

INTEGRAL (FULL-TIME) EDUCATION IN BRAZIL: A VIEW OF DIFFERENT EXPERIENCES

A EDUCAÇÃO (EM TEMPO) INTEGRAL NO BRASIL: UM OLHAR SOBRE DIFERENTES EXPERIÊNCIAS

EDUCACIÓN (DE TIEMPO) COMPLETO EN BRASIL: UN ENFOQUE SOBRE EXPERIENCIAS DISTINTAS

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ABSTRACT: Full-time education projects that were developed by Anísio Teixeira (1950) and Darcy Ribeiro (1980) promoted different educational experiences in Brazil. Taking this into account, this paper aims to analyze some of these experiences in the light of scientific articles that are available on the SciELO online library platform from 2002 to 2019. The analysis revealed that the conceptions of integral education and full-time education permeate discussions and stimulate doubts regarding the social purpose of full-time education. Besides that, the lack of infrastructure for full-time education at schools is frequently pointed out as an obstacle to performing some key activities of this type of teaching organization. Higher investments are taken as necessary so that the longer school days reach its transforming role within the Brazilian education system, meaning, the integral formation of their students.

KEYWORDS: Full-time education. Integral education. Full-time education experiences.

RESUMO: *Os projetos de educação em tempo integral desenvolvidos por Anísio Teixeira (1950) e Darcy Ribeiro (1980) impulsionaram diferentes experiências educacionais no Brasil. Em vista disto, apresenta-se como objetivo deste artigo analisar algumas dessas experiências à luz de artigos científicos disponibilizados na plataforma da biblioteca online SciELO, no período de 2002 a 2019. A análise revelou que as concepções de educação integral e de educação em tempo integral permeiam as discussões e provocam dúvidas quanto à função social da educação em tempo integral. Além disso, a falta de infraestrutura das escolas de tempo integral é frequentemente apontada como fator impeditivo à realização de atividades primordiais desta forma de organização do ensino. Considera-se que são necessários maiores aportes de investimentos para que a jornada escolar ampliada cumpra seu papel transformador na educação brasileira, ou seja, a formação integral do estudante.*

PALAVRAS-CHAVE: *Educação em tempo integral. Educação integral. Experiências de educação em tempo integral.*

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RESUMEN: *Los proyectos de educación de tiempo completo desarrollados por Anísio Teixeira (1950) y Darcy Ribeiro (1980) impulsaron experiencias educativas distintas en Brasil. Teniendo eso en cuenta, se presenta como objetivo de este artículo, analizar algunas de esas experiencias a la luz de artículos científicos disponibles en la plataforma de la biblioteca en línea SciELO, en el periodo de 2002 a 2019. El análisis enseñó que las concepciones de educación integral y educación de tiempo completo permean las discusiones y provocan en lo que respecta a función social de la educación en tiempo completo. Además, la falta de infraestructura de las escuelas de tiempo completo es frecuentemente apuntada como factor que impide la realización de las actividades primordiales en esta forma de organización de enseñanza. Se consideran necesarios aportes más altos de inversiones para que la jornada escolar ampliada cumpla su papel transformador en la educación brasileña, es decir, la formación integral del estudiante.*

PALABRAS CLAVE: *Educación de tiempo completo. Educación integral. Experiencias de educación de tiempo completo.*

Introduction

Since the approval of the Law of Guidelines and Bases of National Education (LDBEN), Law no. 9,394/1996, the planning of public policies for full-time education has been encouraged in our country. Recently, the National Education Plan (PNE), approved for the 2014-2024 decade, predicted, in its goal 6, “to offer full-time education in at least 50% (fifty percent) of public schools, in a way to serve at least 25% (twenty-five percent) of students in basic education” (BRASIL, 2014, our translation), further expanding the commitment of federated entities with the extension of the school day of children and adolescents in our country.

In Brazil, the first experiences of expanding the school day date back to the 1950s, when Anísio Teixeira, one of the promoters of the Escola Nova Movement, opened the Carneiro Ribeiro Educational Center, also known as Escola Parque (Park School), in Salvador, Bahia.

The growth of industry and urban life contributed to the educational model proposed by Anísio Teixeira, as education could not be specialized only in the preparation of intellectuals, but must also qualify workers (TEIXEIRA, 1994). Professional knowledge has become a necessity and the extension of the school day could serve it, offering children and young people from the lower classes activities aimed at the world of work.

According to Anísio Teixeira's conception, the extension of the school day would bring new opportunities for Brazilian public education, minimizing school dropout and the failure of the public school, according to Cavaliere's records (2010). Thus, the experience developed in Salvador could contribute to solving the problem of education in Brazil, because through the

full period one could meet the objectives of the new society, driven by economic interests (TEIXEIRA, 1994).

