



Integral education in the context of the new high school

A educação integral no contexto do novo ensino médio

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ABSTRACT

The concept of integral education has gained prominence as a fundamental approach to ensure a complete educational formation, going beyond the traditional focus on academic aspects. Countries such as Finland, Sweden, and Canada are examples of success in implementing this model, associated with high levels of student satisfaction and academic performance. In Brazil, despite the history of discussions about integral education, its implementation faces challenges in the face of socioeconomic inequalities and political influences. The successful implementation of comprehensive education requires financial investments, a change in mindset and approach, constant monitoring and collaboration between different stakeholders. This approach targets not only the academic aspect, but also the social-emotional, physical, and cultural development of students, preparing them for the challenges of the twenty-first century.

Keywords: Integral education, Implementation, Challenges.

INTRODUCTION

The search for an education that promotes the integral development of students has gained prominence globally, especially in Brazil, where the importance of an educational approach that goes beyond the purely academic aspect is recognized. In this context, the concept of integral education emerges, which proposes to consider the various cognitive, emotional, social and physical aspects of students, aiming to provide a complete and holistic education. This article aims to explore the implementation of integral education, particularly in the context of the new secondary education, highlighting its challenges and opportunities. Based on a comparative analysis with international experiences, especially in developed countries such as Finland,

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Sweden and Canada, we seek to understand how comprehensive education can contribute to improving the quality of education in Brazil.

INTEGRAL EDUCATION: CONCEPT AND RELEVANCE

Countries such as Finland, Sweden, and Canada have been recognized for their high-quality education systems, which incorporate principles of integral education. For example, in Finland, the curriculum is designed to promote student well-being by encouraging participation in extracurricular activities and the development of social-emotional skills. This approach has been linked to high levels of student satisfaction and academic performance.

Similarly, Sweden takes a holistic approach to education, emphasizing the importance of personal and social development in addition to academic learning. Students have access to a variety of resources and learning opportunities that aim to expand their horizons and foster a comprehensive understanding of the world around them.

In Canada, comprehensive education programs are common in many schools, with an emphasis on collaboration between educators, families, and communities to support student growth and development. This partnership between different stakeholders is key to creating an educational environment that meets the diverse needs of students.

According to Anselmo Guimarães (2022), in Brazil, during the first half of the twentieth century, especially in the twenties, the first signs of the idea of integral education emerged. During this period, several movements, political currents and tendencies coexisted, all of them involved in discussions about education and with defenses of integral education. Each of them contributed significantly to Brazilian educational thought, with a special focus on the idea of integral education.

In Ferreira's (2022) conception, understanding integral education in Brazilian basic education in the twenty-first century requires an analysis of the various perceptions that result in different educational projects, especially during high school reforms. This integrative understanding is based on a critical vision that aims to transform capitalist society towards socialism. This essay takes a committed and radical approach, arguing for education as a means of working class self-formation and the construction of a new worldview. Thus, there is no neutrality in this analysis, which evaluates the various discourses and projects of integral education from different class perspectives in contemporary capitalist society.

Faced with an unequal society based on the principles of nobility, the liberal movements inspired by the ideals of the Enlightenment idealized a more egalitarian and just society,



promoting a more universal education ideology that would meet the integrality of the human person, not only with a labor bias but also of integral training, for that, full-time training, for a comprehensive education along the lines of developed countries that have been successful with more holistic education. For Ferreira (2022), it is essential that their actions, both in the professional sphere and in life in general, are guided by careful reflection on their consequences. To achieve this, it is necessary to acquire expert knowledge about the parts and processes involved, however, without losing sight of the importance of a holistic and integrated approach. Although this ideology was part of the national discussion related to Brazilian education, what was seen was a process based on the automation of education, the segmentation of contents, the artificiality of exaggerated specializations and the division between manual and intellectual labor, despite having clearly different objectives, especially after 1869, the date of the publication of the "Integral Instruction".

