

# High School Life Project: recent changes in educational legislation

**Projeto de Vida no Ensino Médio: as recentes alterações na Legislação educacional**

**Proyecto de vida en la escuela secundaria: cambios recientes en la legislación educativa**

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## Highlights

Educational legislation must move forward to build vital projections related to human dimensions.

Recent changes that elucidate the neoliberal ideological intent in educational policies and practices.

The Life Project can incorporate principles of sustainability, ethics, and community integration.

## Abstract

The purpose of this study is to analyze the recent changes to Article 35 of Federal Law No. 9.394 (Brazil, 1996) on the Guidelines and Bases of National Education in relation to the High School Life Project. The text is discussed in the light of the LDBEN and its respective changes, according to the purposes and definitions described in the documents. For analysis and interpretation, the concept of discourse analysis brought by Pêcheux (1990) and Orlandi (2016) was used. After analysis, it was found that the recent changes contribute to discussions about the Life Project at the interface with other areas of knowledge, but do not point the way to its propagation. We therefore conclude that the legislation is making progress towards building life projects from a perspective oriented towards integral development, incorporating principles of ethics and sustainability into practical experiences.

[Resumo](#) | [Resumen](#)

## Keywords

Life purpose. Community integration. Socio-environmental responsibility.

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## **| Introduction**

This research aims to analyze the recent changes to Article 35 of Federal Law No. 9,394, Section IV of the LDBEN (Brazil, 1996) in relation to the Life Project in High School. With this in mind, the aim is to answer the following question: how can recent changes contribute to discussions in the field of education, considering the Life Project as a curricular component? The justification for this is the extremely important role that current educational legislation plays in the integral formation of the individual, to find subsidies to understand the breadth of its changes and the impact of its intentionality.

The structure develops and elucidates the recent changes in educational legislation for High School, regarding the Life Project in High School. To this end, the study was conducted as a qualitative documentary research, using discourse analysis as a tool. Based on the concepts of Pêcheux (1990) and Orlandi (2016), for a proper understanding of the research.

The topic is considered relevant because it highlights the legislative trajectory of the Life Project as a curricular component that is promoted from a perspective oriented toward the integral development of students, but which reveals its neoliberal ideological intent in educational policies and practices that impact the way education is conceived and organized.

The study is divided into three sections, at the interface between the Introduction and the Conclusion. The first section presents "Educational Legislation and the Life Project" in chronological order. The next section shows the "Methodological path". Finally, the third section shows the "Analysis and Discussion".

## **| Educational legislation and the Life Project**

In December 1996, President Fernando Henrique Cardoso, together with Education Minister Paulo Renato Costa Souza (in memoriam), promulgated Law No. 9,394, of December 20, 1996, which established the guidelines and bases of national education. It thus proposed significant changes concerning other educational legislation (Brazil, 1961; 1971) and was based on the principle of the universal right to education.

As this was a period of intense development for the consolidation of Brazilian democracy, educational legislation was now coming to terms with a society that had experienced an LDBEN (Brazil, 1961), which took almost three decades to be approved. It was published in 1961 by then-President João Goulart. At the time, it was experiencing another version of the LDBEN (Brazil, 1971). This was instituted in 1971 and erected during the military regime, to silence and hide the contradictions present in social reality.

In this context, the current LDBEN (Brazil, 1996) represents the establishment of democratic action in public education, aiming to ensure society's participation in decision-making. This re-democratization created a favorable scenario for individuals to have equal access and permanence in school, regardless of the circumstances prevailing in society. In this way, the legislation was treated as a structure that defines the principles and guidelines of Brazilian education and organizes teaching throughout the country. It thus encompasses all educational spheres and sectors, demonstrating that the entire education system in the country was organized and subject to this law.

Thus, Article 35 of Section IV of the LDBEN (Brazil, 1996), when addressing the modality, proposes to emphasize curricular actions that facilitate basic preparation for work and the conditions for its occupation. The provision establishes a common axis of progressive curricular extension between Elementary and High School, along with a diversified part that is positioned according to its specificities and local attributes. A structure that aims to ensure an educational process that contributes to the full development of the individual and the extensive construction of a fairer, more equal, and democratic society. Although the legislation emphasizes the importance of an education that extends beyond technical and academic knowledge, prioritizing the comprehensive yet not integral development of the student, its structure still requires specific development for what was previously understood as a Life Project.