Escola Parque offered professional training courses in drawing, modeling in ceramics, cutting and sewing, carpentry, work on leather, tapestry and weaving. Students formed in professional courses would work in the labor market, thus contributing to the needs of contemporary society (SANTOS, 2009).

Inspired by Anísio Teixeira, Darcy Ribeiro, during the 1980s, in Rio de Janeiro (RJ), inaugurated the Integrated Public School Centers - CIEPs. One of the differences between the CIEPs and the Educational Center Carneiro Ribeiro, was that the activities of the CIEPS took place in the same space, that is, in the same building. The Educational Center Carneiro Ribeiro was divided into Class Schools and Park School.

Anísio Teixeira's educational model was made up of four Class Schools, where around 500 students in each received the teaching of traditional content in one shift and, at night, they had lunch at Park School and participated in cultural, sports, artistic, social and work initiation activities. In addition to school activities, students received medical and dental care. The Oark School complex served 1,000 students per shift (BRANCO, 2012, p. 113-114, our translation).

In addition to traditional content (scientific and academic disciplines), both Park School and CIEPs also offered different types of activities, food and medical and dental care. The subject was satisfied with intellectual, physical, cultural and moral needs, that is, an integral education of the student.

Addressing the issue of full-time education (FTE) involves understanding that it is different from integral education. Both terms, although similar (in Portuguese), refer to different meanings. The extension of the school day cannot be understood as the integral formation of the subject, even though it is important in this process.

Integral education works on the subject's multidimensionality, understanding its intellectual, physical and emotional aspect. Understands the individual in a comprehensive way and seeking to develop activities that address the multidimensionality that belongs to him (GONÇALVES, 2006).

[...] the multidimensional subject is a desiring subject, which means considering that, in addition to satisfying his basic needs, he has symbolic demands, seeks satisfaction in his various formulations of achievement, both in creation activities and in obtaining pleasure in the most varied forms (GONÇALVES, 2006, p. 130, our translation).

According to Gonçalves (2006, p. 131, our translation), “[...] what is proposed as school, curricular content, can only be meaningful if dialoguing with the interests of the group, their previous knowledge, their values and their daily life”. Teaching is more effective when working with students' interests and for that it is necessary to understand the multidimensional subject and consider all their experiences over time (GONÇALVES, 2006).

Regardless of the completeness of the formation, the duration of the school shift, translated into the time the student spends at school, is also the subject of discussion. Full-time education can mean merely a form of school organization on an extended day, offering different activities in school day, but without meaning the subject's integral formation. Anísio Teixeira defends the extension of the school day especially for the primary school:

Common education, for all, can no longer be limited to literacy or the mechanical transmission of the three basic techniques of civilized life - reading, writing and counting. It already needs to form, as solidly as possible, albeit at an elementary level, in its students, habits of executive competence, that is, efficiency of action; habits of sociability, that is, interest in the company of others, for work or recreation; habits of taste, that is, of appreciation of the excellence of certain human achievements (art); habits of thought and reflection (intellectual method) and sensitivity of conscience to the rights and claims of yours and others [...]. Only schools designed to provide information or certain limited mechanical training can still admit to being part-time.

The primary school, aiming, above all, the formation of work habits, social coexistence, intellectual reflection, taste and conscience cannot limit its activities to less than the full day. They must and must be full-time for students and served by full-time teachers (TEIXEIRA, 1994, p. 105, our translation).

In the excerpt above, it is observed that Anísio understands full-time education as an important tool to develop in the student the formation of work habits, social coexistence, taste and awareness, not only being dedicated to the objective teaching of school subjects. Therefore, there is integral full-time education, where the multidimensionality of the subject is understood and worked in an extended journey.

In view of the above, the present work, the result of a Scientific Initiation research promoted by the Federal Institute of Education, Science and Technology of São Paulo (IFSP), aims to analyze some of the experiences of integral (full-time)³ education in Brazil, through the bibliographic review of scientific articles published from 2002 to 2019. For this purpose,

³ The term (full-time) was used in parentheses in order to study both integral full-time education experiences and only full-time education experiences..

SciELO⁴ (Scientific Electronic Library Online) was defined as the data source to be used in the research.

In this scenario of debates between different conceptions about integral (full-time) education, this work presents the stages of survey and selection of articles analyzed about integral (full-time) education. The articles were separated into thematic units and related to each other in order to obtain a concise comparison between the ideas presented by the different authors. Thematic units are also presented, as well as the final conclusion on the studied bibliography.

Research methodology: survey of scientific articles

The survey of scientific articles took place during the month of September 2019 on the SciELO platform. SciELO was chosen because it has a wide directory of articles related to education and search filters that help to select only articles that portray the studied topic, thus facilitating the search for scientific articles.

