

ANALYSIS OF THE DISTRIBUTION OF YOUNG PEOPLE IN BRAZILIAN HIGH SCHOOL BY SEX AND AGE GROUP: PERSPECTIVES FOR CRITICAL AND REFLEXIVE EDUCATION

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Submitted 05/15/2024 – Accepted 06/30/2024

DOI: 10.15628/holos.2024.17405

ABSTRACT

The study suggests offering critical and reflective education inspired by Paulo Freire's Social Pedagogy. The objective was to quantitatively and qualitatively analyze the distribution of young people from Brazilian high school who studied in the state public education network, by gender and age group from 15 to 17 years old, in the year 2020. Methodologically, it was a documentary analysis of information from the Instituto Unibanco Education Observatory with subsequent interpretation of the data obtained. It was found that, in

all regions of the country, the frequency of girls in secondary school was higher than that of boys. Therefore, instruments and measures must be valued to reduce the percentage difference and it is suggested the implementation of educational policies that encourage the critical and reflective formation of students. It is concluded that the permanence of young people of both sexes in high school, with critical and reflective training, enables them to exercise citizenship, for active participation in society.

KEYWORDS: Right to Education, Educational Management, Inequality, Critical and reflective training, Social Participation.

ANÁLISE DA DISTRIBUIÇÃO DE JOVENS NO ENSINO MÉDIO BRASILEIRO POR SEXO E FAIXA ETÁRIA: PERSPECTIVAS PARA UMA EDUCAÇÃO CRÍTICA E REFLEXIVA

RESUMO

O estudo sugere a oferta de uma educação crítica e reflexiva inspirada na Pedagogia Social de Paulo Freire. O objetivo foi analisar quantitativa e qualitativamente a distribuição dos jovens do ensino médio brasileiro que estudaram na rede pública estadual de ensino, por sexo e faixa etária de 15 a 17 anos, no ano de 2020. Metodologicamente, tratou-se de uma análise documental das informações do Observatório da Educação do Instituto Unibanco com posterior interpretação dos dados obtidos. Constatou-se que, em todas as regiões do país, a frequência de meninas no

O ensino médio era maior do que o dos meninos. Assim, instrumentos e medidas devem ser valorizados para reduzir a diferença percentual e sugere-se a implementação de políticas educacionais que estimulem a formação crítica e reflexiva do aluno. Conclui-se que a permanência de jovens de ambos os sexos no ensino médio, com formação crítica e reflexiva, possibilita o exercício da cidadania, para a participação ativa na sociedade.

PALAVRAS-CHAVE: Direito à Educação, Gestão Educacional, Desigualdade, Formação crítica e reflexiva, Participação Social.

1 INTRODUCTION

The Constitution of the Federative Republic of Brazil (CRFB/1988) institutionalized social rights in article 6, among which is the right to education. Article 205 of the constitutional text, on the other hand, establishes education as a right of all and a duty of the State and the family (Brasil, 1988). This aspect deserves to be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the autonomous, conscious and critical exercise of citizenship and their qualification for work. It so happens that, of the purposes of education, qualification for work has been the most valued, as it prepares students to get jobs. However, the other functions of education also need to be developed, since they favor the acquisition of other skills. To do this, it must articulate knowledge for the world of work and knowledge for the world of social relations.

Thus, emphasizing the importance of education with the purpose of preparing the individual for the exercise of citizenship, it becomes imperative to develop the human being aware of his rights and duties, with the help of critical and social teaching. This is because social pedagogy is concerned with dialogue, participation and cooperation between the individuals involved in the educational process. Therefore, ways must be sought to promote human and social development, through education, culture, leisure and work (Freire, 1996).

This type of educational approach facilitates the creation of a critical consciousness capable of providing the insertion of the individual in the world and his transformation into a subject of rights (Freire, 1970). Something that goes beyond the preparation of the student for professional life.

By becoming critical and capable people in the exercise of citizenship, individuals can actively participate in various spheres of society, including in the formulation of policies. The insertion of this type of teaching in formal education allows the population to see itself as citizens. Therefore, Social Pedagogy should be implemented from kindergarten, through high school and culminating in higher education. In this context, the study prioritizes the configurations of high school that can be related to the development of critical and reflective capacity in students.