At the end of September 2016, Provisional Measure 746 of September 22, 2016, was presented to Congress. An instrument with the force of law proposes significant changes to the current LDBEN (Brazil, 1996). Arguments and justifications accompanied the document to clarify several questionable elements in the current legislation. Among the main changes were the establishment of the Policy to Promote the Implementation of Full-Time High Schools and the regulation of the Fund for the Maintenance and Development of Basic Education, and the Valorization of Education Professionals.

The proposal in question has sparked intense debate, discussion, and controversy, particularly regarding its impact on High School curricula. These were significant changes that included the restructuring of subjects and the incorporation of new forms of pedagogical approaches. Among the changes highlighted in the document was the introduction of the Life Project theme as a means of promoting self-knowledge, as it is based on an understanding of one's abilities and limitations. In its wording, the text pointed out that High School curricula should “consider the integral formation of students, to adopt an approach focused on building their life project and on their cognitive and socio-emotional development, in accordance with guidelines defined by the Ministry of Education” (Brazil, 2016).

In other words, in all its forms of organization and provision, it should serve as an instrument for developing skills related to the personal, social, and professional dimensions. This reinforces the importance of an integral formation that combines cognitive, social, and emotional development in its vital projections. The implementation of these changes is crucial to establishing an adequate

understanding of student education in the face of contemporary challenges. This established the first steps for the then-curricular component Life Project.

In February 2017, then President Michel Temer, assisted by Education Minister José Mendonça Bezerra Filho, published Law No. 13,415 of February 16, 2017, which converted Provisional Measure No. 746 (Brazil, 2016). This law establishes a reform of the education structure and sets standards for the new legislation.

With the promotion of the law, the LDBEN (Brazil, 1996) is manifesting itself in the sense of promoting a subject capable of using facts in a conscious, critical, and ethical manner, thus boosting their personal, social, and professional lives. The following year, the proposal for the National Common Curricular Base (Brazil, 2018a), cited by Provisional Measure No. 746 (Brazil, 2016), was created as a formative document to guide the quality of education. The tool proposes the Ten General Competencies for Basic Education. Among them, the 6th General Competence stands out, which deals with the appropriation of "[...] knowledge and experiences that make it possible to understand the relation inherent in the world of work and make choices aligned with the exercise of citizenship and their life project, with freedom, autonomy, critical awareness and responsibility" (Brazil, 2018a, p.9).

To corroborate the purpose of the law, Resolution CNE/CEB No. 3, dated November 21, 2018, is published on a parity basis, updating the National Curriculum Guidelines for High School (Brazil, 2012). This resolution proposes, in its Article 5, that High School, in all its teaching modalities and forms of organization and provision, in addition to the general principles established for education in previous documents, will be guided by specific principles. Among them are the integral formation of the subject and the life project as a strategy for reflection on the school trajectory in the construction of human dimensions (Brasil, 2018b).

According to this Resolution, all school practices must focus on appropriate and pertinent knowledge to foster the subject's protagonism. These are actions permeated by social relationships and articulated through experiences and acquired knowledge. These factors, according to the document itself, contribute to the development of personal identities and cognitive and socio-emotional conditions, with the aim of achieving autonomy in their choices. In this context, the embodiment of the Life Project theme, which was previously abstract, takes on subjective contours through a peripheral visual field. The focus on personal and social development also becomes fundamental in the process of improving people's quality of life. With this, skills, knowledge, and attitudes are taken into account to achieve personal goals, improve social relationships, and succeed in the world of work.

Recently, President Luiz Inácio Lula da Silva, with the support of Education Minister Camilo Sobreira de Santana, published Law No. 14,945 of July 31, 2024, amending Law No. 13,415 (Brazil, 2017), which in turn amended Law No. 9,394 (Brazil, 1996). Article 35-B, Section 2 of this legislation states that:

Students will be provided with opportunities to build life projects, with a perspective guided by integral development in the physical, cognitive, and

socio-emotional dimensions, through community integration in the territory, citizen participation, and preparation for the world of work, in an environmentally and socially responsible manner (Brazil, 2024).

