Paraná, 2015, p. 64).

Therefore, with the aim of strengthening Basic Education, specifically High School, both states similarly present the aforementioned strategies, thereby demonstrating interest in improving the quality of education offered to young Brazilians (Moran, 2000; Dourado et al., 2007), encouraging them to remain at school in an attractive way, due to the promotion and inclusion in cultural and sports activities (Freire, 2009).

In strategy 3.11 of the PEE-PR, the partnership that the school must have with other bodies is clearly demonstrated, in order to promote and guarantee access to education for all individuals (Freire, 2009), even in extreme cases, as presented in the following snippet:

- 3.11 Foster and strengthen, in collaboration between the State, Union and municipalities, policies for inclusion and school permanence for adolescents who are fulfilling socio-educational measures in open and closed environments and in precautionary hospitalization, ensuring the principles of the ECA (Child and Adolescent Statute) and other current legislation (Paraná, 2015, p. 64).

In the PEE-AM, we did not find strategies mentioned above, but they are necessary, since countless young Brazilians who, due to living in a situation of poverty (Rolim, 2019), end up committing infractions, which lead them to reclusion in rehabilitation centers. However, to avoid or minimize such situations, it is important to ensure that these individuals remain in school, but for this it is essential:

- 3.12 Ensure adequate infrastructure for classrooms, sports courts, libraries and other spaces necessary for inclusive and quality education in educational institutions;
- 3.13 Guarantee the production and acquisition of pedagogical support materials, such as dictionaries, textbooks and literary works, including those typed in Braille, in addition to laboratory materials and other materials necessary for a quality and inclusive education;
- 3.14 Implement a specific pedagogical proposal for socio-education in Paraná, in line with the provisions of Federal Law nº 12.594/2012 and legislation establishing Sinase and Proeduse, as well as other legislation that follows;
- 3.15 Guarantee guidance and theoretical-methodological subsidy in the construction of pedagogical projects of educational institutions, considering diversities, according to current legislation (Paraná, 2015, p. 64-65).

As for the above mentioned strategies, the concern presented in the PEE-PR in relation to access to education, including people with disabilities or special needs, is noticeable (Brasil, 2020), which leads to guaranteeing the acquisition of specialized materials for these individuals, so that they can be included in the educational process. In this perspective, it is also proposed the elaboration of guiding documents that contemplate the diversities, enabling the inclusion (Freire, 2009).

In general, the PEE-PR has broadly contemplated the consolidation of Basic Education, making Goal 3, proposed for Secondary Education, to be achieved within the stipulated period. In this sense, among the strategies arises the need to:

- 3.16 Carry out a public tender for education professionals, during the term of this PEE-PR, with a view to meeting the needs of educational establishments;
- 3.17 Establish pedagogical practices with interdisciplinary approaches, relating theory and practice through school curricula that organize, in a flexible and diversified manner, mandatory and elective content articulated in dimensions such as science, work, languages, technology, culture and sport, guaranteeing the acquisition of equipment and laboratories, the production of specific didactic material, the continuing education of teachers and the articulation with academic, sports and cultural institutions (Paraná, 2015, p. 65).

Therefore, there is a need to hire teachers in the teaching career, as we know that in recent years the teaching profession has been highly devalued (Gatti & Barreto, 2009), with not much interest on the part of younger people in exercising it, which has led to the low enrollment of academics in degree courses. Thus, when directly or indirectly promoting a public admission call, there is an incentive for those academics who are still studying a degree to maintain their enrollment in order to complete the course.

As for interdisciplinary practices, this theme has been widely discussed by several authors (Japiassu, 1976; Fazenda, 2005) who emphasize the need for training activities inside and outside the classroom, enabling students and teachers to articulate theory and practice based on a flexible curriculum that allows the inclusion of different areas of knowledge. Therefore, the continuing education of teachers is very relevant, as it will contribute to their teaching practices in the classroom, allowing them to act in an interdisciplinary way, in order to articulate the content of their subject with other areas of knowledge (Farm, 2005).