It should be noted that in 2023, 91.9% of young people aged 15 to 17 were in school and 75% were specifically enrolled in high school. There were 7.7 million enrollments in high school in 2023, a drop of 2.4% in the last year. Data compiled from the National Household Sample Survey (PNAD) show that, at 19 years of age, young people who should already be in university are still far from completing basic education. Especially the poorest. Only 22.4% of them complete high school at this age. Ideally, students would finish basic education at the age of 17. Inequalities are even greater when the comparison is made between Brazilian regions. (IBGE, 2023).

With regard to gender, a survey by the Institute for Research in Education and Communication (Ipec), carried out at the request of Unicef, revealed that 11% of Brazilians aged 11 to 19

were out of school in 2022. This corresponds to 2 million girls and boys. UNICEF/Ipec, 2022).

This is an opportunity that the authors had to verify the official data concerning the reality of high school in Brazil and that can have an impact on the formation of critical, reflective and socially active human beings, with the theme of the research being related to the distribution of young people in Brazilian high school, and the object being the way in which this distribution of young people in Brazilian high school occurs by sex and age group.

The study is motivated by the authors' interest in knowing the frequency by sex and age group in high school, information that can have an influence on a society that relates in a network. It is justified by the need to hold a discussion about the historical transformation of society and how it brings in its core the development of the individual in the social context.

The question that guides the research is to know what is the percentage distribution of young people who are in high school in Brazil with regard to gender and age group. The data converted into information can contribute to the understanding of participatory education in public policies in the country, in addition to stimulating the construction of a strengthened education network through pedagogical instruments aimed at education with social commitment. Its relevance is found to the extent that the quantitative-qualitative analysis of the data can be disseminated and favors the change of the paradigm of critical-reflective thinking in high school in Brazil and the improvement of educational management, thus, it leads to a university education that has the possibility of boosting the transformation of the country's social context.

Thus, the problem of the study consists of the differences in the percentages of young people who attend high school – an analysis considered by sex and age group – in various regions of the country and linked to formal education. The hypothesis of the study is the promotion of national education policies that observe the principle of equity and use instruments and measures to insert young people of both sexes in high school, in order to have access to an education focused on citizenship and become socially active subjects.

Thus, the objective of the present study is to quantitatively and qualitatively analyze the distribution of Brazilian high school students studying in the state public school system, by sex and age group from 15 to 17 years. The base year of the consultation was 2020 and the interface of the proposal is the offer of critical and reflective education based on the idea of Social Pedagogy.

2 METHODOLOGY

This is a quantitative-qualitative documentary study carried out in June and July 2024, related to the difference in the percentage of young people attending high school by sex and age group. Figure 1 shows the path traced by the authors until reaching the final phase of the research. It began with the choice of the theme and delimitation of the study, including the selection of the data source, data collection, and analysis and interpretation.