With its publication, the LDBEN (Brazil, 1996) reinforces its commitment to the integral formation of students. The focus here is on the necessary construction of “life projects,” as stated in Article 1, Section 2 of the Law, which unfold into a complex and constantly changing reality. In this sense, the provision highlights the importance of education that encompasses the diverse aspects of human development. These dimensions encompass physical, cognitive, and socio-emotional aspects, recognizing that the subject's education should not be limited to consolidating academic training, but also include social and emotional skills essential for citizen coexistence. It is, therefore, an approach that aims to build subjects capable of interacting with the world and, above all, making a positive contribution to their local communities.

## **| Methodological path**

As this is documentary research, the process involved selecting documents to act upon, considering not only the content but also the educational context in which the material was produced and used chronologically. In this regard, the official documents consulted and analyzed were: the LDBEN (Brazil, 1961; 1971; 1996), the DCNEM (Brazil, 2012; 2019), Provisional Measure No. 746 (Brazil, 2016) and Law No. 13,415 (Brazil, 2017) establishing the NEM (Brazil, 2017), Resolution CNE/CEB No. 3 (Brazil, 2018b) supporting the BNCC (Brazil, 2018a) and the recently published Law No. 14,945 (Brazil, 2024). These documents were taken from the institutional portals of the GOV.BR platform.

For the recent changes brought about by Article 35 of Section IV of the LDBEN regarding the Life Project in High School, the documents selected for analysis were: the LDBEN (Brazil, 1996) and its respective amendments, Provisional Measure No. 746/2016, Law No. 13,415 (Brazil, 2017), and Resolution CNE/CEB No. 3 (Brazil, 2018b). The main meaning was considered to be the use, interaction, and functions when applied.

Regarding the analysis of how recent changes can contribute to discussions in the field of education, considering the Life Project as a curricular component, the guiding document was Law No. 14,945 (Brazil, 2024). Textual fragmentation was employed to critically analyze excerpts from the text contained in Article 1, Section 2 of the aforementioned legislation. We sought to investigate the social, economic, and ecological circumstances to which the document may be related, paying attention to issues of interest and imbued with intentions.

In interpreting the meaning attributed to the legislation by the authors, we employed the concepts of discourse analysis from Pêcheux (1990) and Orlandi (2016), as well as the scientific production of other voices, to understand and support the analysis. Therefore, the article is not limited to analyzing the corpus itself, but rather to setting it in a context in which the language produced is used to construct and

legitimize discursive practices that reveal the relation between language, ideology, and society, considering the weaknesses and differences of those who enunciate them.

## **| Analysis and discussion**

The purpose of this research was to analyze the recent changes introduced by Article 35 of Section IV of the LDBEN (Brazil, 1996) concerning the Life Project in High School. And how recent changes can contribute to discussions in the field of education, considering the Life Project as a curricular component.

In 1996, when the current LDBEN (Brazil, 1996) was sanctioned, the concept of the Life Project was not at the center of educational discussions as it is today. Reforms to the curriculum and new demands for competencies and skills specific to students' personal and professional futures emerged implicitly (Tartuce et al., 2023), with the Life Project being a topic to be discussed in another field.

According to Orlandi (2016), implicit discourse, when there is no direct declaration of will, in turn produces its own object, making its existence inseparable from the linguistic plot that supposedly describes it. It therefore aims to understand how the implicit symbolic object produces meanings and how it is full of significance and far from neutral (Pêcheux, 1990).

At the time, the Life Project was developed in the field of vocational guidance and was seen as an interface between education and psychology (Silva & Danza, 2022). Its structure did not present a didactic context, but rather a prescription for developing a future projection and launching ideas from a systemic composition that would give rise to new possible social arrangements. The proposal took into account the reality of each subject and their context in determining how they acted. With this, the identity matrix of the Life Project represented learning and personal growth, helping to accommodate and refine the sense of purpose, meaning, and belonging (Nascimento, 2020).

The LDBEN (Brazil, 1996) then tacitly states in Article 35 that its future projections for High School are unique, and remains silent about the Life Project. After all, the proposal was not concerned with simultaneously understanding the personal, social, emotional, and professional interests that make up the subject's personality.

In 2017, following the approval of Provisional Measure No. 746 (Brazil, 2016), the LDBEN (Brazil, 1996) underwent a significant amendment through Law No. 13,415 (Brazil, 2017), Article 3A, which came into force with the inclusion of Article 35-A, Section 7. The provision stresses the fact that "[...] the integral formation of the student should be considered, so as to adopt work aimed at the construction of their life project and their formation in physical, cognitive and socio-emotional aspects".