The PEE-PR concern regarding the maintenance of young people aged 15 to 17 attending High School is plausible, as it aims to:

- 3.18 Foster education and culture programs for the urban and rural population, young people aged 15 to 17 years and adults, with social and professional qualification for those who are out of school and with a lag in the school flow;
- 3.19 Promote the active search of the population aged 15 to 17 out of school, with the collaboration of public agencies of social assistance, health and protection of adolescents and youth and respective councils;
- 3.20 Resize the offer of Secondary Education in day and night shifts, as well as the territorial distribution of Secondary Education schools, in order to meet the demand, according to the specific needs of students, especially for working students;
- 3.21 Implement dropout prevention policies motivated by situations of discrimination, prejudice or violence, creating and strengthening a protection network against associated forms of exclusion, under the terms of the National Education Plan (Paraná, 2015, p. 65).

From this perspective, the need for partnership with other bodies is evident so that these actions are correctly carried out within what was planned, thus guaranteeing the permanence of these school-aged individuals in school so that they can successfully complete High School. As for those who, for some reason, dropped out of school, or still need to work to help support their families, classes are scheduled to open in the night shift, in order to provide access to Basic Education (Freire, 2009) for those who, for some reason, cannot attend school during the day. The following are the final strategies presented in the PEE-PR, which determine the need for:

- 3.22 Ensure professional follow-up in the Biology, Chemistry, Physics and Computing laboratories for the organization and support of the teacher's pedagogical work;
- 3.23 Establish partnerships and agreements to encourage the development of scientific initiation projects, in all areas of knowledge, in teaching institutions;
- 3.24 Strengthen articulation with the Adolescent Protection Network, with a view to prevent evasion and dropping out and assisting High School students;
- 3.25 Promote the implementation of Public and Linguistic Policies for the process of teaching a Modern Foreign Language (LEM) in High School;
- 3.26 Develop a specific program to meet the pedagogy of alternation in rural schools, respecting the specificities of itinerant peoples, indigenous people, gypsies and quilombolas;
- 3.27 Provide the community with access to school and cultural assets and spaces, as well as extracurricular activities;
- 3.28 Ensure the promotion and dissemination of the history of material and immaterial values of the State of Paraná (Paraná, 2015, p. 65-66).

In fact, for teaching to take place satisfactorily, it is extremely important that the spaces intended for laboratories are equipped with materials and instruments that allow practical classes to be carried out (Krasilchik, 2008), preparing students for the future development of research initiation projects.

However, similarly to what happened with other Brazilian states, the state of Paraná also did not reach the proposed goal, which would be the same as that of the PNE “[...] to universalize, by 2016, school attendance for the entire population aged 15 to 17 years and to raise, by the end of the term of this Plan, the net enrollment rate in High School to a reach of 85% [...]” (Paraná, 2015, p. 63), as shown in Table 4.

**Table 4.** Number of people aged 15 to 17 who did not attend High School and had not completed Basic Education in the states of the Southern region.

	2015	2016	2017	2018	2019
Brazil	3,378,425	3,223,487	3,132,083	2,825,266	2,556,424
Southern Region	393,991	420,433	379,387	315,065	298,602
Paraná	146,345	155,604	128,469	120,668	100,921
Rio Grande do Sul	172,098	182,036	177,574	136,418	136,541
Santa Catarina	75,547	82,792	73,344	57,979	61,139

Source: adapted from the Report of the 3<sup>rd</sup> Monitoring Cycle of the PNE Goals (Brasil, 2020b).

In general, Paraná remained constantly in the second position among the states of the Southern region in relation to the number of young people between 15 and 17 who were not enrolled in High School. However, in 2016, there was a significant increase when compared to the previous year. But it is evident that, in the following three years (2017-2019), it continued its decline, that is, enrolling and keeping more young people in school.

At the end of the demands for PEE-PR strategies, the similarity between some actions became evident, which are expressed throughout this section and could be united in a single action, which would allow for fluidity and agility in reaching the goal proposed by the State of Paraná.

Finally, we note the importance of executing all the aforementioned strategies proposed both in the PEE-PR and in the PEE-AM, so that goal 3, indicated by each state, is achieved, within each social and territorial reality.

## Final considerations

Although the PEE-AM and PEE-PR have several points in common, with regard to strategies for strengthening Secondary Education, these plans also have differences that reflect the particularities of the educational, territorial, economic and regional system of each state.

