


**REFLECTING ON THE CHALLENGES IN CONSTRUCTING HIGH SCHOOL
TRAINING ITINERARIES IN THE AMAZON CONTEXT, IN LIGHT OF LAW NO.
14.945/2024**

**REFLETINDO SOBRE OS DESAFIOS NA CONSTRUÇÃO DE ITINERÁRIOS
FORMATIVOS DO ENSINO MÉDIO NO CONTEXTO AMAZÔNICO, À LUZ DA
LEI Nº 14.945/2024**

**REFLEXIONES SOBRE LOS DESAFÍOS EN LA CONSTRUCCIÓN DE
ITINERARIOS DE FORMACIÓN DE BACHILLERATO EN EL CONTEXTO
AMAZÓNICO, A LA LUZ DE LA LEY N.º 14.945/2024 IN THE LIGHT OF LAW
NO. 14.945/2024**

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**Maurício Oliveira da Silva¹, Carla Carol Pinto Ayres², Alfredo Taveira Soares³, Klyssia
de Fátima Vasconcelos Pinto⁴**

ABSTRACT

This study investigates the challenges in developing and implementing high school training itineraries in the Amazon region, based on the guidelines established by Law 14.945/2024 and regional specificities. The theme emerges from the need to adapt the curriculum to legal requirements while respecting the socio-environmental and cultural specificities of the Amazon. The overall objective was to investigate the challenges in developing and implementing high school training itineraries in the Amazon region, based on the guidelines established by Law 14.945/2024 and regional specificities. A qualitative and bibliographic methodology was adopted, guided by the deductive method. A systematic literature review (2019–2025) was conducted in databases such as SciELO, Google Academic, and CAPES Periódicos, selecting publications that addressed training itineraries, high school reform, and the Amazon region. The extracted data were organized into analytical categories (planning, challenges, and impacts) and analyzed using Bardin's content analysis. The results revealed that the autonomy granted by Law 14.945/2024 drives shared governance initiatives, ongoing teacher training, and the use of informal spaces. However, infrastructure limitations (laboratories, connectivity), training, and community engagement hinder the implementation of the itineraries. Pedagogical barriers were identified, such as resistance to interdisciplinarity, and sociocultural barriers, such as the integration of traditional knowledge. It is concluded that overcoming these challenges requires integrated public policies, technical and financial resources, and the development of a culture of innovation and democratic management. The connection between schools, universities, and communities emerges as a prerequisite for legal guidelines to be converted into contextualized and transformative educational practices.

¹ Specialist in Portuguese Language, Literature and Arts Teaching Methodology. Faculdade Venda Nova do Imigrante (FAVENI). E-mail: mauricio.nivya31@gmail.com

² Specialist in Teaching Methodology in Biological Sciences. Centro Universitário Leonardo da Vinci (UNIASSELVI). E-mail: carla.ayres13@gmail.com

³ Media Specialist in Education. Universidade Federal do Amazonas (UFAM)
E-mail: alfredoregional@hotmail.com

⁴ School Management Specialist. Universidade Federal do Amazonas (UFAM).
E-mail: klyssia.pinto@educacao.am.gov.br

Keywords: High School. Training Itineraries. Law 14.945/2024. Amazon.