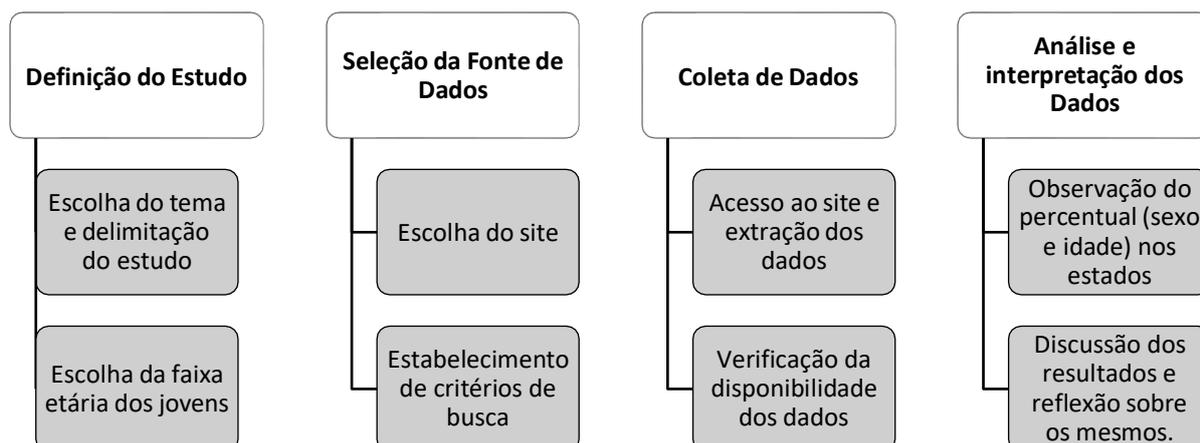


Figure 1. Path adopted in the Research

The data were extracted from the Observatory of Education, High School and Management website, which is tutored by the Unibanco Institute. Access to the site was based on the following search criteria: most recent data - year 2020; age group from 15 to 17 years old; public education network; and state administrative dependence. From which emerged a map of Brazil separated into 26 (twenty-six) Federative Units and in color scales (greater contrast equals greater difference), not including the Federal District.

The figure is a demonstration of the percentage difference (calculated by the decrease in the percentage of one by the other) of boys and girls aged 15 to 17 who attend high school in each state of the national scenario. The choice to investigate young people aged 15 to 17 was due to the fact that this is an age group prior to adulthood, of people who are still in formation and who may be interested in the study and critical reflection of reality, with the perspective of changing conditions that are not adequate and, as a consequence, promote the change of social contexts.

The choice for the year 2020 was due to the fact that this is the most recent period available on the consulted website, which provides an updated view of the country's reality with regard to education. And the display of the map favored the analysis by regions, so that the different national indices with regard to young people in high school were viewed in contrast.

The public school system was chosen in the search, as it may have interference from the public power for the application of educational policies, while in the private network there is no such feasibility. The choice for the state network was due to the fact that the management promoted by the state, as a rule, has more resources than the municipal one. And, therefore, there is a greater investment opportunity. Compared to the federal sphere, management can be more effective, considering that the inspection covers a regional territorial area, smaller than that of the entire federal territory.

Therefore, it was possible to access information on the disparity between boys and girls aged 15 to 17 who attended high school in the country in 2020, in order to allow the prognosis of which part of this population would be more prone to citizen awareness and active participation in the

society, in case of implementation of Social Pedagogy in formal education. Caliman (2009, p.486) defines it as "a science that reaches where formal education cannot reach; in the relationships of help to people in difficulty, especially children, adolescents and young people who suffer from the lack of attention to their fundamental needs".

It should be noted that the data used in this study are public and available electronically, which is why there was no need to submit the research to the Ethics Committee.

3 FINDINGS

The quantitative-qualitative documentary analysis made it possible to verify the scenario in question and to calculate the percentage difference of young people attending high school by sex and age group in Brazil. An account that was carried out with the decrease in the percentage of girls or boys who attend school, the highest by the lowest. The figure below reveals that the data were visually exposed to the researchers, so that the generation of the map allowed access to this data to occur by states and in a comparative way.

