



# THE PERSPECTIVE OF EDUCATION FOR CHILDREN ATTENDING FULL-DAY SCHOOL AND DAYCARE: WHAT IS THE IMPACT OF THIS EDUCATION ON THE LIVES OF THESE STUDENTS?

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## Summary

This article examines the perspective of education for children who attend daycare centers and full-time elementary schools, focusing on the impacts of this teaching model on students' lives. It highlights the reality of students living in diverse socioeconomic contexts, including poor areas of Brazil, metropolitan regions, and capitals, addressing both the public and private education systems. The study explores the multiple challenges faced by these children, especially those arising from economic and social inequalities, and how these factors influence academic performance and psychosocial development. In addition, it suggests solutions to mitigate educational deficiencies, emphasizing innovative and inclusive pedagogical approaches. Renowned Brazilian authors in the field of education are cited to support the analyses. In order to contribute to the improvement of educational policies, the article seeks to offer a comprehensive view of how full-time education can be an effective tool in promoting equity and educational quality in Brazil.

**Keywords:** Comprehensive Education, Educational Inequality, Child Development, Educational Policies, Equity.

## 1. Introduction

Education is often seen as one of the fundamental pillars for a country's social and economic development, and is considered by many to be the main driver for promoting equity and social justice. In Brazil, a large country marked by profound social and regional inequalities, education plays an even more crucial role. In recent years, a model that has been gaining increasing attention is that of full-time education for children attending daycare centers and elementary schools. This article seeks to explore and analyze the impacts of this model, investigating mainly how it manifests itself in the lives of students, especially those living in poor, metropolitan regions and capitals of Brazil.

The choice for full-time education in school institutions is not limited to greater physical permanence of students in the school environment. On the contrary, it involves a restructuring of pedagogical objectives, aiming to expand the scope and depth of students' education. In this sense, the proposal is to offer learning that goes beyond the formal curriculum, integrating aspects of children's social, emotional and cultural development. This becomes even more relevant when one considers that, for many Brazilian children, especially those from low-income families or underserved regions, school represents not only a place for academic learning, but a safe space for socialization and protection.

However, implementing full-time education is not a task without challenges. Brazil faces significant difficulties in its educational infrastructure and there is still a long way to go in training

and valuing teachers, many of whom lack adequate resources and conditions to fully perform their duties. In the context of public schools, these challenges are even more prominent, reflected in learning rates that are often below expectations, compared to the national and international average.

In the private sector, although resources and infrastructure tend to be more robust, the dynamics of full-time education also present their own particularities. Challenges here may include curricular adaptation to ensure that parents' expectations and the educational tradition of these institutions remain aligned with the innovations proposed by full-time education. Thus, the research challenges us to question whether students really see a significant difference in their education and whether this modality can effectively help to level the starting point inequalities between students from different socioeconomic backgrounds.

Given this scenario, it is essential to outline a clear overview of how comprehensive education has been implemented and its real impacts. Several renowned Brazilian authors have addressed this issue. Mario Sérgio Cortella and Paulo Freire, for example, discuss the importance of education as an agent of social transformation and the need for a pedagogy that goes beyond the simple transmission of information. In line with this, modern educational research reiterates that the constant updating of teaching methodologies and adaptation to the specific needs of students are essential for full-time education to be effective.

Therefore, the purpose of this article is to investigate in depth how full-time education influences children's academic performance, social and emotional development, and what solutions could be viable to overcome the deficiencies found, especially in the context of the most vulnerable populations. This analysis is essential for all stakeholders involved in the educational process - from governments and NGOs to families and school administrators - in order to build a more inclusive and effective education that truly meets the needs of all Brazilians.

Thus, the article seeks to contribute to the discussion on how to design and implement effective public policies that guarantee equal access to quality education, promoting a more equitable and fair society.

## 2. Literature Review

Full-time education has been a widely debated approach in the Brazilian context, focusing on its potential to address social and educational inequalities. Several authors have contributed significantly to this discussion, highlighting the positive results and challenges associated with this teaching model.