RESUMO

Este estudo investiga os desafios na construção e implementação dos itinerários formativos do Ensino Médio no contexto amazônico, a partir das diretrizes estabelecidas pela Lei 14.945/2024 e das particularidades regionais. O tema emerge da necessidade de adaptar o currículo às exigências legais, respeitando as especificidades socioambientais e culturais da Amazônia. O objetivo geral foi investigar os desafios na construção e implementação dos itinerários formativos do Ensino Médio no contexto amazônico, a partir das diretrizes estabelecidas pela Lei 14.945/2024 e das peculiaridades regionais. Adotou-se a metodologia de natureza qualitativa e bibliográfica, orientada pelo método dedutivo. Realizou-se revisão sistemática de literatura (2019–2025) em bases como SciELO, Google Academic e CAPES Periódicos, selecionando publicações que abordassem itinerários formativos, reforma do Ensino Médio e contexto amazônico. Os dados extraídos foram organizados em categorias analíticas (planejamento, desafios e impactos) e analisados por meio de análise de conteúdo de Bardin. Os resultados revelaram que a autonomia conferida pela Lei 14.945/2024 impulsiona iniciativas de governança compartilhada, formação continuada de professores e uso de espaços não formais; contudo, limitações de infraestrutura (laboratórios, conectividade), de formação e de articulação comunitária dificultam a efetivação dos itinerários. Identificaram-se barreiras pedagógicas, como resistência à interdisciplinaridade, e socioculturais, como a integração de saberes tradicionais. Conclui-se que superar esses desafios requer políticas públicas integradas, recursos técnicos e financeiros, e a construção de uma cultura de inovação e gestão democrática. A articulação entre escolas, universidades e comunidades emerge como condição para que as diretrizes legais se convertam em práticas educativas contextualizadas e transformadoras.

Palavras-chave: Ensino Médio. Itinerários Formativos. Lei 14.945/2024. Amazônia.

RESUMEN

Este estudio investiga los desafíos en el desarrollo e implementación de itinerarios de formación en secundaria en la región amazónica, con base en las directrices establecidas por la Ley 14.945/2024 y las especificidades regionales. El tema surge de la necesidad de adaptar el currículo a los requisitos legales, respetando las especificidades socioambientales y culturales de la Amazonía. El objetivo general fue investigar los desafíos en el desarrollo e implementación de itinerarios de formación en secundaria en la región amazónica, con base en las directrices establecidas por la Ley 14.945/2024 y las especificidades regionales. Se adoptó una metodología cualitativa y bibliográfica, guiada por el método deductivo. Se realizó una revisión sistemática de la literatura (2019-2025) en bases de datos como SciELO, Google Académico y CAPES Periódicos, seleccionando publicaciones que abordaron itinerarios de formación, reforma de la escuela secundaria y la región amazónica. Los datos extraídos se organizaron en categorías analíticas (planificación, desafíos e impactos) y se analizaron mediante el análisis de contenido de Bardin. Los resultados revelaron que la autonomía otorgada por la Ley 14.945/2024 impulsa iniciativas de gobernanza compartida, la formación docente continua y el uso de espacios informales. Sin embargo, las limitaciones de infraestructura (laboratorios, conectividad), la capacitación y la participación comunitaria dificultan la implementación de los itinerarios. Se identificaron barreras pedagógicas, como la resistencia a la interdisciplinariedad, y barreras socioculturales, como la integración de conocimientos tradicionales. Se concluye que superar estos desafíos requiere políticas públicas integradas, recursos técnicos y financieros, y el desarrollo de una cultura de innovación y gestión democrática. La conexión entre escuelas, universidades y comunidades surge como un prerrequisito para que las directrices legales se transformen en prácticas educativas contextualizadas y transformadoras.



Palabras clave: Educación Secundaria. Itinerarios de Formación. Ley 14.945/2024. Amazonía.

1 INTRODUCTION

The reform of High School (EM) in Brazil, consolidated by Law 14.945/2024, shed light on the need to rethink training itineraries, especially in regions with sociocultural and geographical characteristics as peculiar as those of Amazonas. In this context, the definition of training paths assumes strategic importance by offering diversified learning options, capable of dialoguing with local demands and new legal requirements (DE CASTRO; CALDAS; FALCÃO, 2024).

By confronting such guidelines with the Amazonian reality, a field of tensions is evident that runs from the school infrastructure to the very authorship and protagonism of teachers and students in the construction of these itineraries (OLIVEIRA, 2024). Among the organization and planning strategies, the effort to adapt schools to comply with legal parameters stands out, without, however, losing sight of regional specificities.