The Life Project then ceases to be an uncertainty. It becomes a personal plan that involves making conscious decisions based on a realistic assessment of the context and circumstances in which the subject finds themselves (Braggio & Silva, 2023;

Falcão et al., 2023). These are choices made within the limits of one's understanding of oneself, one's desires, values, and abilities, and based on the environment in which one lives, coexists, and survives (Dayrell & Carrano, 2014). In this way, considering personal aspects means reflecting on life and the constraints of their reality.

From Orlandi's perspective (2012, p. 43), discourse is constructed through intertextuality and is shaped by the relation it establishes. Words derive their meanings from the discursive formations in which they are inscribed. According to the author, "[...] words speak to other words. Every word is always part of a discourse. And every discourse is delineated in relation to others: present sayings and sayings stored in memory".

According to Toledo et al. (2021), the importance of incorporating personal aspects into the Life Project, treating them as subjective potentialities, reinforces the idea of considering personal qualities to achieve a positive outcome in various life domains. The instrument, in turn, would help to improve their presence in society, making the idea of a Life Project more attractive, robust, and convincing (Klein & Arantes, 2016). Given that the moment dedicated to its construction is marked by anxieties, anguish, confrontations, desires, and concern for the personal, social, and professional future (Leão et al., 2011).

Although the formation of socio-emotional aspects is extremely important for the integral formation of the subject, as the legislation itself points out, the instrument does not describe the actions that articulate these aspects. Furthermore, they do not elucidate the human dimensions that intentionally contribute to the development of their uniqueness.

It should be noted that the documents analyzed (Brazil, 1996; 2017; 2018a; 2018b) do not suggest intervention strategies with the potential to transcend the limits of practice and incorporate social, historical, and cultural elements, as stated in their texts and within the scope of their respective actions.

In 2024, Law No. 14,945 (Brazil, 2024) was published, amending previous legislation and presenting a new proposal for High School. In this sense, the research presents a critical analysis of the excerpts identified in Article 1, Section 2, as provided by the legislation, which serve as indicators for the realization of life projects by students. Questions about its text are raised, without disregarding the significant advances and changes that the law will implement, as its initial milestone is scheduled for 2025.

In the first excerpt, the passage emphasizes that "students will be given opportunities to build life projects [...]".

From the perspective of the documents dealt with (Brazil, 1996; 2017; 2018a; 2018b), the Life Project in basic education must be significant, qualifying, and motivating for the student. This stage of life is characterized by the development of cognitive and socio-emotional abilities, as well as the learning of socially

established habits and values. These are factors that can influence the choice of profession, as well as the construction of an identity for the social roles they must assume (Groppo, 2015).

From this perspective, Pêcheux (1990) explains that discourses can be allocated and displaced to omit their vicissitudes, i.e., a discourse that can change its meaning by being relocated to a new context. In addition, it can contain internal contradictions that reflect tensions, thus allowing us to understand how discourses can be reinterpreted and resisted (Orlandi, 2016).

It is understood, therefore, that guaranteeing students opportunities to build their vital identities is fundamental in any path of integral development, whether legislative or not, which does not accentuate the originality of the passage analyzed. With this, the excerpt analyzed disappears as a specific reference, giving way to the understanding of an entire discursive process that follows.

For the second excerpt, the text states that the construction process must take place "[...] from a perspective oriented towards integral development [...]".

According to official documents (Brazil, 1996, 2017, 2018a, 2018b), the intentional and guided development of the Life Project must be carefully formulated and structured to meet three interconnected dimensions: personal, social (citizen), and professional. And, in the personal and civic dimensions, the subject must investigate the factors that mobilize them individually and in interaction with society. Additionally, they need to be proactive in discovering and maximizing their actions. In this sense, both documents advocate the Life Project as one of the formative axes through which schools should organize and subsidize their practices.

However, according to Pêcheux (1990), this discursive strategy begins to act in such a way that it involves the subject with the intentional forms propagated by writing, thereby boosting expectations and concrete perceptions of the action.

Thus, by mentioning the guarantee of opportunities for students to build life projects, with an emphasis on integral development, the section tends to cover the various fundamental aspects of elementary education, blurring and generalizing its field of action.

In the third excerpt, the legislation states that integral development should include "[...] the physical, cognitive and socio-emotional dimensions [...]".