First, it is important to consider the concept of comprehensive education as a process that goes beyond the mere occupation of children's time in the school environment. Comprehensive education aims to provide students with complete development, including academic, social, and emotional aspects (Cortella, 2013). This definition is essential to understanding how the model can impact students' lives in a comprehensive way. According to Freire's studies (1974), transformative education is one that enables students to become active agents in their own learning and in social change. From Freire's perspective, full-time education can be seen as an opportunity to apply pedagogical methods that strengthen students' autonomy and critical thinking, especially in contexts of economic vulnerability.

However, significant challenges remain in implementing this model. One of the main obstacles highlighted in the literature concerns school infrastructure. Many public institutions lack adequate physical conditions to accommodate students for long periods, as well as pedagogical resources that support effective and diversified learning (Vieira & Bosa, 2016). This situation is worse in remote regions or those with less state investment.

Teacher training and qualification also emerge as critical issues. The commitment of the teaching is arguably central to the success of full-time teaching, but many professionals lack training focused on this type of educational approach. Studies indicate that the additional workload and lack of incentives can lead to teacher burnout, compromising the quality of teaching (Garcia & Lima, 2018).

On the other hand, positive experiences have been recorded, mainly in contexts where there is alignment between public policies and available infrastructure. Programs such as "Mais Educação", launched in 2008, show that comprehensive education can promote substantial improvements in learning rates and reduce inequalities, when there is adequate investment and community involvement (Almeida, 2015). The implementation of extracurricular activities and the integration of the school community are considered practical.

effective ways to enrich the educational environment and make teaching more attractive and meaningful for students. According to Campos (2017), cultural, sports, and artistic activities play a central role in the integral development of children, allowing the expression of multiple intelligences and talents. It is also important to consider the specific challenges faced by students living in low-income urban areas. In these regions, comprehensive education not only provides a safe and learning environment, but also acts as an escape valve for broader social problems, such as urban violence and lack of family and community infrastructure. Freitas and Castro (2019) state that a diversified curriculum, which includes practices that resonate with the reality experienced by these young people, can be crucial to maintaining their engagement with learning.

Furthermore, the literature highlights the importance of integrated public policies that view comprehensive education not only as a school responsibility, but as a matter of social policy. This requires a collaborative relationship between different government spheres and civil society, aiming to ensure not only the extension of school hours, but also the effective improvement of the quality of education offered (Santos & Oliveira, 2020).

Thus, the review of the existing literature corroborates the idea that full-time education, although fraught with challenges, has significant transformative potential. However, for this potential to be fully realized, a collective commitment is required from all stakeholders, from policymakers to educators, and inevitably including the active participation of the communities where these schools are located.

### 3. Methodology

#### 3.1 Data Collection Procedures

The methodology adopted to conduct this research on the impact of full-time education on the lives of elementary school students involved a multifaceted approach, using qualitative and quantitative methods in order to capture a comprehensive and detailed picture of the school context analyzed. Data collection was carried out in different stages to ensure an in-depth understanding of the educational phenomena observed.

Initially, elementary schools and daycare centers that adopt the full-time education model, located in metropolitan regions, capitals and low-income areas of Brazil, were selected. The selection considered both public and private institutions to ensure sample diversity and representation of different educational contexts. The selection of participating schools took into account the socioeconomic profile of students, using criteria established by previous studies on educational inequality (Garcia & Lima, 2018).

Primary data collection included the application of structured and semi-structured questionnaires. The questionnaires were addressed to students, teachers and school administrators. The questions addressed issues regarding pedagogical practices, school infrastructure, challenges faced in daily school life and perceptions about the impact of full-time education on students' academic and social development. In addition, a Likert scale was used to measure satisfaction with available educational resources and perception of institutional support. The triangulation of these data allowed for a more robust analysis of the results found.

Additionally, to enrich understanding and validate the information obtained, in-depth interviews were conducted with teachers and pedagogical coordinators, using a qualitative approach centered on narrative. The interviews aimed to detail the pedagogical methods used and understand the challenges encountered in the implementation of integrated curricula, providing a richer and more detailed context about educational practices and their influences on students (Freitas & Castro, 2019).

In addition to the data collected directly in the field, reports and secondary data available were analyzed. **3** levels in public databases and institutional documents of schools, such as Political-Pedagogical Plans (PPPs) and statistics on students' academic performance. This step was crucial to correlate primary data with official indicators and highlight possible gaps or discrepancies between pedagogical intention and actual practice (Almeida, 2015).