The experience of Manaus, for example, reveals collaborative initiatives between high school institutions and local universities for the creation of itineraries in Environmental Sciences, seeking to articulate theory and practice in non-formal spaces, such as extractive reserves and biodiversity research centers (GONZAGA et al., 2019). Such partnerships demonstrate the potential to build formative trajectories that not only meet the text of the law, but enrich the curriculum with real experiences, promoting situated learning.

However, the implementation of such strategies comes up against competing obstacles. The lack of adequate continuing education makes many teachers feel insecure to mediate choices of itineraries, especially when the proposal requires methodological innovation or incorporation of digital technologies (SANTOS; FREITAS, 2025).

The pedagogical challenges are also intertwined with structural issues. In many schools in the interior of the Amazon, the lack of laboratories, stable internet, and teaching materials imposes practical limitations that compromise the development of more diversified training paths (PARÁ, 2025). The absence of these resources, added to the scarcity of efficient school transportation, makes it difficult to access external learning environments — a critical aspect for itineraries focused on field activities or technical visits, essential in disciplines such as Natural Sciences.

In view of this scenario, the general objective was established: to investigate the challenges in the construction and implementation of training itineraries in High School in the Amazonian context, based on the guidelines established by Law 14.945/2024 and the peculiarities of the regional context. Specifically, it was aimed to: discuss the strategies for organizing and planning the training itineraries adopted with an emphasis on adapting to the requirements of Law 14.945/2024; identify the main challenges in the implementation of the

itineraries; and to reflect on the impact of the new legislation on curricular organization and pedagogical practices in the Amazonian context.

2 METHODOLOGY

The methodology of the present study was organized around a bibliographic investigation of a qualitative nature, guided by the deductive method, and was designed to meet the three axes of the work: the strategies for organizing and planning the training itineraries according to Law 14.945/2024; the pedagogical, structural and socio-cultural challenges in its application; and the impacts of this legislation on the curriculum and teaching practices in the Amazonian context.

We adopted the deductive method because we started from the principles and requirements of Law 14.945/2024, which directs the research to understand how, in practice, such guidelines translate into choices of training itineraries. This theoretical-legal approach guided the selection and analysis of the materials consulted: first, we defined the period from 2019 to 2025 as the cut-off criterion to ensure the timeliness of the debates; then, we scoured databases such as SciELO, CAPES Periódicos, and Google Academic in search of articles, official reports, and legislation that addressed "formative itineraries", "new High School", and "Amazonian context".

The initial reading focused on the screening of titles and abstracts, immediately discarding texts that did not clearly dialogue with the school reality of Amazonas or that presented weak methodological foundations. With the corpus defined, we move on to the full reading, extracting information related to three analytical categories – itinerary planning, implementation challenges and curricular impacts – that emerged both from the legal predictions and from the narratives of authors who study High School in the Amazon region.

To organize these data, we used Bardin's content analysis technique, advancing in three movements: a pre-analysis to map key themes of categories; the manual coding of relevant passages; and the interpretative treatment of these categories, confronting hypotheses and identifying convergences and tensions between the text of the law and the experiences reported in the literature.

3 ORGANIZATION AND PLANNING OF TRAINING ITINERARIES ACCORDING TO LAW 14.945/2024 IN AMAZONIAN HIGH SCHOOL

Law 14.945/2024 established new guidelines for Brazilian High School, requiring schools to structure training itineraries to deepen the four areas of knowledge, with an emphasis on at least two. In the Amazonian context, this requires curriculum planning that

incorporates the socio-environmental, cultural, and economic dimensions of the region, without losing sight of the assumptions of flexibility and autonomy granted by law.

Several schools have adopted shared governance models, in which pedagogical teams, managers, and representatives of the local community meet periodically to define their choices, reflecting the needs of students and territorial vocations (OLIVEIRA, 2024).