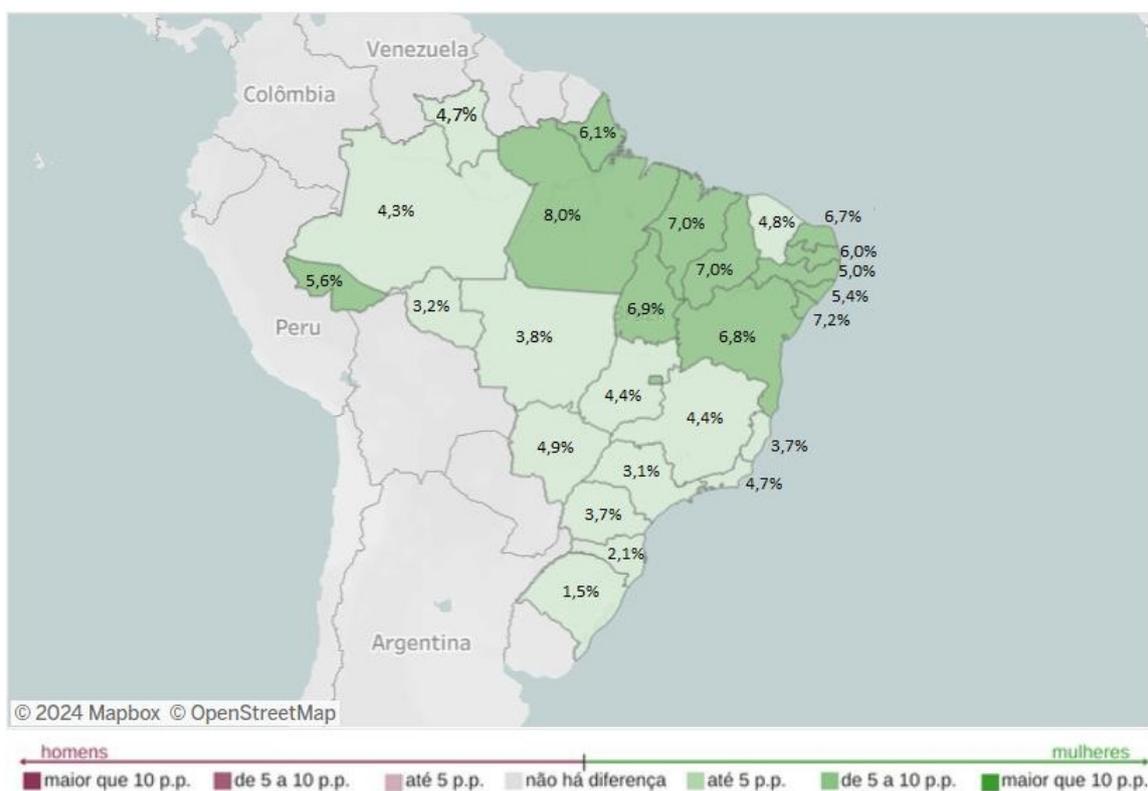


Figure 2. Map generated with the filters applied in the search

Based on the data shown in the map above, it was possible to summarize the percentage differences of girls in relation to boys attending high school in different regions of Brazil. They can be seen in Table 1.

Table 1. Summary of the percentage differences between girls and boys aged 15 to 17 years attending high school in different regions of Brazil

Region	State	Differences %
North	Amazon	4,3%
	Roraima	4,7%
	Acre	5,6%
	Stop	8,0%
	Amapá	6,1%
	Rondônia	3,2%
	Tocantins	6,9%
Northeast	Maranhao:	7,0%
	Piauí	7,0%
	Ceará	4,8%
	Rio Grande do Norte	6,7%
	Paraíba	6,0%
	Pernambuco	5,0%
	Alagoas	5,4%
	Sergipe	7,2%
	Bahia	6,8%
Midwest*	Mato Grosso	3,8%
	Goiás	4,4%
	Mato Grosso do Sul	4,9%
Southeast:	Minas Gerais	4,4%
	Holy Spirit	3,7%
	Rio de Janeiro	4,7%
	São Paulo	3,1%
South	Rio Grande do Sul	1,5%
	Santa Catarina	2,1%
	Paraná	3,7%

* The site did not provide data from the Federal District

Thus, in the North Region, represented by 7 (seven) Federation Units (FU), the predominance is of girls and the difference is characterized as follows: 4.3% in Amazonas; 4.7% in Roraima; 5.6% in Acre; 8.0% in Pará; 6.1% in Amapá; 3.2% in Rondônia; and 6.9% in Tocantins.

In the Northeast Region, made up of 9 (nine) FUs, the percentage of girls is also higher and the percentage difference is established as follows: 7.0% in Maranhão; 7.0% in Piauí; 4.8% in Ceará; 6.7% in Rio Grande do Norte; 6.0% in Paraíba; 5.0% in Pernambuco; 5.4% in Alagoas; 7.2% in Sergipe; and 6.8% in Bahia. The Central-West region, which is composed of 3 (three) FUs, persists the highest percentage difference in girls. As can be seen, 3.8% in Mato Grosso; 4.4% in Goiás; and 4.9% in Mato Grosso do Sul.