To search for articles related to the theme of integral (full-time) education, some keywords were selected: *educação integral*, *educação de tempo integral*, *educação em tempo integral*, *escola integral*, *escola de tempo integral* e *escola em tempo integral* (integral education, full time education, full-time education, integral school, full time school and full-time school).

The keywords were inserted in the platform written in quotation marks (“”), as they work as an important research tool, helping in the effective search for the term. The use of quotation marks allows the keyword to be searched for in the same way that it was inserted in the database⁵. For example, when searching for “full-time education” in quotation marks, the term will result in articles that contain it in exactly this way. Without the use of this tool, results related to the terms “integral”, “education”, “time” appear, without necessarily being related.

In addition to the keywords inserted in quotation marks on the platform, other search filters were used to define the results. The SciELO platform implements different filters whose function is to assist the researcher during the search, in order to restrict the number of publications returned in the search. Some types of filters are: languages, year of publication, collections, thematic areas, type of literature, among others.

⁴ More on SciELO at: <http://www.scielo.br/?lng=pt>.

⁵ A database refers to a computerized information source that contains a wide directory of articles, texts and publications on the most varied topics. When entering a term in a database like SciELO, it goes through its entire system and returns articles related to the term used in the search (GOOGLE).

The language filter was chosen, selecting Portuguese; as the thematic area, “human sciences” was chosen and as the thematic categories “education and educational research” and “education and scientific disciplines”. This filter allowed a return of articles focused on the research area, in this case, education. In addition, the literature type filter, defined as "article", was used. The filters were selected in order to return articles related to integral (full-time) education in Brazil.

Each keyword searched generated a certain number of articles. From the analysis of the titles, some repeated articles were identified, which were excluded from the survey manually, thus obtaining a return of 58 (fifty-eight) unique articles. These 58 (fifty-eight) were subjected to a careful analysis, and their abstracts were read, as well as the texts in full.

Selection of scientific articles: reading, records and thematic units

From the analysis of 58 (fifty-eight) articles obtained in the SciELO library, a total of 22 (twenty-two) articles were selected. The remainder, 36 (thirty-six) articles, were excluded. The criterion established for the selection of articles was the direct occurrence in the text of reports of integral (full-time) education experiences developed in Brazil. All articles that contained these reports were maintained, and those that did not meet this criterion were eliminated.

As described by Marconi and Lakatos (2010), the selected articles were compiled, that is, the systematic collection of the material. Compilation can be carried out using photocopies, microfilms, among others (MARCONI; LAKATOS, 2010). We chose to download and print the material for the progress of the subsequent steps.

Following the methodology proposed by Marconi and Lakatos (2010), the selected works were recorded. The summary is important for the organization of information essential to the work. We opted to perform the summary by abstract or content, which presents the author's main ideas and important aspects of the work in a clear and summarized form. The summary sheets contain all the important information in the articles, making it easier when choosing a work as a reference (MARCONI; LAKATOS, 2010).

About this type of file, according to Medeiros (2006, p. 121, our translation), “the summary is a paraphrase and it can be said that comments should not be part of it and that it comprises two phases: comprehension of the text and the elaboration of a new”. Therefore, the summary sheet presents a synthesis of the author's ideas from the understanding of the text read.

For the elaboration of the records, it was performed, again, the complete reading of the texts and notes of the important aspects observed during the same. Afterwards, a summary of the article was transcribed in the files, containing the purpose of the article and its main information, such as the methodology adopted, data presented and interview reports.

The selected articles were grouped into five thematic units, being: (1) The organization of the spaces and times of the FTE, containing two articles; (2) FTE and the construction of educational territories, with 2 articles; (3) School management and FTE, also with 2 articles; (4) Investigations and results on different experiences of the FTE, containing 12 articles and (5) Organization of knowledge and knowledge in the FTE, with 4 articles, themes that we will analyze in the next section of this work

The organization of ETI spaces and times

PNE goal 6 has two objectives: “to offer at least 50% of public schools daily hours of seven hours or more until 2024” and “to ensure that at least 25% of Basic Education students are served daily for seven hours or more until 2024” (BRASIL, 2018, our translation). Law no. 12,796, of 4 April 2013 changes the LDBEN, including in relation to early childhood education, in its Article 31, item III: “attendance to the child of at least 4 (four) hours daily for the partial shift and 7 (seven) hours for the full day” (our translation). Therefore, integral (full-time) education has a workload of at least 7 (seven) hours a day of activities. The articles in this unit address students' opinions about the organization of space and time in a full-time school.

In the article by Souza (2018), the adaptation of knowledge balances and interviews with students is used as a methodology. This balance of knowledge questioned the student about learning at FTE, what he still wanted to learn at school and what he could learn elsewhere, if he stayed less time at school. From the analysis of 186 knowledge balances answered by students, tensions stand out between school times and body time, the distribution of activities throughout the day (morning and afternoon) and the excess of activities that prioritize the mind (SOUZA, 2018).