The elaboration of the training itineraries has been supported by interdisciplinary committees that bring together teachers from different areas, technicians from the Department of Education and external specialists, in order to promote an integrated view of the contents (SANTOS; FREITAS, 2025). This collaboration strategy aims to overcome the traditional segmentation of disciplines, allowing learning paths to be traced that include, for example, basic studies in biology, geography and indigenous culture for itineraries in Natural Sciences in the Amazon. Joint work also facilitates the negotiation of resources, the construction of partnerships with universities and research institutions, in addition to favoring the continuity of projects throughout the semesters (GONZAGA et al., 2019).

The local contextualization of the training itineraries has also considered the use of non-formal learning spaces, such as conservation units, associations of rural producers and cultural reference centers (DE CASTRO; CALDAS; FALCÃO, 2024). Such environments expand the range of practical activities and contribute to the consolidation of field projects that reinforce regional identity and stimulate scientific research on Amazonian biodiversity. Circulation between the classroom and the field requires, however, careful logistical planning, which takes into account transportation infrastructure, student safety, and articulation with community agents (PARÁ, 2025).

The integration of active methodologies — such as project-based learning, case studies, and thematic workshops — has been indicated as a fundamental pillar to meet the requirements of the new legislation (OLIVEIRA, 2024). From this perspective, the training itineraries are not limited to gathering contents, but are structured as didactic sequences that involve research, collaborative production and formative evaluation. The use of digital portfolios and field diaries, for example, promotes a reflective record of learning and allows individualized monitoring of each student's progress, strengthening the articulation between theory and practice (ABDON; P; GOMES, 2024).

The continuing education of teachers plays a central role in the implementation of these planning strategies. The proposal of training itineraries requires teachers capable of mediating interdisciplinary processes and articulating diverse knowledge (MOTTA, 2024). To this end, training programs have been carried out in partnership with federal universities and state secretariats, with extension courses that address specific didactics for the Amazonian

context, such as the application of educational technologies in areas with precarious infrastructure and the mediation of traditional knowledge in conventional classes (SANTOS; FREITAS, 2025).

Another relevant strategy is the creation of experiential laboratories in pilot schools, where training itineraries are tested and adjusted according to feedback from students and teachers (FALCÃO; CALDAS; BARROS, 2023). These laboratories function as niches for pedagogical innovation, in which new learning sequences can be evaluated on a small scale before being replicated in other units. The practice encourages the culture of curricular "prototyping", which values experimentation and continuous course correction, which are fundamental to meet the dynamic requirements of Law 14.945/2024 (GONZAGA et al., 2019).

The use of digital technologies — although challenging in locations with limited connectivity — has been explored through offline applications and platforms that synchronize materials whenever a signal is available (ABDON; P; GOMES, 2024). This authorial technological choice, highlighted by Oliveira (2024), opens up possibilities for customizing the itinerary, allowing students to access multimedia content, participate in discussion forums, and carry out self-assessments. Technologies, when well planned, work as amplifiers of student autonomy and reduce the exclusive dependence on face-to-face contact.

Financial and administrative planning is also the object of attention in the training itineraries. Law 14,945/2024 provides for transfers linked to specific projects, requiring schools to prepare proposals for the use of resources — from the acquisition of field equipment to the hiring of local monitors (DE VICENTE, 2025). The preparation of budgetary action plans, with half-yearly goals and performance indicators, has allowed for greater transparency and effectiveness in the application of resources, in addition to strengthening accountability to the school community and control bodies (DE CASTRO; CALDAS; FALCÃO, 2024).

Student participation in the choice of training itineraries is another organizational strategy that has gained strength. Through school councils and student assemblies, young people are invited to express their preferences, discuss possible areas for further study and propose adjustments in the paths (FALCÃO; DA SILVA, 2020). This participatory dimension not only legitimizes the planning process, but also stimulates youth protagonism, connecting formative trajectories to students' life projects, in line with the perspectives of Falcão, Caldas and Barros (2023).