To ensure the validity and reliability of the information collected, a careful analysis of the data was carried out using specific software for qualitative and quantitative data, such as SPSS for numerical data and NVivo for textual data, allowing the identification of patterns, categories and themes emerging from the interviews and questionnaires. This procedure aimed to ensure the internal coherence of the data and to enable

the elaboration of well-founded conclusions.

Throughout the data collection process, it was essential to maintain research ethics in evidence, ensuring informed consent from participants and the anonymity of the information provided. Ethical guidelines were strictly followed in accordance with the guidelines of the National Association of Graduate Studies and Research in Education (ANPEd).

The choice of procedures described reflects the research's commitment to providing a rigorous and representative analysis of the impact of full-time education. Such methodological approaches not only enhance the accuracy of the results presented, but also broaden discussions on how to improve and adapt full-time education to effectively benefit students from different contexts in Brazil. Based on these data, we seek to feed both academic discussion and educational practices aimed at inclusion and social equity.

### 3.2 Study Participants

Careful selection of participants was a fundamental part of the methodology of this research, which seeks to explore the perspective of full-time education for elementary school children. Participant recruitment was conducted with the purpose of obtaining a representative sample, covering different socioeconomic and cultural contexts in Brazil. The diversity of participant profiles was considered essential to understanding the multiplicity of experiences and perceptions regarding full-time education.

The group of participants included students, teachers, school administrators and parents of students enrolled in schools that adopt a full-time education regime. The participating schools were selected from a mapping of regions that presented distinct socioeconomic characteristics, representing capitals, metropolitan regions and low-income areas. This diversity was crucial to ensure that the research reflected the impact of full-time education in different educational contexts.

The students participating in this study were enrolled in both public and private institutions, aged between six and eleven, which corresponds to the target audience for elementary school I. The selection of students took into account the length of time they had remained in the full-time education system, ensuring that the participants could offer a perspective based on continuous experience within this educational model. As for the teachers, teachers with at least two years of experience in full-time education were selected, in order to ensure a level of familiarity and experience with the specific pedagogical practices of the model (Santos & Oliveira, 2020).

The school administrators chosen to participate included principals and pedagogical coordinators from the selected schools. These professionals play a vital role in implementing the comprehensive education guidelines, being responsible for managing curricula and pedagogical practices. Their perspectives were considered fundamental to understanding the administrative and organizational strategies adopted by the institutions to meet the objectives of comprehensive education (Campos, 2017).

Parental participation was equally important, as it provided valuable insights into family expectations regarding full-time education and how they perceive their children's development within this educational model. The diversity in the socioeconomic and cultural profiles of parents allowed for a more comprehensive analysis of the diverse family experiences regarding full-time education.

To ensure adequate selection of participants, convenience sampling was used, aligned with previously established criteria based on previous research in this area (Vieira & Bosa, 2016). The final sample sought to balance the numbers of participants from public and private schools, promoting demographic and socioeconomic diversity.

Furthermore, the selection respected fundamental ethical principles. All adult participants, including teachers, administrators and parents provided written informed consent prior to participating in the study, and in the case of students, there was also the consent of their parents or legal guardians. The anonymity and confidentiality of the participants were ensured, and all information obtained was treated with maximum responsibility and security.

The careful and diverse selection of participants allowed us to capture a wide range of perspectives and experiences related to full-time education, providing a rich and relevant data set for analyzing the impacts and challenges of this education model in the Brazilian context. Through this approach, we hope to contribute significantly to discussions on how full-time education policies can be adjusted to better meet the needs of all students and promote more equitable education.

### 3.3 Data Analysis

Data analysis in this study was conducted with the aim of providing an in-depth and comprehensive understanding of the impact of full-time education on students' academic and social development. Using both quantitative and qualitative methods, the analysis sought to integrate the various forms of data collected to form a coherent and detailed picture of participants' experiences. For the quantitative data obtained through the questionnaires, descriptive and inferential statistical analysis was employed using SPSS (Statistical Package for the Social Sciences) software. First, the data were cleaned and checked for consistency and validity; frequencies, means, and standard deviations were calculated to describe the main demographic characteristics of the respondents, as well as their attitudes and perceptions about full-time education. To test specific hypotheses about differences between groups of interest, such as students from public versus private schools or from different economic backgrounds, analysis of variance (ANOVA) and t-tests for independent samples were conducted (Almeida, 2015).

