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SUMMARY

The Full-Time School Program (ETI), established by Law No. 14,640 of July 31, 2023, aims to transform the educational experience by extending the school day and diversifying the activities offered. This article seeks to analyze the challenges and impacts of implementing the full-time school program in Brazil, considering both the practical difficulties and the potential benefits for the educational and social development of students. Although the ETI offers potential benefits, such as Inclusion and equal opportunities, its success depends on well-planned implementation, adequate investment, and an ongoing commitment to educational quality. Adopting this model can transform education in Brazil, providing a more enriching education for students and preparing them for an active and responsible role in society.

Keywords: Full-Time School. Comprehensive Education. Public Policies.

Abstract

The Full-Time School Program (ETI), established by Law No. 14,640 of July 31, 2023, aims to transform the educational experience by extending the school day and diversifying the activities offered. This article seeks to analyze the challenges and impacts of implementing the full-time school program in Brazil, considering both the practical difficulties and the potential benefits for the educational and social development of students. Although ETI offers potential benefits such as inclusion and equal opportunities, its success depends on well-planned implementation, adequate investments and an ongoing commitment to quality education. The adoption of this model can transform education in Brazil, providing a more enriching training for students and preparing them for an active and responsible role in society.

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SUMMARY

The Full Time School Program (ETI), established by Law N° 14,640, of July 31, 2023, aims to transform the educational experience by expanding the school day and diversifying the activities offered. This article seeks to analyze the challenges and impacts of implementing a full-time school program in Brazil, considering both practical difficulties and potential benefits for the educational and social development of students. Although the ETI offers potential benefits such as inclusion and equal opportunities, its success depends on a well-planned implementation, appropriate investments and a continuous commitment to

a quality education. The adoption of this model could transform education in Brazil, providing more enriching training for students and preparing them for an active and responsible role in society.

Keywords: School of complete time. Integral Education. Public policies.

1. INTRODUCTION

Brazilian education faces historical challenges related to inequality access, student retention in the school environment and the quality of teaching offered. In this scenario, initiatives aimed at improving basic education become fundamental to guaranteeing the right to learning. The proposal of full-time education, which extends the daily school day and diversifies activities offered – such as cultural, sports, artistic and school reinforcement activities –, emerges as a relevant alternative for promoting more complete training and inclusive.

The establishment of the federal Full-Time School (ETI) program, through Law No. 14,640, of July 31, 2023, represents a significant milestone in this process. The program aims not only to extend the length of stay of students at school, but also to offer a comprehensive education that encompasses all the dimensions of human development – intellectual, physical, emotional, social and cultural (BRAZIL, 2024).

The full-time school model is designed, according to Libâneo (2014, p. 5), as a school structure that has the potential to more effectively implement the proposal for comprehensive education in the context of public educational policies. However, the implementation of this model faces obstacles, especially related to infrastructure, teacher training, and resource availability. Still, authors such as Moll (2012) argue that, with appropriate public policies, training continued involvement of education professionals and the active involvement of the school community, it is possible to build a more enriching and inclusive educational environment.

The concept of full-time schooling in Brazil dates back to the beginning of the 20th century, when European and North American models began to influence the Brazilian educational system. Pioneering experiences, such as Escola Parque in Bahia, inspired by the ideas of Anísio Teixeira, they were already seeking to diversify the teaching process-learning by incorporating cultural and sporting practices into the school day (GADOTTI, 2009).

In this context, the present research is justified by the recognition of

that full-time education has established itself as a promising strategy to enhance student learning and contribute to improving quality of public education in Brazil.

Based on this premise, the central problem that guides this study is: what are the main challenges and impacts of implementing the Full-Time School program in Brazil?

The general objective of this article is to analyze the challenges and impacts of implementation of full-time school in the country, considering both the difficulties structural and potential benefits for educational and social development of students. The specific objectives are:

- a) understand the theoretical and legal basis of the ETI program;
- b) discuss the obstacles faced by public schools in adopting the model;
- c) reflect on the contributions of this model to the promotion of education integral.