Firstly, previous educational legislation (Brazil, 1996; 2017; 2018a; 2018b) and the current one (Brazil, 2024) do not indicate development processes capable of revealing these dimensions; they only suggest understanding them in an isolated context. In other words, a discursive reading, influenced by the position occupied by the legislation.

Orlandi (2016) explains that interpretation derives from a discourse that supports it. It will never be absolute and unique, because it will also produce its own meaning. Pêcheux (1990) believes that the discourse on a theme indicates that a specific

pointed content needs to convince the subject of its legitimacy, but that its effect presupposes obstacles, uncertainties, and setbacks.

Recent research (Carvalho & Veiga, 2020; Mercali & Costa, 2021; Toledo et al., 2021; Nascimento & Hartmann Junior, 2021; Cavallaro et al., 2023) reveal that personal and interpersonal skills allow us to understand the context of reality without the mediation of logic or deep analysis, giving us the feeling that acting in accordance with them reduces the distance between the abstract and the concrete.

These are scientific studies that reinforce the fundamental idea that such individual characteristics are also subjective potentialities (Toledo et al., 2021; Carvalho & Veiga, 2020), which contribute to discussing and substantiating trajectories that can transform the Life Project into a cross-cutting and multidimensional instrument (Dellazzana-Zanon & Freitas, 2015; Klein & Arantes, 2016; Santos, 2019), and, with this, raise questions about previously naturalized conceptions and demystify their field of action.

It is therefore considered that the Life Project is expansive, as its continuous aspect has a profound impact on the construction of reality. The development of these dimensions (physical, cognitive, and socio-emotional) is gradually and closely linked to the various development systems, which encompass biological, cognitive, social, and behavioral factors.

In the fourth excerpt, the document reveals "[...] community integration in the territory [...]".

The concept of territorial community integration refers to the individual's connection with the local community and their active involvement in the social, economic, and cultural context of their environment (Santos, 2000).

For Pêcheux (1990), the subject has the property of analyzing the discourse and turning in on himself and being aware of his consciousness, expanding in critical reflection on his own roles, personal acts, and the ability to overcome his contradictions.

According to Bezerra et al. (2010), this community integration enables the subject to become an active researcher in achieving effective awareness of its challenges and opportunities in the field of social development. Territory, therefore, becomes an object of social analysis when its use produces what it is, that is, a field of objective and subjective experiences and coexistence (Santos, 2000).

Freire (2013) states that, in acts of community integration, there must above all be an awareness of responsibility for historical commitment. It also implies a critical reflection on reality. According to Gadotti (1992), it favors the assumption of the individual as the subject of history, who cooperates in transforming society and building a more humane and inclusive world. On the other hand, community integration in the territory requires participatory methodologies that serve as tools to contribute to understanding and transforming the local reality within its historical context, which unites the subject and the resource.

In this context, the close collaboration between education, the subject, and society brings together worldviews, future expectations, ideological procedures, and respect for the social roles of each actor. Something that goes beyond a simple piece of legislation, implicitly suggesting the integration of coordinated actions that contribute to local development.

For the fifth excerpt, the text explains the path "[...] through citizen participation [...]".

Citizen participation is made up of a subject with rights. According to Silva (2004, p.185), the subject of law is "any entity to which the legal system attributes the aptitude for rights, duties or obligations". From this perspective, Castro and Macedo (2019) explain that young people are fully associated with the definition of a "subject of rights", as they carry within them an emancipatory dimension and participation in their own stage of life, in the construction of their rights and the fulfillment of their duties.

According to Orlandi (2016), interpretation is prone to misunderstandings. Although it seems obvious, in reality, there are different definitions, and the meanings are not as obvious as they seem to be. Pêcheux (1990) reinforces this idea by pointing out that the subject's understanding of the concept of rights becomes an object of permanent reflection.

Falcão et al. (2023) understand that the concept of citizen participation, as set out in official documents (Brazil, 1996; 2017; 2018a; 2018b), must consider the need for change in the axis of their reflections and aspirations, given the tensions and challenges in relations between subjects and society (Leão et al., 2011). Since education, in addition to its multidimensional roots in the field of youth (Dellazzana-Zanon & Freitas, 2015), can also introduce cathartic dimensions in its spaces that promote autonomy and emancipation.

In this sense, the emphasis given to this passage must be related to the importance of preparing the subject to be a committed, engaged, and responsible citizen. This implies not only knowledge of rights and duties, but also an active practice of citizenship that includes a hegemonic conceptual framework.