Regarding the qualitative data, collected through in-depth interviews and semi-structured questionnaires, the analysis was carried out using NVivo software, which is widely used for qualitative data analysis. The software facilitated data coding and the identification of emerging themes and patterns within the interview transcripts and open-ended questionnaire responses. The coding process was conducted in several stages: in the first phase, initial codes were assigned to the responses based on key concepts previously identified from the reviewed literature (Freitas & Castro, 2019).

The code categories were then refined and grouped into larger themes during a second phase of analysis, allowing the creation of thematic maps that highlighted the central issues faced by participants in relation to comprehensive education. This approach helped to elucidate the complexity of the logistical and pedagogical complications faced by educators and schools in Brazil, as well as highlight successful practices and positive student experiences.

An important aspect of the qualitative analysis was the integration of quantitative and qualitative data, which allowed for a mixed approach. By comparing and contrasting the results from these two sources, it was possible to verify the consistency and discrepancies in the data, reinforcing the validity of the conclusions reached (Campos, 2017). For example, while the quantitative results highlighted significant differences in the perception of the impact of full-time education based on sociodemographic variables, the qualitative interviews provided rich context and narrative that explained these findings, offering detailed accounts of the school support and teaching strategies used.

Furthermore, the qualitative analysis was further enhanced by the data triangulation tool, not only for internal validation but also to explore different facets of the integrated school experience. By also considering school documents and performance statistics, the analysis raised questions about the effectiveness of integrated curricula and the discrepancy between educational policies developed by school administrations and their practical implementation.

The findings of the data analysis were presented in response to previously established research questions and were contextualized within the larger scope of the existing literature. With this methodologically rigorous approach, the study was able to offer practical and evidence-based recommendations to improve the effectiveness of comprehensive education practices, suggesting future directions for educational research and policy. In this way, it is expected that the findings of this research can contribute to a continuous improvement in the pedagogical and administrative practices of comprehensive education in Brazil, aiming to promote more inclusive and equitable education in different social and economic contexts.

## 4. Analysis of Results

### 4.1 Impact of Full-Time Education on Child Development

Analysis of the collected data revealed valuable insights into the impact of full-time education on child development. This educational model, which aims to provide a more comprehensive and holistic learning environment, has demonstrated significant potential to positively influence several

aspects of children's academic and social development. However, the effectiveness of comprehensive education is quite variable and depends on multiple factors.

Quantitative results indicate that students who attended full-time schools showed improvements in academic skills compared to those who attended part-time schools. Statistical analyses suggest that prolonged exposure to the school environment, combined with diversified pedagogical methodologies, contributes to greater engagement and knowledge sharing among peers, promoting more effective academic performance (Santos & Oliveira, 2020). Furthermore, academic performance rates were significantly higher among students in daycare centers and elementary schools who had access not only to academic content but also to organized extracurricular activities.

However, the quality and availability of these extracurricular activities emerge as critical issues. Qualitative data from in-depth interviews with teachers indicated that in regions with limited infrastructure, the ability to offer a diverse curriculum that includes sports, arts, and music is severely limited, which can compromise the holistic development promised by this educational model (Garcia & Lima, 2018). Nevertheless, where these activities were accessible, students reported not only an increase in learning new skills, but also an improvement in their social and emotional skills.

Qualitative data also highlighted that full-time education plays an important role in fostering children's social development. Reports from teachers and parents indicated that the extra time spent in schools helps to strengthen social bonds among students and fosters a stronger sense of community, which often translates into more positive social behaviors and an increased willingness to participate in collective initiatives (Campos, 2017). Furthermore, ongoing guidance from teachers allows for closer monitoring of students' individual difficulties, enabling the implementation of personalized pedagogical strategies.

In emotional terms, the challenges faced by students, such as excessive stress or burnout due to long school hours, were more evident in students from schools that failed to adapt their approaches to include adequate rest periods and recreational activities. Some students in metropolitan areas reported an overload of academic activities without sufficient time for recreation, which compromised their quality of life and mental health (Freitas & Castro, 2019).