Souza (2018) debates on the question of students' disposition for intellectual and corporal activities at a certain time. Generally, school subjects are held in the morning, afterwards there is a reserved time for lunch and in the afternoon there are workshops and sports practices.

In the afternoon, students emphasize the tiredness of participating in activities, the sleepiness they feel and the unwillingness to practice any sport. Some of the balances of

knowledge raise the question of the inversion of schedules, with the possibility of developing sports practices in the morning and school subjects in the afternoon. In addition, the study showed an excess of school subjects and a decrease in body-oriented activities (SOUZA, 2018).

It is observed, then, that the organization of spaces and times of integral education does not always benefit students. The extension of the school day does not always consider the subject's multidimensionality, the biological factors that are also part of it (SOUZA, 2018).

The article by Torales (2012) discusses the question of “concrete hours”, that is, the period of permanence of the students and the meaning attributed by them in relation to the schedule. This presence, that is, the long period of permanence in the school space involves implications, as it is not possible to think only about the time spent by students in school, but in the activities to be developed during this period.

Torales (2012) mentions the need for physical and material improvements in the school space according to the reality of the school. In this sense, if a school has a small space and does not offer any acoustic structure, it would not be logical to purchase expensive musical instruments, but the school unit can try to adapt to the activities (TORALES, 2012).

The articles in this unit present reflections related to the organization of schedules, which can be programmed in a way to be better used by students. It becomes necessary to think about the tiredness and the willingness of the subjects to perform certain activities at a specific time. The organization of the space basically involves improvements in infrastructure and in the acquisition of materials.

A valid question is whether the schools offer an adequate infrastructure for the students to stay for a period of 7 (seven) hours or more in that space, as it is necessary that the physical space and materials are adequate to carry out the programmed activities.

FTE and the construction of educational territories

This unit portrays the importance of enhancing the students' ties of belonging to the neighborhood and community space around the school. The experiences reported point to partnerships that can be adopted by schools in order to promote student access to cultural and social interaction spaces in the region in which they live.

Leite and Carvalho (2016) present the integral education experience developed in Belo Horizonte (MG) by the Integrated School Program (PEI), in the Alto Vera Cruz neighborhood. This experience demonstrates how the approximation of the neighborhood community to the school contributes to integral education, as it values the territorial identity and the local culture.

Belo Horizonte is part of the “Educating Cities”⁶ movement, which proposes that cities take advantage of all their spaces as educational centers. The local community, institutions and civil society organizations and Non-Governmental Organizations (NGOs) can support the movement and contribute to the construction of an educational territory. Experiences like this show that the school can count on the contribution of other institutions and the community in order to favor the integral formation of students.

Leite (2012) reports the experiences of Belo Horizonte (MG) and Santarém (PA), in which the creation of educational territories is sought from the perspective of integral education and citizenship. The experience developed in Santarém develops projects outside the school space, such as the *Arte na Escola da Gente* (Art in People’s School) project, which is carried by caravans to riverside communities, located on rivers and plateaus. This project develops activities throughout the city, such as Cultural Exhibitions, Music Interpretation Festival, among others, showing the concern to bring art and culture to all communities.

In Belo Horizonte, as previously mentioned, the PEI is developed, offering 9 hours a day of assistance to children and young people. This program, with the support of several partners outside the school, institutions and civil society organizations, there is also a partnership with the open-air museum Inhotim, located in Brumadinho (MG) (LEITE, 2012). The municipalities of Belo Horizonte and Santarém, despite being in very different regions, manage to develop projects that dialogue with communities and with the territory outside the school space.

These experiences reported by Leite and Carvalho (2016) and Leite (2012) point to the connection between school and life, as the social learning obtained through living with the community and the city, as well as school learning are connected, thus establishing an educational territory. This promotes the rights of subjects to enjoy the entire territorial space in which they live, representing an education that goes beyond the walls of the school.

School management and FTE

School management coordinates the administration, the development of objectives and the improvement in the quality of school teaching. The concern with the quality of education

⁶ “[...] movement that started in 1990 in the city of Barcelona and today is a reality in several cities around the world. This movement started at the 1st International Congress of Educating Cities, a space in which a group of cities, including Belo Horizonte, represented by their local governments, met and established a pact with the objective of working together, developing projects and activities that sought improving the quality of life of the inhabitants. Thus, the intention was the active participation of citizens in the development of the city itself, according to the letter of the Educating Cities written at the time” (LEITE; CARVALHO, 2016, p. 1207).

must consider the administrative structure together with the didactic structure, which demands democratic management (PARO, 2009).