To achieve these objectives, a qualitative approach was adopted, based on bibliographical and documentary research. According to Severino (2008), the research bibliographical research consists of the survey and analysis of academic productions and documents already published – such as books, articles, dissertations, theses and legislation –, enabling a critical reflection on the topics covered.

2. HISTORY AND CONTEXT OF FULL-TIME SCHOOL IN BRAZIL

The Federal Government's Full-Time School Program is an initiative of Ministry of Education (MEC) which aims to support federative entities in the creation and consolidation of public policies aimed at comprehensive education with extended hours. The main objective of the program is to qualify and diversify educational opportunities for children, adolescents and young people throughout the national territory (Brazil, 2024).

According to the National Education Plan (PNE), the working day is considered extended to that in which the student remains at school for at least seven hours daily or thirty-five hours a week. This workday can be organized into two shifts distinct, as long as there is no overlap between them, ensuring the effective expansion of school time.

The program structure is organized into five complementary axes of action –

expand, train, foster, intertwine and monitor – which encompass different strategies and initiatives for the implementation and consolidation of the model. Each axis has actions specific, aimed at expanding enrollments, training education professionals, to the financing of education networks, intersectoral coordination and monitoring of educational policies, some of which are already in implementation (Brazil, 2024).

Gadotti (2009) states that the historical review of public policies aimed at comprehensive education in Brazil, the pioneering experience of Anísio Teixeira (1900–1971), with the creation of the Carneiro Ribeiro Educational Center (Park School), in Bahia, in the 1950s. This initiative sought to integrate different dimensions of training human through an innovative pedagogical proposal. In the following years, other experiences marked the trajectory of comprehensive education in the country, such as the Center for Elementary Education in the former Federal District, in the early 1960s, and the Vocational Gymnasiums, implemented in São Paulo during the same period.

In the 1980s, the Integrated Public Education Centers (CIEPS), conceived during the government of Leonel Brizola in Rio de Janeiro, continued to the proposal to extend the school day with an infrastructure focused on offering diversified activities. Already in the 1990s, during the Fernando Collor government, the Comprehensive Care Centers for Children and Adolescents (CIACS) were created, implemented in several Brazilian states. These initiatives culminated, later, at the launch of the Mais Educação Program, established by the government federal in 2007, as a structured policy to promote comprehensive education in public schools (Gadotti, 2009).

One of the great enthusiasts of full-time school was Anísio Teixeira, contributing significantly, as he began to develop, little by little, and based on in American pragmatism, an expanded school education that, even today, is present in thought and educational projects that seek to deepen character public of school education. Throughout his career as an administrator and intellectual, Teixeira remained faithful to the vision of school education that he sought to reinvent, having as reference and purpose the reality of Brazilian education (Moll, 2012)

A project expanding nationally was the CIACs, established in 1991 by the Collor government as part of the “My People Project”, inspired by the model of the Integrated Public Education Centers (CIEPs), in Rio de Janeiro, implemented under Leonel Brizola's administration. The objective was to provide care for children and adolescents, involving full-time elementary education, health care programs,



leisure and initiation into work, among others (Menezes, 2002).

The CIEPs proposal aimed to "alternate intellectual activities with practices, such as applied, industrial and plastic arts, as well as games, recreation, gymnastics, theater, music and dance, spread throughout the day. Some orphaned students or abandoned children could reside at the school" (Gadotti, 2009, p. 23). To meet this objective, the CIEPs were architecturally organized into three distinct blocks:

The main block, with three floors, contained classrooms, a medical center, the kitchen and the cafeteria, as well as support and recreation areas. The second block housed the indoor gymnasium, with a volleyball, basketball, and indoor soccer court, bleachers, and locker rooms. This gymnasium, called the Multipurpose Hall, was also used for theater performances, music concerts, parties, and other activities. The third block, octagonal in shape, housed the library, and above it, housing for resident students (Ribeiro, 1986, p. 42).