The analysis of the results highlights that, although full-time education has significant potential to improve child development, there is a clear need for adjustments and customizations that take into account individual needs and socioeconomic contexts. The study suggests that, by refining pedagogical methodologies and optimizing available resources, this model can become even more effective in promoting educational equity and offering more equitable development opportunities for all children, regardless of their background or economic status.

Therefore, this chapter of the results analysis makes it clear that full-time education offers a powerful springboard for leveraging students' academic and social potential. However, to truly maximize its benefits, schools must invest in adequate resources and in the creation of inclusive educational policies that respect and respond to the diversity of their students' lived realities.

#### 4.1 Challenges Faced by Students from Poor Regions

The research revealed that students attending schools in poor areas face a range of challenges that, in many cases, limit the potential for full-time education. These challenges are complex and often intertwined with socio-economic factors, which affect both access to and the quality of education offered in these areas.

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A significant barrier identified was the inadequate infrastructure of schools located in these regions. Many institutions struggle with basic maintenance, lack of access to adequate teaching materials, and, in some cases, environments that are not conducive to learning, such as overcrowded and poorly ventilated classrooms. This lack of adequate infrastructure not only compromises the quality of teaching, but also negatively affects students' willingness to learn (Almeida, 2015). Furthermore, financial constraints often translate into a lack of quality extracurricular activities, which are a central part of the comprehensive curriculum. Without these activities, which are essential for full development, children miss out on valuable opportunities to explore diverse interests and develop social and emotional skills (Vieira & Bosa, 2016). Lack of access to sports, art, and music

deprives students of enriching experiences that complement traditional academic learning. The teaching issue also emerges as a significant challenge. In low-income areas, it is common to find overworked teachers, facing large classes and multiple shifts, which severely limits their ability to provide individualized attention and implement more diverse and creative pedagogical methodologies. There is also a deficit in the continuing education of educators, who often do not have access to specific training to deal with the challenges of full-time teaching (Garcia & Lima, 2018).

Another important challenge is the socioeconomic environment surrounding schools, which can have a direct impact on student performance. Many students struggle with safety issues, inadequate nutrition, and lack of support at home for their studies. Teachers have reported that in many cases, children arrive at school hungry, tired, or preoccupied with family issues, which inevitably affects their ability to concentrate and learn. Full-time education, which should act as a social buffer, faces significant limitations in trying to compensate for these external disadvantages (Freitas & Castro, 2019).

The research also highlighted challenges related to the management and implementation of educational policies. Many schools in underserved areas lack the autonomy and resources needed to adapt curricula that meet the specific needs of their students. Even with public policies aimed at comprehensive education, the lack of effective integration between different spheres of government and the reality of local schools leads to a misalignment in objectives and expected results (Santos & Oliveira, 2020).

It follows that although students in these poor regions experience the same full-time education models as their peers in more advantaged contexts, differences in resources, teacher preparation, and community support result in drastically different educational experiences. For full-time education to function as a mechanism for equity and equal access to quality education, it is imperative that educational policies be accompanied by robust investments in infrastructure, teacher training, and comprehensive support for students' socio-emotional needs.

By addressing and mitigating these challenges, schools can transform the comprehensive education model into a powerful tool for breaking the intergenerational cycle of poverty and providing new opportunities for future generations. Progress in this direction requires a joint commitment between education authorities, local governments and the community, so that schools become true centers of welcome and social transformation.

## 5. Solutions for Overcoming Educational Gaps

Given the challenges identified in implementing full-time education, especially in underserved regions, the analysis of the data points to several solutions that can be adopted to overcome the educational gaps observed. These solutions require integrated approaches that involve infrastructure improvements, staff training, and effective and inclusive public policies.

First, improving school infrastructure is a crucial starting point. Investments in adequate physical facilities facilitate a more conducive learning environment. This includes not only the construction and maintenance of classrooms, but also the creation of spaces for extracurricular activities and leisure, which are fundamental to comprehensive education. Practical experiences in some schools have shown that the implementation of infrastructure improvement projects, often in partnership with the private sector, has resulted in better teaching and learning conditions (Almeida, 2015). In addition to infrastructure, strengthening teacher education and training is essential. Data reveal that well-prepared teachers, who have ongoing training and receive consistent pedagogical support, are better equipped to deal with the complexities of comprehensive education. Training programs should be widely accessible and focused on topics such as innovative pedagogical practices,

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multi-grade classroom management and socio-emotional development of students (Vieira & Bosa, 2016). Another solution identified is the adoption of flexible curricula that can be tailored to the local needs of students and the school community. Including projects that incorporate local experiences, adapting pedagogical content that resonates with students' reality, helps to increase engagement and the relevance of learning. Encouraging community participation in educational processes also strengthens the support network around the school and can lead to more effective results (Campos, 2017).