In the sixth excerpt, the interpretation follows two lines of thought and textual fragmentation: (1) "[...] by preparing for the world of work [...]" and (2) "[...] by preparing for the world of work in an environmentally and socially responsible way [...]". A necessary split in order to understand the context.

Textual fragmentation (1): "[...] by preparing for the world of work [...]".

It is accepted here that preparation for the world of work must involve a variety of stages and skills developed over time. It is therefore a preparation that can highlight paths that have not yet been explored, but which must go beyond mere immediate transformations.

From the perspective of Lessa and Tonet (2011, p.16), preparation for the world of work should be understood as a type of specific human activity through which "men

not only materially construct society, but also lay the foundations for building themselves as individuals". This perspective highlights their present existence, their interests, and aspects which, according to Achterberg et al. (2023), represent a set of customs and practices of the subjects as social beings who act in the context in which they live and engage in certain activities.

Figaro (2018, p. 179) understands that preparation for the world of work requires important factors to foster the "[...]" which is constituted as a physical and symbolic territory in which the multiplicity of its relations, knowledge, actions, powers and disputes materialize." Or perhaps, as a set of relations that occur in a society around the sale of labor power and its exploitation (Marx & Engels, 1988).

In this context, Harvey (2011) explains that selecting relevant alignments for this purpose (labor force and exploitation) can consolidate systems of exclusionary modes of production, which exhibit significant inequalities in access to collectively produced wealth.

From this perspective, preparation for the world of work has a polysemic context and sometimes acts as a strategic siege to finance its performance. At the same time, it also serves as an instrument that guarantees the fulfillment of basic obligations. It thus acts as an action of intentions through submission projects.

From Pêcheux's perspective (1990, p. 311), preparation for the world of work reflects how neoliberal discourse manipulates and constructs the subject, making them egocentric and market-oriented. In such a way that the structure determines the subjects as producers of their discourses and, as a result, "the subjects believe that they use the discourses when, in fact, they are their subjected servants, their supports".

In this way, the world of work in which they prepare should be conceptualized "[...]" in its ontological perspective of the transformation of nature, expanded as a driver of cognitive development, an inherent realization of the human being and as a mediation in the process of producing their existence" (Brasil, 2018a, p.3), may not exist.

Textual fragmentation (2): "[...] by preparing for the world of work in an environmentally and socially responsible way [...]".

The time has come, then, for a stance that incorporates indisputably essential principles, such as sustainability and ethics. These principles are relevant at all stages of human development, since the personal and social aspects represent a progressive extension of the professional dimension.

Melo and Froes (2004) argue that sustainability and social responsibility, when combined, represent a new way of managing work actions and public and social policies. This coexistence poses challenges for the professional field and necessitates the development of a new model of behavior for the exercise of professional functions (Mello & Mello, 2018).

Albuquerque (2009) asserts that social and environmental responsibility, in its essence, rescues universal values and virtues that presuppose ethical decision-making. Above all, it contributes to preserving the interests of a society that is constituted in a relation in which everyone must live (Dias, 2011). Above all, as a subject responsible for the "need to develop activities that last in the long term, being self-sustaining, supplying the present and preserving future survival" (Layrargues, 2001, p.15).

From this perspective, the feeling of belonging to a social group defined by social responsibility and sustainability requires an understanding of the caveats and increases in social and environmental capital that are propagated within it. This is because "education for sustainability is one of the mechanisms for raising awareness of the actions and acts of individuals towards social responsibility" (Morcelli & Ávila, 2016, p.71).

Nevertheless, Pêcheux (1990) argues that the idea of intentionality present in the subject's position is an effect of neoliberal discourse, not an inherent reality. Above all, the subject freely elaborates and chooses his actions. For the author, subjectivity and power relations are molded to legitimize their practices, and how this affects the way subjects identify and position themselves in the face of challenges and adversities.

Barbieri (2012) points out that, historically, education for sustainability in Brazil began to gain prominence in the 1980s as an important public policy instrument. This instrument was established by Law No. 6.938 (Brazil, 1981), which provides for the National Environmental Policy – PNMA, and 7 (seven) years later by the Federal Constitution (Brazil, 1988).