BRAZIL AND THE EDUCATIONAL SYSTEMS OF DEVELOPED COUNTRIES

According to Basto (2017), before the release of the results of the first edition of the PISA tests, held in December 2001, there was a widespread consensus that countries considered world references in education, such as the United States, Germany, and France, had educational systems that offered students a high standard of academic performance and solid learning. National indicators, such as educational attainment, the proportion of investment in relation to the national product, and the success of students in national and international academic competitions, corroborated this perception. The quality of Finland's education system is driven by consistent uniformity of performance both within and between schools. According to the OECD, no other country has such a small discrepancy in educational outcomes between schools, and the disparity in student achievement within these institutions is extremely minimal. This means that Finnish schools are able to adequately serve all students, regardless of their family background or socio-economic status (OECD, 2010).

The success of Finnish education lies in the fact that all students study the same subjects of the common curriculum in the same classes, regardless of their abilities or interests. This represented a change from the previous system, in which students were divided into three levels of curriculum based on previous performance in those subjects, and in many cases also influenced by the social standing of their parents. The curriculum currently in Finland is comprehensive, encompassing a variety of subjects such as mathematics, science, foreign languages, arts, and physical education. Teachers are highly trained and respected, while



students enjoy fewer class hours than in other nations, still achieving outstanding academic results. The education system stands out for its emphasis on learning and promoting the development of practical skills and critical thinking, as well as prioritizing the well-being of students through health and wellness programs. Assessment is primarily based on internal projects and research, creating a less stressful environment for students.

While in Brazil, a quality public education was imagined in the 1930s as the Pioneers' Manifesto; A broad discussion was held at the national level, however, what prevailed was a technicist and segmented education. According to Silva (2018), currently, in Brazil, we observe a restructuring of the role of the State and an increase in the influence of civil society organizations linked to the business sector, both nationally and internationally. These organizations compete for the definition of social policies, including education. Institutions such as the World Bank, which advocate for an educational approach aligned with the interests of the ruling class, playing a role of "collective educator" in political terms, stand out. On the other hand, the conception of education with a view to human development from the perspective of integral education is mainly driven by educational initiatives aimed at peace, human rights and values, based on ethical and humanistic principles. Contrary to what is desired by world organizations and the Brazilian education system itself, it goes beyond formal education, from intentional commodification, starting from birth and expanding throughout everyday experiences, reflecting the achievements and obstacles of human knowledge.

DIFFERENTIATION BETWEEN FULL-TIME EDUCATION AND FULL-TIME EDUCATION

It is important to distinguish between the concepts of full-time education and full-time education. While full-time education refers to an extension of time dedicated to formal education, full-time education goes further by incorporating extracurricular activities, social-emotional support, and experiential learning opportunities.

According to Sousa (2015), Anísio Teixeira, one of the great creators of the Pioneers' Manifesto, argued that the ideal school would be full-time, both for students and teachers, in these schools, the curricular conception sought to promote a complete formation of the human being, but without challenging the established political order, committing to the maintenance of order in favor of liberal ideal progress. Anísio Teixeira advocated that an effective school should offer comprehensive training and operate full-time, providing access to a variety of educational activities, as well as food services and medical-dental care for children from all walks of life.



Despite the educational relevance of this innovative proposal and the popular support for the quality of public schools, it has not received consistent and sustained investments, due to administrative interruptions and a lack of understanding of Teixeira's original vision.

For many years, integral education went through two main strands: the first that understood basic education as a process of human formation in its integrality, and the other, the one that defended that integral education was designed for all dimensions of human formation and the perspectives of the interests of the individualities of each subject. According to Sousa (2016), the implementation of full-time education gained prominence in Brazil during the 1980s and 1990s, influenced by the increase in social movements seeking improvements in the quality of education. In addition, the enactment of the Federal Constitution of 1988 contributed to the promotion of educational policies and programs aimed at ensuring children's attendance at school and extending their permanence.

The More Education Program (PME) established in April 2007 is part of the actions of the Education Development Plan (PDE). As mentioned by Moll (2012), the extension of the school day proposed by the PME is essential to guarantee students a comprehensive education that covers the fields of science, arts, culture and the world of work. This aims to promote physical, cognitive, affective, political and moral development, in addition to contributing to mitigating the social inequalities that are perpetuated, and even reinforced, by the school environment. However, spending more time on education without regulating the curriculum as a primary part of maintaining the development of human formation in its entirety corresponds to one more way of segregating public schools from unskilled labor; discouraged professionals; schools without adequate infrastructure; misdirected investment and unqualified learning, as shown by the indices of Brazilian and international institutional evaluations.