Similarly, in the Southeast region, formed by four (4) FUs, the percentage difference in girls prevails. The data were observed as follows: 4.4% in Minas Gerais; 3,7%

in Espírito Santo; 4.7% in Rio de Janeiro; and 3.1% in São Paulo. Even in the South region, consisting of 3 (three) FUs, the percentage difference of girls in the FUs predominates. The scenario is as follows: 1.5% in Rio Grande do Sul; 2.1% in Santa Catarina; and 3.7% in Paraná.

Thus, it is verified that in the national territory, in 2020, in the public school system, considering the state administrative dependence and the age group of 15 to 17 years of students, the predominance is of girls who attend high school in the 26 (twenty-six) Federation Units, emphasizing the fact that the data from the Federal District were not demonstrated. Such percentage differences vary from state to state, with the North and Northeast regions showing the greatest percentage differences between girls and boys. The Central-West and Southeast regions have similar percentages regarding this difference and the South region of the country is the one that indicates the lowest percentage indexes of difference.

Considering the percentage difference between boys and girls aged 15 to 17 in high school in the country and having as a study proposal the incorporation of Social Pedagogy in formal education, it is possible to say that, due to the greater number of girls linked to school, the tendency is for them to be more prepared for critical reflection and active social participation. have their actions based on the exercise of the role of citizenship and be more aware of their rights and duties, to the detriment of boys, since they attend school less.

These data are important for understanding regional educational dynamics and can serve as a basis for the development of public policies aimed at gender equality in education, for the promotion of equal opportunities and for increasing the number of boys attending high school, so that they are trained for social participation.

4 DATA ANALYSIS AND DISCUSSION

The results obtained at the Observatory of Education, Secondary Education and Management reveal the reality of Brazil, especially with regard to the percentage difference of boys and girls aged 15 to 17 who attended secondary education in 2020, with these individuals enrolled in state schools in the public education network. Thus, the analysis and weighting of these results is dedicated.

Initially, it is necessary to differentiate between dropout and school dropout. While dropout is configured by non-attendance at classes during the school year, dropout is the situation in which the student may fail or pass, but does not enroll to continue his studies in the following year (Instituto Unibanco, 2024).

Thus, when the differences in the FUs that make up the various regions of the country and the percentage of boys and girls aged 15 to 17 who attended high school in 2020 are verified, it is evident that throughout the country the female sex predominates in school attendance. In fact, from the data obtained it is not possible to verify the link of race, ethnicity, color, physical condition (whether they have a disability or not), gender and sexual orientation with the time of leaving school, but only

the sex, as depicted on the map. Thus, with regard to the male sex, the need to work early is one of the main reasons for school dropout and dropout. While the main causes linked to girls are early pregnancy, dedication to domestic chores, family life, and the precarious mental health conditions in which they may find themselves (Institute of Socioeconomic Studies, 2024).

Although these factors influence school dropout, it is noteworthy that the continuity of students in schools was impaired during the Pandemic period, since many adolescents did not have access to electronic devices or the internet. It was a situation that prevented the monitoring of activities remotely, as well as the need for isolation and government mismanagement at all levels to manage the health emergency period. This context influenced the number of students dropping out and dropping out of school, which is related to the data obtained (from the year 2020), from the time of the Covid-19 Pandemic (Institute of Socioeconomic Studies, 2023).

Furthermore, the current reality of women outnumbering men in terms of their presence in schools reveals female progress in the historical struggle to overcome limitations in access to education and the labor market. Although they have gained more space in the apprenticeship system, they are the majority in numbers in schools and universities, women work more and earn less than men. In other words, gender inequality is still an issue that persists and needs to be addressed in public policies to democratize access to education.

It is necessary to mention that, even with the gradual advance with regard to the introduction of women in the school educational sphere linked to study (high school) or even in higher education and in the labor market, the advantage of the male sex still prevails. The education rate of women has been higher than that of men, but women earn on average 75% less than men, while women should earn more (Agência Brasil, 2018).

In addition to the wage discrepancy, it is also necessary to consider in the analysis the cultural and historical role of women, who need to perform domestic and personal care tasks, as well as the biological factor of getting pregnant. Thus, women are held responsible for family and social tasks outside the labor sphere, having to work double shifts, which harms their situation in relation to men, since the latter are not charged to perform jobs beyond their work functions. In addition, pregnancy is a factor that contributes to school dropout and interferes with women's entry into the labor market, since there are institutions that prefer to hire men instead of women. Thus, there are women who work half a day to perform the other roles that are assigned to them (Agência Brasil, 2018).