The articulation between the guidelines of Law 14.945/2024 and the forms of evaluation of training itineraries requires careful planning. Diagnostic, formative and summative evaluations must be integrated into a coherent system, which contemplates both

school knowledge and socio-emotional skills and community knowledge (ABDON; P; GOMES, 2024). The adoption of clear rubrics, the performance of reflective evaluations and the use of collective portfolios allow the results to be analyzed in a multifaceted way, providing subsidies for the continuous redesign of the pathways.

These planning and organization strategies face challenges inherent to the Amazonian context, such as teacher turnover in remote areas, the scarcity of financial incentives, and the need for cultural adaptation (PARÁ, 2025). However, successful experiences in municipal networks reveal that, when the partnership between school, university, and civil society is cultivated, it is possible to build training itineraries that respect federal legislation and help reduce regional inequalities (OLIVEIRA, 2024).

3.1 CHALLENGES IN THE APPLICATION OF TRAINING ITINERARIES IN HIGH SCHOOL

The implementation of training itineraries according to Law 14.945/2024 faces, in the Amazonian context, a series of challenges that go beyond simple curricular adequacy, reaching structural, pedagogical, cultural, and political dimensions. In the foreground, the lack of adequate infrastructure in the state schools in the region stands out, especially those located in riverside and inland areas.

The insufficiency of equipped laboratories, updated libraries, and spaces for didactic coexistence compromises the implementation of itineraries that require experimental practices or fieldwork, as observed in investigations on integral education in Brazil (BRETTAS et al., 2025). This structural gap reflects an old mismatch between the demands of contemporary education and federal and state investments aimed at the maintenance and modernization of school units in Amazonas.

Related to this scenario, there is the challenge of connectivity and access to digital technologies. Although the legislation provides for the use of virtual platforms and multimedia resources to enrich training itineraries, the precariousness of the internet signal in many locations prevents the full adoption of online educational tools (PARÁ, 2025). Experiences of integrating decentralized technologies, which use offline applications or community radios, have not yet reached sufficient scale to meet the demand, as pointed out in studies on mobility and connectivity in rural contexts (GONZAGA et al., 2019).

In the pedagogical sphere, the critical point lies in the training and appreciation of teachers. The requirement to mediate interdisciplinary and socially situated itineraries requires teachers with specific skills, both in active methodologies and in field project management (MOTTA, 2024). However, research shows that many Amazonian educators

entered the career without the necessary preparation to deal with the innovations proposed by the High School reform (ADAMS, 2025).

Continuing education, although provided for in state regulations, is still sporadic and lacks articulation between departments of Education, universities and continuing education institutions, limiting the development of skills to plan and evaluate itineraries. Another challenge lies in the sociocultural dimensions and the diversity of student profiles.

In indigenous, riverside and quilombola communities, itineraries based on traditional school content can clash with local knowledge and community practices, requiring careful negotiation to respect cultural identities (ARCANJO et al., 2024). The curricular flexibility provided for by Law 14,945/2024 allows schools to adapt itineraries to regional contexts, but in practice there is a lack of methodological guidance on how to incorporate traditional knowledge, generating tensions between the legal proposal and the reality of the communities.

The management of the itineraries represents another field of difficulties. The creation of interdisciplinary committees and school councils, recommended to ensure the participation of teachers, students and civil society, does not always translate into effective practice. Reports on educational policies in Mato Grosso reveal that, without clear accountability and monitoring mechanisms, many itineraries are restricted to administrative plans, without being converted into concrete pedagogical actions (DE VICENTE, 2025). Analogous situations occur in Amazonas, where weaknesses in decentralized management and lack of cooperation between municipal and state departments hinder the continuity of projects.