In the first two decades of the 21st century, full-time education gained greater prominence in public policies. Programs such as the Mais Educação Program, created by the federal government, encouraged the extension of the school day, offering resources so that schools could develop complementary activities, such as sports, arts, and tutoring. This program was established by Ordinance Interministerial nº 17/2007 and regulated by Decree 7.083/10.

According to Art. 1 of the decree: The Mais Educação Program aims to contribute to improving learning by increasing the time children, adolescents and young people attend public schools, through the provision of full-time basic education (Brazil, 2010, p. 11).

The challenge of educational expansion in Brazil, in its early stages, was strongly linked to the literacy of the population. According to Gadotti (2009), the priority was to teach Brazilians to read and write, providing them with access to citizenship through reading and writing. In this context, the right to comprehensive education of each individual begins to be understood as a responsibility of the State, which must recognize education as a social and public function, to be realized with the participation and cooperation of all social institutions.

Anísio Teixeira, one of the main defenders of comprehensive education in the country, highlighted the importance of innovations in the field of teacher training, proposing that primary school teachers were trained at a higher level. Furthermore, it emphasized the

need to create specific Schools of Education to prepare teachers specialized in areas such as music, visual arts, drawing, industrial arts and domestic, physical education and health, in order to guarantee a broad and multidimensional (Gadotti, 2009).

The right of each individual to a comprehensive education follows logically from the State, which recognizes the duty to consider education as a social function and public, to be carried out with the cooperation of all social institutions (Moll, 2012).

Over the last few decades, the discussion surrounding the extension of the working day school gained relevance, especially in the context of educational reforms aimed at the modernization of the Brazilian educational system. However, effective implementation of full-time schools encountered several obstacles, among which the following stand out: the lack of adequate infrastructure and the limitation of financial resources (Ribeiro, 1995).

The concept of integral education proposed by Anísio Teixeira, according to the reservation Gadotti (2009), is based on the idea that human beings are formed through action and practice, overcoming the traditional view of learning centered only on formal and exogenous processes. His innovative thinking about full-time schooling stands out for its philosophical depth, especially from the influence of social philosophy of John Dewey, who advocates experience, practice and democracy as central elements of education.

In contemporary Brazil, several educational programs, developed by state and municipal governments have been inspired by these ideas, incorporating the principles of integral education as the foundations of its policies and actions (Gadotti, 2009, p.37).

From this perspective, Paulo Freire (1982) also contributes significantly to discuss the social function of full-time school, highlighting its role in promoting inclusion and equal opportunities. By offering extracurricular activities diversified, such as cultural, sports and pedagogical workshops, this school model favors the discovery and development of interests, skills and talents of students, regardless of their social, economic or cultural conditions. This approach helps combat inequalities, stereotypes and prejudices, promoting the appreciation of diversity and strengthening coexistence respectful and democratic in the school environment.

Furthermore, full-time school plays an essential role in the formation of values ethical principles and the construction of active citizenship. Through interdisciplinary projects, debates and practical experiences, students are encouraged to reflect critically on issues social, cultural and environmental. This training promotes the development of a sense of social responsibility and civic awareness, fundamental elements for the participatory role of students in society (Freire, 1982).

As for legislation on full-time school in its current format, it can- if it is stated that it was generated from the enactment of the Law of Guidelines and Bases of Education National (LDB), Law No. 9,394 of December 20, 1996, in its Art. 34, where establishes that the school day in elementary education will include at least four hours of effective work in the classroom, with the period of permanence in school. Continuing, in its second paragraph, it determines that teaching fundamental will be taught progressively full-time, at the discretion of the systems of teaching (Brazil, 1996).

In this sense, in 2007, Interministerial Normative Ordinance No. 17 was published, of April 24, 2007, which established the Mais Educação Program (PME), aiming to promote the comprehensive education of children, adolescents and young people, through support for activities socio-educational, cultural and sports activities. The PME represented a significant effort to implement full-time education, promoting the extension of the school day and diversifying educational opportunities, contributing to development integral of students (Brazil, 2007).