Bernardo and Christovão (2016) analyze the development of the *Mais Educação* Program (PME) and the Basic Education Development Index (IDEB) in search of quality education in the municipality of Rio de Janeiro (RJ) in relation to democratic management and integral (full-time) education. According to the authors, democratic management is focused on the participation of the entire school community, in the process of making decisions, reflections and changes.

Today, in Brazil, much is said about democratic management, but democracy is not only built on discourse, it needs actions and practices that can strengthen it. And it usually takes time. In order to exercise democracy, it is necessary to create spaces for everyone to participate in the school. However, it is not worth being only physically present, it is necessary to learn to question and interfere. Managers, parents, students, teachers, in short, the entire school community, must be able to claim, plan, decide, charge and monitor concrete actions for the benefit of all, truly exercising citizenship (BERNARDO; CHRISTOVÃO, 2016, p. 1134, our translation).

According to Bernardo and Christovão (2016), democratic management is seen as a tool for the decentralization of administrative responsibilities, with the State still maintaining control of the results through the centralization of evaluation and goals:

[...] *Mais Educação* adds to the old notion of democratic management, the perspective that the territories that make up cities can and should become educational spaces, consequently expanding the students' schooling time (BERNARDO; CHRISTOVÃO, 2016, p. 1135, our translation).

“*As redes de Educação Integral no Distrito Federal sob o prisma da Gestão Escolar*” (Integral Education networks in the Federal District from the perspective of School Management) elaborated by Souza, Guimarães and Zardo (2018) addresses the Integral Education in Full Time Project (PROETI) and the school management model of the analyzed networks. The authors consider that the ideal integral education model is one that works with an integral management model, that is, that considers the interaction between all actors and integral education.

Comparing the two articles in this unit, we can observe that both address the issue of democratic management for the proper functioning of integral (full-time) education. For Souza, Guimarães and Zardo (2018), local management must communicate with the community and thus establish links for the participation of all in school planning.

It is considered that integral education is only done with the full participation of the school with the community and that democratic management can contribute to increasing the goals of IDEB and the quality of teaching in each school unit (BERNARDO; CHRISTOVÃO, 2016).

Investigations and results on different FTE experiences

This unit encompasses, in general, experiences of integral (full-time) education. The articles are investigations that present different themes, such as playfulness, students' opinion on integral (full-time) education, the challenges of this teaching concept and the results achieved in different integral (full-time) education experiences developed in Brazil.

Azevedo and Betti (2014) study the Integrated Education Program Cidadescola developed in the municipality of Presidente Prudente (SP). The authors investigate the children's views on integral (full-time) education, mainly on playfulness (plays and games) present in this form of teaching organization.

The Presidente Prudente Program inserts playfulness into school hours, without establishing a connection between full-time education and integral education - activities remain separate and not integrated. According to Azevedo and Betti (2014) the school still does not recognize the importance of playful activities for children's learning, pointing out that just expanding the school day without promoting connections between activities does not contribute to teaching-learning.

Coelho, Marques and Branco (2014) analyzed two integral education experiences implemented between 2005-2008, prior to the Mais Educação Program, by the municipalities of Juiz de Fora, in the State of Minas Gerais (MG), and Porecatu, in the State of Paraná (PR).

For the authors “it is up to the school, through its pedagogical project, to choose to extend the school day, constituting a formation, as complete as possible, for the student who is there” (COELHO; MARQUES; BRANCO, 2014, p. 373, our translation). These experiences considered the school as the central locus for more complete formation in extended time. It is observed, then, the importance of the school in the integral formation of the individuals.

Coelho (2012) discusses conceptions of integral education from the perspective of elementary school students. The author conducts interviews with students from three different municipalities, these being from the northeast and southeast regions of Brazil. The names of the municipalities are not disclosed, only some information about the geographic space and the educational system of the cities.

In the analysis of the interviews, Coelho (2012) organizes the students' opinions about the extension of the school day in three justifications: “(1) factors intrinsic to the nature of the school; (2) factors related to the role of the contemporary school and (3) factors essential to understanding the nature of Integral Education” (COELHO, 2012, p. 79, our translation).

The answers present in the first justification correlate the extension of the school day directly to learning, to the fact that they learn many things, activities such as computers, painting and music. In the second justification, students provide answers related to social risk factors. In this view, the integral (full-time) school has the role of removing children from the street, so that they can stay in a safe space. Through the second justification, it can be observed that contemporary society has expanded the social functions of the school. In the third justification, students show that they do not have the things offered at the integral (full-time) school at home, such as a computer, and they can use this material during classes (COELHO, 2012).

The author concludes through the analysis of the students' responses, that they are able to perceive the activities developed as constitutive of their human formation, recognizing them as an integral education. Unlike the two experiences analyzed by Coelho, Marques and Branco (2014), in which the school is the central locus of learning, Coelho (2012) finds that the concept of Integral Education observed in this research, does not have the school as central to this process. Integral (full-time) education promotes various activities with a more assistance than educational purpose and this view of integral conception has been reinforced by the public school.