Race and color are other important factors to consider in the analysis of school and labor indexes. This is because there are studies that reveal that white women tend to earn more than black and brown women, and these are the ones who most work double shifts (Agência Brasil, 2018). With regard to men, blacks and browns are the most backward in educational level, a situation that can lead to men dropping out of school (INEP, 2020).

Regarding the verification of regional differences in the country, it can be said that the North and Northeast regions are the ones that reveal the greatest disparity between boys and girls who attend high school. In fact, these regions have great social, cultural and economic problems. These are aspects that interfere in the educational system and reflect on the rate of school permanence demonstrated, especially in the departure of boys.

The impact of social issues on the lives of young people highlights the deficiencies of the secondary school stage. The percentage that indicates the chance of the student regularly attending school is affected by the family context, since in families headed by black, illiterate women from rural areas, the rate of permanence in school is lower than that of families headed by white men, with at least complete secondary education, high income and living in an urban area. For example, the maximum rate is 65% in the State of Maranhão and 21.7% in Santa Catarina, with a minimum of 79% in Alagoas, if all states in the country are considered (Instituto Unibanco, 2024).

Thus, it can be seen that the school progress of young people is associated with racial and socioeconomic issues, considering that, while white people and people with high incomes reach higher levels of education, black people and people with lower incomes are likely to have a lower rate of school advancement. And, among the poorest, the worst educational indicators refer to black students. These differences are due to the structural racism that exists in Brazilian society, revealed by persistent inequality in educational and economic indicators, reflected in family environments (Instituto Unibanco, 2024).

Socioeconomic conflict leads students to leave school because they do not have the financial conditions to maintain school attendance. The most common problems are the fact that they are unable to pay for food and transportation to school, in addition to having to support their families. The Covid-19 Pandemic has widened socioeconomic inequalities and increased cases of school dropout, as it has kept students away from institutions and weakened the connection with the school community (Instituto Unibanco, 2024).

When considering the dropout and dropout rates with students, it is found that non-whites are the most affected, as their school trajectories are signaled by systematic exclusion, higher failures and age-grade distortions. Based on data from the 2019 National Household Sample Survey (PNAD), it is possible to see that black and indigenous students aged 4 to 17 correspond to 71.3% of children and adolescents who are out of school in this age group. And that young black people of both sexes represent 59.8% of the group that is outside the school environment, with 34.7% being male (Instituto Unibanco, 2024).

Thus, there is a need to strengthen public education policies that encourage young people to stay in school and promote the adoption of measures to encourage study. The focus should be on preparing qualified people who, through education, can give back to society, allowing the transformation of the local reality. It is equally important that the country's regional differences be considered in the implementation of such policies, as well as aspects related to the diversity of the Brazilian population, since each social group has peculiar needs.

These regional differences can be observed when it is verified that the Southeast and Central-West regions show approximate rates in relation to the difference between boys and girls who attend high school. However, the Southeast encompasses a population much higher than that of the Midwest. An aspect that leads to the perception that, proportionally, dropout is higher in the Midwest, since the population is smaller in this region, so that there are more high school students in the Southeast. The South region is the one with the smallest difference in the percentage of frequency.

The 2010 Demographic Census (IBGE, 2024), conducted by the Brazilian Institute of Geography and Statistics (IBGE), reveals the resident population by household situation and sex, and the ways in which major regions and Federation Units are configured, shown in Table 2.