IMPLEMENTATION OF INTEGRAL EDUCATION IN THE NEW HIGH SCHOOL

Second da Silva; Boutin (2018), currently, especially in Brazil, the concept of integral education, essentially from the perspective of the New High School, is linked to the expansion of the time dedicated to school, both in terms of school days and, mainly, with regard to the increase in the daily workload of students. As explained by Ordinance 1,145 of October 10, 2016, which introduced the Program for the Promotion of the Implementation of Full-Time Schools, created through Provisional Measure No. 746 of September 22, 2016.



§ 1 The pedagogical proposal of full-time high schools will be based on the extension of the school day and the integral and integrated formation of the student, both in the cognitive and socio-emotional aspects, observing the following pillars: learning to know, to do, to live together and to be (BRASIL, 2016).

This analysis shows that full-time high schools are based on a pedagogical proposal centered on the extension of the school day and the search for a comprehensive and integrated education of students. This training aims to address both the cognitive and socio-emotional aspects of students. The reference to the pillars "learning to know, to do, to live together and to be" indicates a holistic and multidimensional approach to education, which seeks to develop not only academic knowledge, but also practical skills, social competencies and self-knowledge in students. This suggests a comprehensive view of education, which seeks to prepare students more thoroughly for the challenges of personal, academic, and professional life.

With the process of "reform", considered by many to be the counter-reform of High School, instituted in an undemocratic way, representing the interests of the representatives of the Brazilian economic sectors, for the most part, in the face of the democratic rupture establishing a political regime without instability, the implementation of this "reform" could not be more than doubtful. In the context of the new secondary education, integral education plays a fundamental role in promoting a more diversified and flexible education. With the implementation of the National Common Curricular Base (BNCC) and the possibility of training itineraries, students have the opportunity to explore different areas of knowledge and develop specific skills, aligned with their interests and aptitudes (BRASIL, 2017). History has shown that education in Brazil was never genuinely designed for the development of equity, but there remains the will to continue in the search for public policies more committed to change and the advancement of human and social development.

With the establishment of the Full-Time School Program as a public policy launched by the current president and the Ministry of Education in 2023, through Law No. 14,640, of July 31, 2023, the debate and interest in transforming Brazilian education into a space for socialization, construction, and development of the human person in its entirety resurfaces. Giving room again to rethink in each federative entity the strategies for implementing the full-time school to meet the peculiarities of each location. The new law establishes the Full-Time School Program with the aim of increasing enrollment in full-time basic education. This program offers technical and financial support to promote these enrollments in all education systems, with transfers of resources from the Union to the states, the Federal District and the municipalities, following specific criteria. Schools that follow the guidelines of the National Common Curriculum Base



and serve students in situations of socioeconomic vulnerability will be prioritized. In addition, the technical assistance offered will include improvements in the efficiency of networks, revision of curricula, diversification of teaching materials, and establishment of evaluation indicators. The law also updates the amounts of support for educational research projects and allows funds transferred to schools participating in the Development Policy to be used for maintenance and development expenses.

CONCLUSION

In short, the concept of integral education has emerged as a crucial approach to ensure a complete and holistic educational formation, going beyond traditional academic emphases. Countries such as Finland, Sweden, and Canada are examples of success in implementing this model, with positive results in terms of student satisfaction and academic performance. However, in the Brazilian context, despite a history of discussions and proposals aimed at comprehensive education, the country still faces significant challenges in implementing this model, especially in the face of socioeconomic inequalities and political influences.

Given this scenario, it is essential that Brazil advances in the effective implementation of comprehensive education, especially in the context of the new secondary education. This requires not only financial investments, but also a change in mindset and approach on the part of government officials, educational managers and other stakeholders. It is necessary to prioritize policies and programs that promote a truly integrated education, considering not only the academic aspect, but also the socio-emotional, physical, and cultural development of students. In addition, it is crucial that there is constant monitoring and evaluation of the programs implemented, in order to ensure their effectiveness and identify areas for improvement. Collaboration between different spheres of government, educational institutions, families, and communities is also essential for the success of integral education. In summary, the implementation of comprehensive education in Brazil requires a joint and continuous commitment from all stakeholders, aiming to ensure quality and equitable education for all students, preparing them for the challenges and opportunities of the 21st century.



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