Regarding assistance, Carvalho (2015) states that comprehensive education has a social policy character and helps to guarantee some children's rights. In addition, integral education makes it possible to bring out the vulnerability to which many children are exposed. The author seeks to reaffirm the need for the school to see students as subjects of law and shows that the assistance role of the integral school does not always benefit all students who are exposed to issues of vulnerability. However, integral (full-time) education can represent a transformation in the role of the public school and even contribute to guaranteeing children's rights and citizenship.

Leite and Ramalho (2015) studied the PEI developed in Belo Horizonte (MG) and interviewed students who attended the program for at least two years. According to the authors, the interviews showed positive results about the PEI. Some excerpts from former students mentioned behavioral changes, in relation to avoiding confusion, respect for rules and discipline. In addition, they point out how these changes in values and attitudes positively

influence their means of socialization and the world of work; how discipline and respect are important to ensure good social interaction in the workplace and outside.

Ferreira and Rees (2015) study Integral Education and the Integral Full-Time School in Goiânia (GO), through documentary analysis, participant observation and interviews with school professionals. They observe that the full-time school in the municipality does not directly meet the principles of integral education, as the interviews conducted with school professionals show the lack of knowledge in relation to the meaning of integral education. The pedagogical coordinator in her speech reports that she believes that integral education is worked at school, due to the fact that students get a good grade at IDEB. Does the good result at IDEB prove that integral education is being well developed?

Through this report, it can be noted that the concept of integral education is not clear to the pedagogical coordinator and in other interviews conducted in the article, opinions are quite divergent from the principles of integral education. Achieving a good result at IDEB is important for a school, but this is not directly associated with integral education.

Integral education goes beyond the level of education, seeking to reach the human being in all its nuances and potentialities. In addition, national assessments seek to measure the quality of teaching and learning but fail to measure the level of education that students are receiving, in addition to instruction (FERREIRA; REES, 2015, p. 242, our translation).

Integral education has a function far beyond guaranteeing improvements in the quality of teaching; it is related to the complete and human formation of the subject. For Ferreira and Rees (2015), the school assumes so many functions that learning is in the second or even third plane. Once again, the assistentialist vision, in which the school removes students from the street and offers food, hygiene and health is present in the debate of the article as a concept of integral education.

In this experience in Goiânia, Ferreira and Rees (2015) find that, in practice, integral full-time education is carried out differently from what is provided for in the official documents of the municipality. Teachers do not have adequate formation to work with integral education, the school does not offer a structure consistent with the prescribed activities and there are many demands, many students for few professionals and the municipal bodies do not provide the necessary assistance.

In comparison with what was mentioned by the coordinator of the experience mentioned above (FERREIRA; REES, 2015), Soares (2014) analyzes the results of the Full-Time School

project on the proficiency of elementary school students in public schools in the state of Minas Gerais (MG).

Through analysis and comparison of the results brought by PROEB (Basic Education Evaluation Program of Minas Gerais), Souza (2014) finds that there is evidence that the Full-Time School Project improves students' school performance, but there is still doubt as to the magnitude of this effect, due to the difficulties encountered in his research. Therefore, integral education can provide improvements in students' school development and this improvement comes as a bonus of all activities that are provided for in the principles of integral education (SOUZA, 2014).

Branco (2012) in his article “Challenges for the implementation of Integral Education: analysis of the experiences developed in the southern region of Brazil”, observes in the interviews carried out with the parents of the students during his research the same assistentialist view on the social function of integral education. Integral education for many has the function of helping families that work and cannot stay with their children. In addition, the author points to the need for continuing teacher education, which is still a failure in the region.

In research carried out in some public schools in the state's public elementary school in the State of São Paulo, Castro and Lopes (2011) point to the same social factor present in the Full-Time School project. The government's intention would have been to solve social problems generated by the absence of social policies. The project foresaw implementation, preferably, in areas with a low Economic Development Index, in order to serve the least favored. The school took on a role of ensuring meals and necessary security for students, so that parents could work smoothly.

Soares, Brandolin and Amaral (2017) study the challenges and difficulties for the implementation of the PME, under the perception of the actors regarding the schools, conducting interviews with different professionals from the municipal network of Petrópolis (RJ). Respondents point out, as a major difficulty in implementing the program, the lack of infrastructure in most schools. Again, the assistentialist view stands out as being the primary function of integral education.

For Soares, Brandolin and Amaral (2017), the program was useful precisely because of its assistentialist nature and not because of the expansion of formative opportunities for students. It is concluded in this study that the professionals have a unique understanding of the program, as they see the FTE only as an assistance program.