The evaluation of training itineraries is another obstacle. The implementation of evaluation systems that articulate diagnostic, formative and summative evaluations, as provided for by legislation, comes up against limitations in human and material resources. In contexts of high teacher turnover, longitudinal monitoring of student progress is difficult, compromising the feedback needed to adjust itineraries in real time (SOUSA; NETO, 2025). In addition, the traditional school culture, centered on objective tests, has resisted the adoption of instruments such as portfolios and reflective diaries, essential for measuring socio-emotional competencies and field practices.

Articulation with the productive sector and technical education also presents specific challenges. Although the law encourages partnerships with companies and higher education institutions to offer internships and mentorships, the low diversity of industrial centers in the interior of the Amazon limits opportunities for professional learning (CAETANO; DA PAIXÃO, 2024). The few successful experiences have occurred in Manaus, thanks to the presence of

technological hubs and universities, but they are not easily replicated in smaller municipalities, perpetuating regional inequalities.

Financial issues are imposed as a transversal barrier. The transfer of resources conditioned to the execution of training itineraries has been subject to bureaucracy and slowness in budget procedures, delaying the acquisition of field equipment and the hiring of local monitors (PARÁ, 2025). The lack of clarity in the procedures for the preparation of financed projects and in the rendering of accounts discourages management teams from proposing ambitious itineraries, opting instead for modest initiatives that meet only the legal minimum.

Finally, the motivational dimension and the engagement of students and teachers are a cultural challenge. Training itineraries that do not dialogue with the expectations and interests of young people can be perceived as mere curricular formalities, generating frustration and evasion (BRETTAS et al., 2025). Overcoming this challenge involves strategies for co-construction of paths, in which students are protagonists and contribute to defining themes, methodologies and learning spaces, strengthening the feeling of belonging to the pedagogical project.

3.2 IMPACTS OF LAW 14.945/2024 ON CURRICULAR ORGANIZATION AND PEDAGOGICAL PRACTICES IN HIGH SCHOOL

The enactment of Law 14.945/2024 brought significant changes to the structure of High School in Brazil, imposing new parameters for the curricular organization and requiring schools to reconfigure their pedagogical practices in line with legal guidelines (ARCANJO et al., 2024). In the Amazonian context, marked by cultural diversity, territorial distances, and socio-environmental specificities, this legislative change takes on even more complex contours, requiring adaptations that consider the region's potentialities and limitations (GONZAGA et al., 2019).

The curricular reorganization provided for in the legislation strengthens the autonomy of school units to develop training itineraries aligned with regional vocations, but also imposes challenges in articulating between the mandatory components and the areas of deepening (LEME, 2025).

In many schools in the interior of Amazonas, the adoption of blocks of integrated disciplines has come up against the resistance of teachers accustomed to the traditional model of watertight disciplines, which demands processes of continuing education and awareness of the proposed interdisciplinary vision (ADAMS, 2025). This transition requires, therefore, a collaborative effort between managers, teachers and pedagogical technicians to

ensure that the curriculum is not only reorganized on paper, but effectively alive in educational practice.

In the school environment, pedagogical practices have also undergone reconfigurations. The emphasis on active methodologies — such as collaborative projects and problem-based learning — gains strength in the legal proposal, but its implementation depends on teacher training and the availability of adequate didactic resources (ABDON; P; GOMES, 2024).

In riverside regions and traditional communities, such methodologies face logistical barriers, as the lack of stable internet and well-equipped laboratories can make the proposed activities unfeasible (PARÁ, 2025). On the other hand, initiatives that use non-formal spaces, such as extractive reserve areas, have shown promising strategies to bring students closer to local knowledge, enhancing the construction of integrated knowledge (MARQUES, 2024).