Table 2. Population distribution by gender and location (urban versus rural) in each of the five regions of Brazil (2010 Demographic Census)

DESCRIPTION	REGION				
	North	Northeast	Southeast	South	Midwest
Total	15.864.454	53.081.950	80.364.410	27.386.891	14.058.094
Total Men	8.004.915	25.909.046	39.076.647	13.436.411	6.979.971
Total Women	7.859.539	27.172.904	41.287.763	13.950.480	7.078.123
Total Urban Population	11.664.509	38.821.246	74.696.178	23.260.896	12.482.963
Urban Population of Men	5.737.373	18.526.728	36.052.531	11.275.290	6.118.252
Population Urban of Women	5.927.136	20.294.518	38.643.647	11.985.606	6.364.711
Total Rural Population	4.199.945	14.260.704	5.668.232	4.125.995	1.575.131
Rural Population of Men	2.267.542	7.382.318	3.024.116	2.161.121	861.719
Rural Population of Women	1.932.403	6.878.386	2.644.116	1.964.874	713.412

The table above shows the population data in an organized and tabulated way for each region of Brazil. These data highlight the demographic and structural differences between regions of the country, indicating areas where public policies can be focused on improving quality of life and equal access to essential services across the country.

In this way, demographic differences influence access and permanence in education, since the local population develops from social, cultural and economic determinants. These are fundamental aspects to motivate or keep individuals involved with the school sphere.

It is also possible to highlight the importance of intersectoriality for the offer of help and support in the formulation, implementation and monitoring of public policies concerning the inclusion of students in the school environment, since it is through the interweaving of subjects and knowledge from different sectors that public policies are prepared, presenting a broad vision and greater effectiveness, as well as allowing the establishment of an alliance between social actors and educational institutions.

The United Nations Children's Fund (UNICEF) is an intersectoral methodology that emerges to confront and prevent the occurrence of abandonment and evasion by

children and adolescents in basic education. This action takes place in partnership with municipal departments of Education, Health and Social Assistance. The mechanism includes the training of managers and educators to act as community agents, being able not only to monitor students at risk and dropout, but also to develop strategies consistent with local realities (Instituto Unibanco, 2024).

The analysis allows us to say that the elaboration of public policies aimed at the insertion and maintenance of the population in the school sphere must start from the observance of the regional specificities of the country and the individual specificities of the students. Thus, it will be possible to reduce the percentage of difference between boys and girls who attend high school, which is one of the ways that include respect for equity.

Thus, the emergence of public policies that privilege intersectoriality, intersectionality and equity, seeks to promote the access and permanence of students in high school, which may bring this scenario by sex and age closer to equality. In the same way, it is understood that the application of Social Pedagogy in teaching will contribute to the formation of individuals aware of their condition as citizens with rights and duties, forming critical and social beings, capable of questioning and understanding the world around them. Freire (2006, p. 45) considers that this type of pedagogy allows man to become a subject and see himself as a person, having the ability to "transform the world, establish relationships of reciprocity with other men, make culture and history [...] an education that liberates, that does not adapt, tame or subjugate".

In this context, it is necessary to reaffirm that Social Pedagogy is not limited to theoretical knowledge, but also to the ethical and civic formation of individuals, stimulating their active participation in social and political life. This is a key approach to building a more democratic and egalitarian society, where all individuals have access to quality education and have the necessary conditions to become agents of social transformation.

Students need to be seen as protagonists and not as mere spectators. This needs to be considered when it is intended that the teaching directed to them reaches its qualities and transcends challenges, so that the lack of interest and lack of engagement are overcome, so that the occurrence of cases of abandonment and institutional evasion is avoided.

The formation of subjects in high school with critical capacity allows them to actively participate in society, being endowed with the condition to give their opinion in the formulation and execution of public policies, including those related to education in the country. Such a perspective directs to democratic involvement in public policies, so that the student is trained and empowered to occupy the place of protagonist in society. This is important, since the state's actions will be aimed at the population that is a user of public services, in the case of the study, public education.

Therefore, in order to make the right to education effective, it is necessary to consider the social, regional and cultural inequalities of the Brazilian population. These, in turn, need to be observed, since the conditioning factors that permeate these spheres interfere in the provision of education in

quality. The proposal can be implemented through the integration of different sectors and with respect for the differences of students.

The school can be transformed into an attractive teaching environment that values the student, enabling him or her to participate in social life, which allows for a decrease in school dropout and dropout and will directly affect the percentage of difference between boys and girls who attend high school.