In the 1990s, approximately 18 years after the first official statement on the subject, Law No. 9,795 (Brazil, 1999) was published, which established the National Environmental Education Policy – PNEA. This was political recognition, but it did not consolidate effective practice. It was a time for seeking new discoveries, when the environment was suffering degradation.

Recently, this law (Brazil, 1999) was amended by Bill No. 6,230 (Brazil, 2023), which was sanctioned by the current President of the Republic, Luiz Inácio Lula da Silva. The project modifies and ensures the integration of themes related to climate change, as well as the protection of biodiversity, and warns of the risks and social and socio-environmental emergencies posed by the current scenario, with the aim of building a more just, reflective, equitable, and sustainable society.

However, the instrument (Brazil, 2024) does not discuss the paths that justify such changes and does not highlight paths that encourage the subject's participation as part of a collectivity that fosters a sense of belonging and social and environmental responsibility.

## **| Conclusions**

The recent changes introduced by Article 35 of Section IV of the LDBEN (Brazil, 1996) and their corresponding alterations regarding High School can contribute to discussions in the field of education and at the interface with other areas of knowledge, considering the Life Project as a curricular component. In this sense, the evolution of its intentionality employs an active and reflective voice in relation to the subject, depending on the communicative intention and the effect it aims to cause, which may or may not favor the subject in their actions.

It should be noted that, contrary to what previous laws may suggest, the concept of Life Project in Law 14,945 (Brazil, 2024) does not carry an underlying meaning, as it does in Law 9,394 (Brazil, 1996). Nor does it represent a unitary, deterministic, and controlled position, as conferred by Law No. 13,415 (Brazil, 2017) and its respective development in CNE/CEB Resolution No. 3 (Brazil, 2018b).

The current legislation promotes the development of life projects from an integral development perspective, capable of incorporating principles of sustainability, ethics, and community integration into their practical experiences, thereby valuing and promoting responsible, conscious, and sustainable protagonism. However, it shies away from describing principles and guidelines for its propagation and moving forward in this direction.

The construction of life projects is permeated by transformations, adjustments, and incompleteness, which every subject must experience, regardless of biological, historical, cultural, economic, and socio-emotional factors. Legislative fragmentation and discontinuity in educational policies and practices sometimes result in the qualification of a subject who is delegitimized and depoliticized from the context of their experiences. Something that cannot be solved or contained solely by means of predetermined, standardized, and decontextualized interventions.

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## Resumo

O estudo tem por proposta analisar as recentes mudanças no artigo 35 da Lei Federal n.º 9.394 (Brasil, 1996) de Diretrizes e Bases da Educação Nacional em relação ao Projeto de Vida no Ensino Médio. O texto é discutido à luz da LDBEN e suas respectivas alterações, conforme finalidades e definições descritas pelos documentos. Para a análise e interpretação, utilizou-se o conceito de análise do discurso trazido por Pêcheux (1990) e Orlandi (2016). Após a análise, constatou-se que as recentes alterações contribuem para discussões sobre o Projeto de Vida na interface com outras áreas do conhecimento, porém não apontam caminhos para a sua propagação. Conclui-se, portanto, que a legislação avança no sentido de construir projetos de vida numa perspectiva orientada pelo desenvolvimento integral, incorporando princípios de ética e sustentabilidade em experiências práticas.

**Palavras-chave:** Propósito de vida. Integração comunitária. Responsabilidade socioambiental.

## Resumen

El propósito de este estudio es analizar los recientes cambios en el artículo 35 de la Ley Federal N.º 9.394 (Brasil, 1996) sobre las Directrices y Bases de la Educación Nacional en relación con el Proyecto de Vida en la educación secundaria. El texto se discute a la luz de la LDBEN y sus respectivas modificaciones, de acuerdo con los propósitos y definiciones descritos en los documentos. Para el análisis y la interpretación, se utilizó el concepto de análisis del discurso traído por Pêcheux (1990) y Orlandi (2016). Después del análisis, se encontró que los cambios recientes contribuyen a las discusiones sobre el Proyecto de Vida en la interfaz con otras áreas del conocimiento, pero no señalan el camino para su propagação. Por lo tanto, concluimos que la legislación avanza hacia la construcción de proyectos de vida desde una perspectiva orientada al desarrollo integral, incorporando principios de ética y sostenibilidad en las experiencias prácticas.

**Palabras clave:** Proyecto de vida. Integración comunitaria. Responsabilidad socioambiental.

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