In addition to the LDB and the PME, the National Education Plan (PNE) for the decade 2014-2024, established by Law No. 13,005, of June 25, 2014, determined in its Goal 6: Full-time education should be offered in at least 50% of cases. (fifty percent) of public schools, in order to serve at least 25% (twenty-five five percent) of basic education students (Brazil, 2014).

With the enactment of Law No. 14,640, of July 31, 2023, the beginning began, officially, to the Full-Time School program. The project aims achieve Goal 6 of the PNE (Brazil, 2024).

Goal 6 of the National Education Plan (PNE) seeks to "offer education in full-time in at least 50% of public schools, in order to meet at least 25% of basic education students by the end of the period of validity of this PNE." This goal aims to expand students' access to comprehensive education, which includes a longer school day, with educational activities that go beyond the basic curriculum,

covering cultural, sporting, artistic, culinary activities, among others. The idea is that students have a longer school day, with activities that transcend the basic and mandatory components in their curricula. It is a school that offers a series of workshops in addition to the classes in the curriculum proposed in the Pedagogical Project of school. This way, students have the chance to develop other skills and discover new interests and potential, which is extremely important for a more complete training, not just focused on the school content proposed in the regulations and lesson plans (Brazil, 2023).

According to information from the MEC, the program aims to strengthen collaboration between federated entities and face the challenges related to low progress in the PNE objectives. The initiative seeks to be a strategic response to overcome the gaps identified in meeting the PNE goals, promoting cooperation between government spheres in the educational area (Brazil, 2023).

According to Cardoso and Oliveira (2020 p. 276), the organization of the expansion of school time has happened in some regions in different ways, the which demonstrates a divergent school of thought regarding the role of State and the institution, also, in a certain way, reveals the commitment of some governments in increasing school hours and expanding opportunities educational, seeking to address the problem of teaching quality, associated with perspective of social assistance and education as a solution to problems broader social contexts.

Libâneo (2014), when discussing full-time school, observes that full time in/for public school, because in private school this reality, full of material and pedagogical possibilities, has always existed.

However, Cavaliere (2009) reinforces that one of the biggest challenges facing schools full-time focuses on making an administrative decision, presented in two contrasting perspectives or models of organization. On the one hand, the administrative model in which the centrality would reside in strengthening of the school unit, with changes within it due to the assignment of new tasks, more equipment and professionals with diverse training, aiming provide students and teachers with an institutional experience of another order.

2.1 CONTEXTUALIZING THE CHALLENGES OF THE SCHOOL IN TIME INTEGRAL

The implementation of full-time schooling seeks to extend the school day, as already mentioned, brings with it significant challenges and opportunities. This model teaching aims to provide a more complete training, integrating academic, cultural, sporting and social aspects in the students' routine (Arroyo, 2012).

However, one of the main challenges of full-time school is planning and efficient time management. When extending the school day, it is necessary to find a balance between mandatory academic activities and extracurricular activities. It is necessary to ensure that there is enough time for students to dedicate themselves to their studies, but also so that they can participate in activities that stimulate their creativity, social skills and interest in different areas (Gonçalves, 2006).

Furthermore, adequate infrastructure is essential for the efficient functioning of a full-time school. Adequate spaces must be provided for activities. Extracurricular activities, such as laboratories, libraries, sports courts and art rooms. This adequate infrastructure allows students to have access to resources and materials necessary to explore different areas of knowledge and develop their skills (Castro; Lopes, 2011).

Another challenge is the training of professionals who will work in the full-time school. It is essential to have qualified and prepared educators to deal with the demands and specific needs of this teaching model. Teachers must be able to plan and develop activities that integrate the different aspects of training students, promoting dialogue between disciplines and encouraging interdisciplinarity (Moll, 2012).

However, full-time school also offers a variety of opportunities. extend the school day, students have the opportunity to delve deeper into the content, explore your personal passions and interests, as well as develop skills and skills beyond the traditional curriculum. This more comprehensive approach contributes for a more complete and enriching training (Moll, 2012).