Unlike all the experiences reported in this unit, the article by Maciel, Jacomeli and Brasileiro (2017), “*Fundamentos da Educação Integral Politécnica: da teoria à prática*”

(Fundamentals of Integral Polytechnic Education: from theory to practice), presents a model of integral education based on Marxist conceptions. This proposal was developed in the municipality of Ariquemes in Rondônia, based on the Burareiro Project for Integral Education.

[...] integral polytechnic education is an alternative to the other existing modalities. It differs from these by the organicity between the epistemological principles of historical-critical pedagogy and the integrated educational processes, by the social and political reach, and, finally, by a type of management that presupposes expanded formation, based on the knowledge of the demands of socioeconomic development and in the democratic emergencies of society (MACIEL; JACOMELI; BRASILEIRO, 2017, p. 484-485, our translation).

Integral polytechnic education seeks to provide a comprehensive formation for the world of work, but also a historical-critical view on the part of students. It aims at the emancipation of the working and popular classes and the understanding of the class nature of capitalist society (MACIEL; JACOMELI; BRASILEIRO, 2017).

CIEPs served as inspiration for many integral education experiences presented here. Cavaliere and Coelho (2003) analyze the Centers 15 years after their implementation. What draws the most attention is the fact that they mention, as a positive point, the perpetuation of the idea of integral education, however, schools do not seem to carry out a work that could be qualified as integral education, occurring only the extension of the permanence of students in schools.

Although this unit has different experiences of integral (full-time) education in different regions of the country, there are similarities between the articles. The most prevalent factor is the concept of social assistance in FTE. In this view, the full-time school assumes social responsibilities in order to help disadvantaged children and young people.

Another factor much discussed in the articles is how the lack of infrastructure and resources hinder the realization of cultural, sports and professional activities, among others, which are essential for integral formation.

It was also possible to observe that the objectives and principles of full-time education are not well worked out with the professionals who work in the FTE. It is noted that some believe that the FTE has the function of contributing to the increase of educational indexes and/or serving less favored children and young people.

Positive points are highlighted in several experiences, the transformative character that integral (full-time) education brings to the lives of many children and young people. Cultural and sports activities, among others, stimulate students' development, contributing to behavioral

changes and, above that, to an integral formation of the individual, which considers their tastes, feelings, physical and biological issues of the human body and one's personality.

Organization of knowledge and comprehension in the FTE

The last thematic unit is dedicated to the organization of knowledge and comprehension in integral (full-time) education and the importance of the discussion about the knowledge necessary for integral formation.

Coelho and Maurício's article (2016) present the knowledge - scientific, aesthetic, ethical, corporal - brought to school, reflecting “on the relationship that this formal teaching space establishes with historically constituted knowledge - universal or local, and its appropriation by the popular classes that are in it” (COELHO; MAURÍCIO, 2016, p. 1096, our translation).

The authors explain the issue of the need for knowledge to be useful to life. It is important to know how to articulate knowledge for life with scientific and aesthetic knowledge. They also consider the importance of universal knowledge, historically constituted by the school, as necessary and indispensable for the emancipation of the popular classes (COELHO; MAURÍCIO, 2016).

The weave of diversified activities that the full-time school can offer, bringing together universal knowledge, historically constituted, and those of local culture, will reveal the knowledge practiced by it, in the search for the inclusion of children in the context of the society in which they live, enabling them to access and contribute to all the human activity that that culture has built (COELHO; MAURÍCIO, 2016, p. 1109, our translation).

In the excerpt above, it is observed the amount of knowledge that can be added in the FTE, which, together, contribute to the rise of the popular classes, that is, of the minorities present in the public school. The authors point to the fact that if the full-time school does not strive for this to be guaranteed and social protection is a priority, instead of inclusivity, it will lead to the exclusion of these children and young people (COELHO; MAURÍCIO, 2016).

The perception of Coelho and Maurício (2016) is clear: integral education may have a social protection function, but its priority must be to contribute to the emancipation of the popular classes, and this is only done through knowledge.

Souza and Charlot (2016) debate about the relationship that students establish with knowledge at full-time school. The authors conducted the research in the municipality of Governador Valadares located in Minas Gerais. They used the methodology to adapt the

balance of knowledge (CHARLOT, 2009) and interviews with students. In these interviews many students claim to learn more at FTE, but some take FTE as a burden.

The municipality analyzed by Souza and Charlot (2016) approved the FTE considering the need to strengthen local identity, the understanding of education as a right for all, but also, due to the social vulnerability of children and young people. Social protection is one of the main issues for the development of FTE in Governador Valadares.

Souza and Charlot (2016) observe that integral education still remains in the “time of the same”, as transcriptions are constantly made from the blackboard to the students' notebooks and from the computer to the notebooks, in addition to the fact that few activities are aimed at culture and sports and the time for activities remain the same, 50-minute, small time for lunch and recess. They claim that:

[...] there is an effort to break with its time, in organizing the curriculum by thematic axes and in the construction of a pedagogical project in which all times at school are educational (time for classes, meals, workshops) (SOUZA; CHARLOT, 2016, p. 1088, our translation).