In the Amazonian context, due to economic influences, as well as lower schooling rates, when compared to the state of Paraná, it can make it difficult for students to access and stay in school. There are also adverse social factors that become obstacles to the effectiveness of the teaching and learning process, especially for individuals who are on the margins of society.

On the other hand, education in the state of Paraná is among the best in the country, and because it is among the states with the best economy in Brazil, consequently, it has high investments in educational areas, in addition to having qualified teachers to work in the most different areas of the teaching field, with rare cases of teachers working outside their area of training. In Amazonas, on the other hand, it is very common to find teachers acting in different areas from the ones they became expertises, which can compromise the quality of teaching. Such comparisons through the analyzed documents allowed important knowledge and reflections on the guidelines of Secondary Education in a peculiar way in two states of Brazil.

Given the above, it is clear and imperative that the country needs to resolve its impasses in terms of curriculum in Basic Education and, mainly, in terms of investments in Education, considering the different Brazilian realities. Another aspect to be considered is the dimension of social relations, which proves to be fundamental, since the development process takes place when human beings come to dominate cultural elements and, for that, they need to have quality educational services. Furthermore, it is indispensable to maintain nonconformity, restlessness and the constant search for solutions, so that the greater objective can be achieved: to offer Brazilian citizens a public, universal, free and quality Basic Education for all.

## References

- Amazonas. (2015). *Lei nº 4.183, de 25 de junho de 2015. Aprova o Plano Estadual de Educação do Estado do Amazonas e dá outras providências*. Manaus, AM: Diário Oficial do Estado do Amazonas.
- Araújo, H. E., Codes, A., & Uderman, L. (2019). *O IDEB como instrumento de gestão para uma educação de qualidade – a educação brasileira vista pelas lentes do IDEB*. Brasília, DF: IPEA.
- Bahia, N. P., & Souza, R. M. Q. (2016). A formação inicial e continuada de professores: a experiência do PIBID/UMESP. *Educação e Linguagem*, 19(1), 59-78. DOI: <https://doi.org/10.15603/2176-1043/el.v19n1p59-78>
- Brasil. (1988). *Constituição da República Federativa do Brasil de 1988*. Brasília, DF: Diário Oficial da União.
- Brasil. (1996). *Lei nº 9.394, de 1996. Estabelece as diretrizes e bases da educação nacional*. Brasília, DF: Diário Oficial da União.
- Brasil. (2013). *Diretrizes Curriculares Nacionais Gerais da Educação Básica*. Brasília, DF: MEC, SEB, Dicei.
- Brasil. (2014). *Lei Federal 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação - PNE e dá outras providências*. Brasília, DF: Diário Oficial da União.
- Brasil. (2020a). *LDB: Lei de Diretrizes e Bases da Educação Nacional (4. ed.)*. Brasília, DF: Senado Federal.
- Brasil. (2020b). *Relatório do 3º ciclo de monitoramento das metas do Plano Nacional de Educação (PNE) – 2020*. Brasília, DF: Inep.
- Castro, M. L. O. (2007). *Brasil e Argentina: estudo comparativo das respectivas leis gerais sobre educação*. Brasília, DF: Senado Federal.