Regarding the program's prospects, the Program's Goals Monitoring Panel National Education Plan (PNE) reveals that the percentage of full-time enrollments full-time education in public schools in Brazil gradually advanced from 2013 to 2022. However, this evolution was limited, with a variation of less than 5% over the 9 years. The goal

government's goal for this indicator is to reach a rate of 25% by 2024, highlighting the need for effective strategies and investments to accelerate this growth and achieve comprehensive education in a significant number of public institutions (Brazil, 2023).

Expanding the supply of full-time education was already a goal of the Plan National Education Plan (PNE) 2014-2024 (Law No. 13,005/2014). The PNE indicates that, in ten years, full-time education – with daily shifts of 7 hours or more – must be offered in 50% of public schools across the country, in order to meet at least 25% of Basic Education students (Brazil, 2023).

The 2023 Full-Time School Program takes up the human perspective, holistic and integral formation of the subject, extending to all stages of Basic Education, in addition to Elementary Education. The Ministry of Education organized regional seminars in the five regions of Brazil to discuss and provide guidance on the program, in addition to opening the membership by number of registrations in three stages. In the first stage, membership was open to all municipalities. In the second, the remaining vacancies were offered to municipalities that suffered ecological and climatic disasters. In the third stage, there was a redistribution of the remaining vacancies, from those initially offered (1 million). In this way, the Full-Time School Program, in addition to extending the time spent in child at school, incorporates the concept of Integral Education (Ariosi and Pelegrine, 2024)

According to data from the 2022 School Census, the average number of Brazilian students enrolled full-time is 14.4%. In municipal daycare centers, this rate reaches 56.8%. In preschool, the rate is 12.2%. In the initial years of school Fundamental, students enrolled full-time represent 11.4% and, in final years, 13.7% (INEP, 2022).

In the view of Bezerra and Diógenes (2023), the Full-Time School (ETI), emerges as an alternative to promote a more comprehensive and inclusive education, providing a richer and more stimulating educational environment for students. The author further states that by embracing this approach, educational institutions seek not only prepare students for academic challenges, but also for life, stimulating integral and continuous growth throughout your educational journey.

2.2 THE INTEGRAL DEVELOPMENT OF STUDENTS IN SCHOOL IN FULL TIME INTERGRAL

To conceptualize integral education, we turn to its great creator, Anísio Teixeira (1994), he states that “education is not a privilege”, and with this thought in mind, assured that training cannot be achieved in a school by sessions, with the short school terms that Brazilian schools have today. “We need to give them back the day integral, enrich the program with practical activities, give you broad opportunities to form real-life habits, organizing the school as a miniature of the community, with the full range of its work, study and recreational activities and art” (Teixeira, 1994, p. 63).

We have to create good schools, with good teachers, to create in our own population demands this. The Brazilian people don't know how to ask for a school honest – a school like the one in Japan, like the one in Uruguay, a day school complete – because you've never seen it, nor do you know what it is. It's Anísio in Motion 71, a people who are ignorant, who come from a society that had a culture own, but which was transmitted orally. When he comes to the city where culture is transmitted through school, it closes the door to it, closing, therefore, access to civilization itself. So Anísio never had any doubts, and nor did I say that education was cheap. Education is expensive, but it is that essential investment that has to be made (Ribeiro, 1984, p. 4-5).

Arroyo (2012) explains that comprehensive education does not have the same meaning of full-time school. Comprehensive education refers to a broader concept, which encompasses the complete development of the student in all its dimensions—intellectual, emotional, social, physical, and ethical—regardless of the time he spends at school. Full-time school, in turn, is a strategy that seeks to extend the school day, offering students a longer period of time to stay at school, with the inclusion of extracurricular activities that complement the traditional curriculum. While full-time school is an organizational modality, education integral is a pedagogical approach that aims at the holistic formation of the individual.