The inclusion of content related to sustainability and the socio-environmental heritage of the Amazon in the training itineraries illustrates how legislation can serve as a vector for contextualized curricula (FALCÃO; CALDAS; BARROS, 2023). However, many schools still do not have partnerships with universities and research institutions to make such components viable, reproducing a gap between the curricular proposal and the reality of public schools (DE VICENTE, 2025). In this scenario, student protagonism and community mobilization emerge as potentiating factors, as students and local leaders can contribute to identifying relevant themes and building learning scripts that dialogue with the Amazonian experience (NASCIMENTO; DE BARROS; CASAGRANDE, 2024).

Law 14,945/2024 also reinforced the need for diversified assessments, which include, in addition to traditional tests, portfolios, self-assessments, and field records. This change requires teachers to review their evaluation processes, incorporating instruments that reflect the multiple competencies provided for in the National Common Curricular Base and in specific legislation (ABDON; P; GOMES, 2024). However, reports from schools in the interior indicate that the lack of time, the administrative burden and the absence of a formative evaluative culture hinder the effective use of these instruments (SOUSA; NETO, 2025). Overcoming this obstacle requires a redesign of schedules and a redistribution of functions among school professionals.

The curricular reorganization proposed by Law 14,945/2024 highlights the need for integration between areas of knowledge, favoring training paths that articulate sciences, languages, technologies, and socio-environmental practices. This interdisciplinarity, although praised in official documents, comes up against the initial training of teachers, still centered on traditional teaching degrees without an emphasis on transdisciplinarity (ADAMS, 2025).

To overcome this gap, *latu sensu* graduate programs and extension courses have been implemented by the Federal University of Amazonas, seeking to qualify professors to work in emerging curricular scenarios (MOTTA, 2024).

Partnerships with the productive sector were also encouraged by the law, aiming to offer internships and mentoring in professional itineraries. However, the low economic dynamism of many Amazonian municipalities limits opportunities for cooperation with local companies, making it rare to offer apprenticeship programs that integrate theory and practice (CAETANO; DA PAIXÃO, 2024). The solution has been the creation of regional cooperation networks, in which consortia of municipalities and school entities sign agreements with research institutions and non-governmental organizations to enable internships and community projects.

Curricular flexibility, by allowing each school to structure its itineraries, confers autonomy, but requires a high capacity for collective planning and pedagogical management. Reports from hub schools in the interior reveal that teams often do not have time to discuss curricula in depth, resulting in generic itineraries that differ little from the old curricular components (LEME, 2025). Strengthening collaborative planning requires redistributing management functions, creating specific times for pedagogical meetings, and setting clear follow-up goals.

Legislation 14.945/2024 emphasizes the construction of life projects in the curriculum, seeking to articulate individual learning and aspirations (FALCÃO; CALDAS; BARROS, 2023). However, there are not always structured instruments for students to reflect on their personal and professional trajectories, which requires specific training of teachers in pedagogical guidance and psychopedagogy. The insertion of career planning workshops and conversation circles coordinated by school psychologists has proven to be a promising practice, as it broadens young people's understanding of their potentialities and challenges.

4 FINAL CONSIDERATIONS

In conclusion, it was found that, although Law 14,945/2024 offers a margin of autonomy to Amazonian schools, its application requires collaborative management, continuous teacher training, and partnerships with universities and local communities. These strategies, when well articulated, enhance contextualized curricula; however, they reveal weaknesses in infrastructure, field logistics and teacher training.

It was found that pedagogical (resistance to interdisciplinarity), structural (lack of laboratories, precarious connectivity) and sociocultural (need to respect traditional knowledge) obstacles interact in a complex way, requiring integrated and sensitive solutions

to the Amazon. The simultaneous occurrence of such barriers prevents many projects from getting off the ground, pointing to the urgency of public policies that guarantee resources and technical support to the most remote schools.

It was evident that the reformulation of the blocks of disciplines and the emphasis on active methodologies promote advances, but require cultural change and restructuring of the evaluation processes. The adoption of formative assessments and student participation are still incipient, indicating the need to consolidate a culture of innovation and democratic management that translates legal intentions into effective educational practices.

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