5 FINAL CONSIDERATIONS

The study addressed the percentage differences of young people attending high school by sex and age group in the regions of the country linked to formal education. And the results revealed that in all regions of the country, higher percentages of frequency of girls predominate to the detriment of boys.

In this way, the objective was achieved, which was to quantitatively and qualitatively analyze the distribution - by sex, age group and year - of young people from Brazilian high schools in the state public school system, having as an interface in the proposal of critical and reflective education of Social Pedagogy.

It is understood that the promotion of a national education policy must be based on the observance of the principle of equity, which inserts young people of both sexes in high school to promote the formation of socially active citizens. This confirmation was obtained with the analysis of the data and allows the addition that intersectorality, intersectionality and attention to economic and social differences are also essential in these policies, being an important perspective for the permanence of young people of both sexes in school, removing the problem of school dropout and dropout.

Aspects related to the regional differences of the country and the personal differences of the students were valued, in order to propose a public policy that promotes effective education, based on the knowledge of the target audience to be reached. In addition, the need to train students who are aware of their conditions as citizens, holders of rights and duties, acting as actors practicing social changes, who actively influence the formulation and execution of these public policies, was highlighted. This would be the true democratic action.

Thus, in addition to being a theory that stimulates democratic participation, the Pedagogy that was proposed by Paulo Freire, reveals itself as appropriate to be adopted in the conduction of the education of these students, since the theory in vogue considers students as central elements of teaching, the protagonists in the school environment, which facilitates the awakening to learning and the desire to remain in school.

In this sense, the work contributes theoretically to the academic area, as it suggests the approximation of theories that value the democratic participation of those linked to education, aiming at favoring school permanence and the formation of individuals with critical capacity and active participation in society. In other words, the confluence of knowledge for the

training of students, which will favor a broad view instead of a segmented teaching with restricted interpretation.

The study contributes to practice to the extent that it reveals, through empirical data, the percentage inequalities of young people by sex in high school. This is a point that facilitates the mapping of the Federative Units and regions that have the greatest problems of inequality in the permanence of students in school. Thus, the social, economic and cultural factors of the places can be verified and considered for inference by the government and educational managers, acting to reduce the discrepancy.

However, the survey does not consider some aspects, such as: race, color, gender, sexual orientation and disability of students to verify the rates of difference in attendance of boys and girls in high school. This information reveals a generalist result of national scope, something that configures a limitation of the consulted site. Thus, in order to have more accurate indexes, these aspects should be considered, since they are also determinant and are strictly related to school permanence, dropout or dropout. This is the reason why it is suggested that future research consider these variants to obtain new results.

Therefore, the present research sought evidence regarding the percentage difference in permanence by sex in high school in Brazil, an aspect that is related to the social, economic and cultural conditions of the population. There is a point that the rates can be more equitable, showing how school dropout and dropout can be reduced, if the regional and personal peculiarities of the students are weighed.

Therefore, it is suggested that high school education in Brazil be valued and that the dropout and dropout rate be reduced in all regions of the country, as well as the promotion of critical and reflective individuals, aware of their rights and duties, with the intention that students become people capable of contributing democratically in the social context, including the formulation and execution of public policies that serve the country's educational sphere, valuing intersectoriality, intersectionality, equity, regional and personal differences of students. Perhaps this is a valid path to effectively guarantee the constitutional right to education.

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"The present work was carried out with the support of the Coordination for the Improvement of Higher Education Personnel – Brazil (CAPES) – Financing Code 001"

SUGGESTED CITATION:

HOLOS, Ano 40, v.4, e17405, 2024

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Marinho C., M., Chrizostimo, R., & C. O. Sánchez, M. ANALYSIS OF THE DISTRIBUTION OF YOUNG PEOPLE IN BRAZILIAN HIGH SCHOOL BY SEX AND AGE GROUP: PERSPECTIVES FOR A CRITICAL AND REFLECTIVE EDUCATION.

HOLOS, 4(40). Available at: <https://doi.org/10.15628/holos.2024.17405>

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Editor: Maura Costa

Ad Hoc Reviewers: Marlúcia Menezes Paiva and Valentin Martínez-Otero Pérez



Received: May 15, 2024

Accepted: June 30, 2024

Published: July 19, 2024