Still according to Arroyo (2012), education has to account for all these dimensions of the formation of a human being. The LDB itself [Law of Guidelines and Bases of National Education], in the second article, points out the function of education to guarantee the full development of the human being, this would be the idea of integral education. The idea of full-time education partly coincides with this, because in order to be able to cope with all these human dimensions require more time, but not just more time in school. We educate ourselves at work, in our families, in our social lives. Human development is not It only happens at school, but the school has to guarantee time for human development.

According to Moll (2012), there is a lot of confusion, people talk about full-time school almost like a fantasy name. The time can be extended, the rope of time can be stretched without comprehensive education, focusing on reinforcement of certain school subjects to be evaluated, in a vicious circle that takes away from the school the perspective of its social and civic function. It is known that the time of 4 hours a day is insufficient. Therefore, increasing the time is a condition, but not can be the marker of comprehensive education, as well as the expansion of spaces. We wish- if a school goes beyond the classroom spaces, from the perspective of environmental rooms, of workshops, laboratories, art spaces, vegetable gardens, gardens and spaces beyond the walls schoolchildren.

For Cavaliere (2009), the increase in time must be directed towards full formation of the subject. Increasing the time requires thinking about the period during which the student will be under the responsibility of the school, and the institution must carry out activities diversified, which contribute to the integral formation of students, articulating them with the Political-Pedagogical Project (PPP). Thus, the school must be a space that not only extends the length of stay of students, but also offers opportunities for a broader and deeper development, encompassing academic aspects, cultural, social and emotional.

Quintão *et al.*, (2024), state that full-time school enhances significantly improve student learning, especially in the subjects fundamentals of mathematics and languages. Although there are concerns about the increase in workload that can intensify the fatigue of students and teachers, these adverse effects are outweighed by gains in the quality of teaching and learning. The impact on learning depends on variables such as curriculum adequacy, practices pedagogical, teacher characteristics and infrastructure improvements.

In Brazil, the full-time program in São Paulo, for example, showed a impact that doubled in the second year of implementation compared to the first, highlighting that proper implementation from the start is crucial. These benefits are especially notable among students from socioeconomic backgrounds disadvantaged, with age corresponding to the grade they attend, history of good academic performance and longer time involved in the program. The schools of full-time can contribute to reducing educational inequalities, as most evidence shows higher impacts of full-time education in more disadvantageous contexts (Quintão *et al.*, 2024)

FINAL CONSIDERATIONS

The implementation of full-time schooling in Brazil, as a public policy education, especially through the government's Full-Time School Program federal, represents a significant effort to expand and diversify opportunities educational activities for children, adolescents and young people.

Historically, comprehensive education has its roots in pioneering initiatives such as that of Anísio Teixeira and the Integrated Public Education Centers (CIEPs) in Rio de Janeiro, among others. These experiences aimed to provide an educational environment rich and diverse, promoting the integral development of students. From these experiences, the concept of comprehensive education has evolved to include a school day expanded, with extracurricular activities that complement the traditional curriculum.

Despite the benefits associated with comprehensive education, the implementation of this model faces significant challenges. Efficient time management, infrastructure adequate and the training of qualified professionals are crucial aspects for success of full-time schools. In addition, it is necessary to guarantee financial resources sufficient to support this expansion, which has historically been a barrier.

The National Education Plan (PNE) and the Law of Guidelines and Bases of Education National (LDB) establish ambitious goals for the expansion of comprehensive education, seeking to offer this model in a significant number of public schools. The The 2023 Full-Time School Program, by resuming this perspective, aims not to not only extend the school day, but also incorporate the concept of education integral in all stages of Basic Education.

The adoption of full-time school can promote inclusion and equality of opportunities, allowing students to explore different interests and talents, regardless of their social, economic or cultural backgrounds. Furthermore, contributes to the formation of values and the strengthening of ethics and citizenship, preparing students to be active and responsible citizens.

In short, full-time schooling, as a public policy proposal, has the potential to transform education in Brazil, providing a more complete and enriching for students. However, its success depends on a well-planned implementation, with adequate investments and a commitment

continuous with the quality of education.

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