- Ciavatta, M., & Ramos, M. (2012). A “era das diretrizes”: a disputa pelo projeto de educação dos mais pobres. *Revista Brasileira de Educação*, 17(49), 11-37. DOI: <https://doi.org/10.1590/S1413-24782012000100002>
- Dourado, L. F., Oliveira, J. F., & Santos, C. A. (2007). *A qualidade da educação: conceitos e definições*. Brasília, DF: MEC/Inep.
- Fazenda, I. C. A. (2005). *Práticas interdisciplinares na escola* (10. ed.). São Paulo, SP: Cortez.
- Freire, P. (2009). *Pedagogia da autonomia: saberes necessários à prática educativa* (39. ed.). São Paulo, SP: Paz e Terra.
- Fresca, T. M., & Oliveira, E. L. (2017). Sessenta anos de verticalização em Londrina/PR. *Revista da ANPEGE*, 11(16), 85-121. DOI: <https://doi.org/10.5418/RA2015.1116.0005>
- Gatti, B. A., & Barreto, E. S. S. (2019). *Professores do Brasil: impasses e desafios*. Brasília, DF: Unesco.
- Gonçalves, C. W. P. (2005). *Amazônia, Amazônias* (2. ed.). *Coleção caminhos da geografia*. São Paulo, SP: Contexto.
- Instituto Brasileiro de Geografia e Estatística [IBGE]. *Cidades e Estados* (2021).
- Japiassu, H. (1976). *Interdisciplinaridade e patologia do saber*. Rio de Janeiro, RJ: Imago.
- Krasilchik, M. (2008). *Prática de ensino de biologia* (4. ed. ver. e ampl., 2ª reimpr.). São Paulo, SP: Edusp.
- Malusá, S., Ordonez, L. L. M., & Ribeiro, E. (2014). ENEM: pontos positivos para a educação brasileira. *Revista Educação e Políticas em Debate*, 3(2), 358-382. DOI: <https://doi.org/10.14393/REPOD.issn.2238-8346>
- Moran, J. (2000). Ensino e educação de qualidade. In J. M. Moran, M. T. Masetto, & M. A. Behrens (Eds.), *Novas tecnologias e mediação pedagógica* (17. ed., p. 11-66). Campinas, SP: Papirus.
- Morin, E. (2000). *Os sete saberes necessários à educação do futuro*. São Paulo, SP: Cortez.
- Paraná. (2015). *Lei nº 18.492, de 24 de junho de 2015. Aprova o Plano Estadual de Educação do Paraná*. Curitiba, PR: Diário Oficial do Estado do Paraná.
- Pires, E. A., & Calegare, M. G. A. (2017). A habitação de interesse social no Brasil e sua expressão em Manaus. *Novos Cadernos NAEA*, 20(3), 115-136. DOI: <http://dx.doi.org/10.5801/ncn.v20i3.4202>
- Rocha, J. C. B., Florentino, N. N. L., & Lira, A. F. (2020). Trabalho infante-juvenil: entre a obra Dois Irmãos de Milton Hatoum e a atualidade amazônica. In F. B. Silva, M. F. Nascimento, & T. S. Capaverde (Orgs.), *Narrativas literárias: ensaios críticos e tradução cultural* (p. 159-180). Rio Branco, AC: Nepan.
- Rolim, D. C. (2019). Pobreza e vulnerabilidade social no Baixo Amazonas. In *7º Encontro Internacional de Política Social. 14º Encontro Nacional de Política Social. Tema: Contrarreformas ou Revolução: respostas ao capitalismo em crise*. Vitória, ES.
- Silva, M. R. T., & Barbosa, R. M. S. P. (2014). Atividade física na promoção da saúde e o aumento da expectativa de vida. *BIUS - Boletim Informativo Unimotrisaúde em Sociogerontologia*, 5(2), 34-59.
- Tardif, M. (2014). *Saberes docentes e formação profissional* (16. ed.). Petrópolis, RJ: Vozes.

#### INFORMATION ABOUT THE AUTHORS

**Rúbia Darivanda da Silva Costa:** Doctor in Sciences and Mathematics Education by the Amazonian Network of Sciences and Mathematics Education (*Rede Amazônica de Educação em Ciências e Matemática – Reamec*). Post-doctor by the Post Graduation Program in Science Education and Mathematics Education of the Universidade Estadual do Oeste do Paraná, Unioeste. Current Professor at the Universidade Federal do Amazonas, Ufam.

ORCID: <https://orcid.org/0000-0002-4373-208X>

E-mail: [darivanda@ufam.edu.br](mailto:darivanda@ufam.edu.br)

**Vilmar Malacarne:** Doctor in Education by the Universidade de São Paulo, USP. Currently Professor at Universidade Estadual do Oeste do Paraná, Unioeste.

ORCID: <https://orcid.org/0000-0002-5222-4722>

E-mail: [vilmar.malacarne@unioeste.br](mailto:vilmar.malacarne@unioeste.br)

**Remark:** The authors were responsible for designing, analyzing and interpreting the data; writing the paper and making the critical review of the manuscript's content as well as the approval of the final version prior to be published.