School-family partnerships are equally vital to addressing some of the social barriers students face. Creating an active communication network between educators and families helps not only to clarify

expectations, but also to align efforts in supporting children's development. Parental training initiatives and pedagogical workshops can increase parental participation and enable them to more effectively support their children's education (Freitas & Castro, 2019).

In the context of public policies, it is essential that comprehensive education programs be accompanied by social policies that address the underlying causes of inequalities. This includes increasing access to basic health and nutrition services, income distribution programs, and public safety initiatives in school settings. Aligned intersectoral policies can create a more stable and favorable environment for students to truly benefit from the extra time spent in school (Santos & Oliveira, 2020). Finally, the use of educational technology can emerge as a powerful complementary tool in comprehensive education. Providing access to digital resources, such as online learning platforms and interactive materials, provides innovative ways to reinforce traditional learning and cater to different learning styles. Programs that train teachers in the efficient use of these technologies have shown to be effective in contexts with material constraints (Garcia & Lima, 2018).

In short, overcoming educational gaps in the context of full-time education requires coordinated and sustainable efforts that involve improvements in physical conditions, continuous advancement in teacher training, adaptation of curricula to students' needs, strengthening school-family relationships, and integrated public policies. Implementing these solutions in an equitable manner and adapted to the particularities of each region can significantly contribute to full-time education achieving its goals of promoting a more equitable and inclusive education for all students, regardless of their socioeconomic background.

## 6. Final Considerations

Throughout this study, we sought to understand how full-time education influences the lives of children enrolled in elementary school, especially those living in adverse socioeconomic contexts. The research revealed both the transformative potential and the challenges inherent in this educational model, highlighting the importance of a holistic approach that simultaneously considers structural, pedagogical, and social factors.

The results show that, when well implemented, full-time education can offer significant benefits, promoting a richer and more comprehensive learning environment that goes beyond formal instruction. Increasing the time students spend in school, combined with varied extracurricular activities, has the potential to increase academic and socio-emotional development, strengthening critical and social skills necessary for the formation of children as citizens. However, for these benefits to materialize equitably, it is essential that there is synergy between robust educational policies, adequate investment in infrastructure and the continuous and encouraged training of teachers.

At the same time, the research highlighted a number of challenges, particularly in underserved regions, where a lack of resources and poor infrastructure often undermine the goals of comprehensive education. Furthermore, the disconnect between the curriculum proposal and the local needs of students highlights the need for adaptations that respect and value the experiences of the school community.

These findings reinforce the urgency of reformulating educational practices and public policies that guide full-time education. The adoption of flexible curricula, the creation of safe and stimulating school environments, and the integration of appropriate technological resources are recommended measures that can help overcome existing barriers. Furthermore, community and family involvement is crucial for full-time education to become a truly inclusive practice, capable of accommodating the cultural and socioeconomic diversity of the Brazilian student population.

Based on the analyses carried out, it is possible to state that full-time education, although it has the potential to reduce inequalities and promote social inclusion, needs to be constantly reviewed and adjusted according to the specific local specificities. This adjustment process is not limited to pedagogical aspects, but also encompasses a broader approach to social policies that prioritize the needs of students and their communities.

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It is clear that achieving the full effectiveness of a comprehensive education programme requires a collective commitment, encompassing the efforts of individual, community and institutional actors. The government must play an active role not only in formulating but also in implementing these policies, ensuring that all schools, regardless of their location or socio-economic status, are able to provide quality education.



Finally, this study hopes to contribute to the broader debate on comprehensive education in Brazil, offering data-based insights that can inform pedagogical practices, prepare more effective public policies and, above all, promote an education that welcomes everyone, respecting and valuing the diversity of the student as a unique individual in their educational process. As a geographically vast and socially heterogeneous nation, Brazil must look to comprehensive education as a crucial platform in promoting educational equity and justice, essential elements for building a more inclusive and democratic future.

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