Even with this effort, there is a difficulty in establishing different knowledge and activities, especially when it needs to be aligned with the organization of time. According to the authors, students want to learn art, literature, theater, music, cooking, gardening and planting.

The full-time school will only be a success if it manages to be a space-time in which learning makes sense, mobilizes students, bring them that form of pleasure that is experienced when overcoming challenges. With some students, who do not like to learn, the goal is to build their own school sense. With others, who combine goodwill and difficulties in learning, it is a matter of making time available to learn; let us not forget that school derives from a Greek word that means leisure; the school is a place where one must have time to learn and not a place where the teacher runs, accompanied by a few students, while the others try to hold on. With students who like to learn, FTE can go further, but it should enable them to co-define their learning pathways. For all students, whatever their relationship with the school, FTE can offer new cultural opportunities (SOUZA; CHARLOT, 2016, p. 1089, our translation).

Souza (2016) carries out a study similar to the one mentioned above, using the same theoretical contribution and the same methodology, which analyzes the opinion of students who are part of full-time schools located in the Governador Valadares field. Here, students, during the interviews, once more reveal tiredness as one of the factors that hinder learning. For rural students, the journey is even more tiring, as they need to make a path on foot or by bus to school. The author considers that full-time in the countryside does not favor the establishment of closer

relations between students and life in the countryside, even though this is present in the municipality's curriculum guidelines.

Souza (2017) in his article “*Aprendizagens e tempo integral: entre a efetividade e o desejo*” (Learning and full-time: between effectiveness and desire), notes that even with the increase in the number of schools, the number of students has reduced, mainly in the 9th grade of Elementary Education, in the education network of Governador Valadares in Minas Gerais. The author seeks to understand the reasons for students leaving, for this purpose she conducts interviews and balances of knowledge (CHARLOT, 2009).

Analyzing the students' responses, Souza (2017) is aware of the fact that students are more concerned with subjects such as Portuguese, Mathematics, History, Sciences, which are mandatory in part-time, as they consider them more important, both to be approved that year and to enter a university in the future. Students think of school as something valid for the future and not for the present. Many associate FTE as an opportunity to learn more, because there is more time to talk with teachers and study. Intellectual learning is in evidence.

In this unit, Souza (2017) brings an important reflection that expanding access to school and the extended school day is not enough, without asking about the type of knowledge conveyed at school. It is important to discuss about the valid knowledge to be worked on in the FTE. The FTE curriculum can offer a complete formation, covering the compulsory subjects and activities that work the body, culture and social interaction. However, developing a curriculum aimed at integral education is not an easy task, as observed in all texts presented in the previous units.

Final considerations

The thematic units explored here work within different fields involving integral (full-time) education. The articles discuss the need for structural and pedagogical changes. We observed, for the most part, notes on the problems faced in the implementation of FTE in school units and suggestions for possible improvements to achieve, in its entirety, integral (full-time) education.

The extension of the school day alone is not enough to guarantee what is provided for in the legislation and in the proposal for integral (full-time) education. Brazil needs greater investments, in formation for teachers, acquisition of equipment and materials, in addition to adapting the infrastructure, expanding and improving school buildings.

The space, time and knowledge linked in the FTE can be structurally organized in order to meet the subject's multidimensionality. It becomes necessary to connect time with knowledge and adapt it so that students feel invited to participate in activities.

School management can establish a constant flow of communication with the community and with the students' families, especially, so that the school expands its reach, addressing the existing relationships between the community and providing democratic and community education.

Integral (full-time) education is related to the expansion of educational territories, as expanding the learning space and the interaction between students and the community contributes to the integral formation of the individual, helping the subjects to enjoy the cultural and social spaces that the region offers and thus, developing the feeling of belonging to the place.

Despite the different focus of each of the articles, the principle of integral (full-time) education remains the same, permeating all units. This principle is that of an education that understands the subject's multidimensionality, aiming at emancipation, improvement in the quality of teaching and the right to education.

However, most of the experiences reported in these articles do not fully address this principle. The social function of integral (full-time) education is based on an assistentialist view. Assisting students who are socially vulnerable becomes the primary factor for the implementation of integral (full-time) education, this concept being perpetuated in most articles.

Integral (full-time) education provides the subject with greater opportunities, both in the educational and professional spheres, but its main function is to form him in a way that understands his rights, his feelings, the society that is inserted and is present in it.

Integral formation goes beyond social and economic issues, being extended to personal, intimate formation. The multidimensional view of the subject needs to be the starting point so that integral (full-time) education does not lose its identity.

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