


## Challenges and possibilities in full-time education: An integrative review

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### ABSTRACT

The objective of this research was to analyze the challenges and opportunities that permeate integral education. To carry out this research, the integrative review methodology was adopted, combining data from different studies on integral education. A survey was carried out through systematic searches on Google Scholar and Scielo, with inclusion criteria restricted to scientific articles published between 2019 and 2023, in Portuguese. Other types of studies, such as theses and reports, were excluded, keeping the focus on the analysis of original articles. The reviewed research reveals a complex panorama of the challenges and perspectives related to the implementation of comprehensive education in public schools, highlighting the insufficiency of simply extending the time students stay in school to ensure quality education. In this sense,

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the need for a more comprehensive and holistic approach is emphasized, which considers not only structural and pedagogical aspects, but also the integrality of human development, including the importance of adequate school infrastructure, committed management and active involvement of the school community. The urgency of a reinvention of the socio-educational context, less focused on economic interests and more committed to human rights, is emphasized, promoting a pedagogical approach sensitive to individual differences and affections. In addition, the relevance of the participation of the school community in the construction of an integrated pedagogical proposal, which values school and popular knowledge, and the expansion of educational territories, through the involvement of the community, as essential elements for the integral formation of the individual, is recognized. In view of these challenges and perspectives, we emphasize the need for continuous studies and reflections that support the formulation and implementation of more effective and inclusive educational policies, requiring a joint effort of educational institutions, managers, teachers, students and the community to advance towards a truly integral education, capable of promoting the full development of each individual and contributing to the construction of a more just society. democratic and supportive.

**Keywords:** Integral education, Education, School.



## INTRODUCTION

Integral education is an educational approach that aims to provide a complete and holistic education for students, going beyond the simple teaching of academic subjects to encompass the integral development of their physical, emotional, social and cognitive potentialities. This approach recognizes the importance of considering the student as a complete being, with varied and complex needs, and seeks to promote their growth in an integrated and balanced way (PARENTE, 2018).

In the context of integral education, schools are seen as spaces that should offer a variety of educational experiences, including extracurricular activities, cultural enrichment programs, sports, arts, social-emotional education, and interdisciplinary projects. This diversity of opportunities allows students to explore different interests, skills, and talents, developing themselves in a broad and diverse way (MACIEL; JACOMELI; BRASILEIRO, 2017).

According to Bittencourt (2019), one of the fundamental pillars of integral education is the recognition of the importance of the family and community context in the formation of students. Therefore, this approach emphasizes the partnership between school, family, and community, seeking to integrate the different educational actors in a joint effort to promote student development. This can include parent engagement programs, partnerships with local organizations, and activities that value the community's culture and resources.

In addition, integral education also emphasizes the importance of developing social-emotional skills, such as empathy, collaboration, resilience, and self-knowledge. These skills are considered fundamental for students' academic and personal success, preparing them to face the challenges of the contemporary world and become active, ethical, and responsible citizens (BITTENCOURT, 2019).

Despite the opportunities that integral education offers, its implementation faces significant challenges, including a lack of financial resources and adequate infrastructure, the need for teacher training and capacity building, resistance on the part of some parents and community members, and issues of socioeconomic inequality and equitable access (DUTRA; MOLL, 2018).

However, it is essential to continue advancing in the promotion of integral education, recognizing its potential to promote the holistic development of students and build fairer and more inclusive societies. This requires a continued commitment from governments, educational institutions, communities, and society at large to invest resources, support educators, and promote a broader understanding of the benefits of integral education for all students (DUTRA; MOLL, 2018).

In view of the above, the objective of this research was to analyze the challenges and opportunities that permeate integral education. It is expected that the results will provide theoretical and practical subsidies to improve educational policies, guide teacher training and promote the development of school practices that effectively incorporate the principles of integral education. By



better understanding the obstacles faced and the potential solutions to implementing this educational approach, it is hoped to contribute to building more inclusive, equitable, and effective education systems that address the varied and complex needs of students in their entirety.

## **METHODOLOGY**

To carry out this research, the integrative review methodology was adopted, an approach that allows the synthesis and comprehensive analysis of the available knowledge on a given topic, combining data from different studies. The justification for this methodological choice lies in the need to understand the challenges and opportunities that permeate integral education from a broad and multidisciplinary perspective, seeking to consolidate and integrate relevant scientific evidence.

Data collection was carried out through systematic searches in the Google Scholar and Scielo databases, using specific keywords and search descriptors combined with Boolean operators "AND" and "OR". The inclusion criteria adopted were restricted to scientific articles, published between the years 2019 and 2023, in Portuguese, with free access and associated with the theme of integral education. In addition, only full articles, available in full for consultation, were considered.

It is important to note that other types of studies, such as theses, abstracts, reports, and systematic reviews, were excluded to focus on the analysis of original scientific articles that presented empirical research results. This careful selection was carried out to ensure the quality and relevance of the data used in the analysis.

Data analysis was conducted in two distinct stages. In the first stage, the titles and abstracts of the articles found were read to identify those that were directly related to the research theme. In the second stage, the articles selected in the previous stage were submitted to a complete reading, allowing a more detailed analysis of their contents. At the end of this process, a sample of four scientific articles was obtained, which were considered relevant for the analysis and discussion of the results.

## **RESULTS AND DATA ANALYSIS**

Through this integrative review, it was possible to obtain a sample of four scientific articles, as shown in chart 1.



Table 1. Selected articles

Authors	Objective	Methodology	Conclusions
Bernardo (2020)	To analyze the perceptions and challenges of school managers of full-time educational establishments in six public schools in Rio de Janeiro	Quantitative-qualitative research	The research discusses the challenges and opportunities of implementing comprehensive education in public schools, highlighting the importance of school infrastructure and committed management for student performance. Although the extension of school time is considered a strategy, the research questions whether initiatives such as the More Education Program really improve educational quality or only increase bureaucratic requirements. It is concluded that the simple extension of time in school does not guarantee quality, and it is essential to offer multiple learning opportunities aligned with the pedagogical project of the school for a comprehensive and quality education.
Roveroni, Momma and Guimarães (2019)	To raise questions about full-time school and integral education in the current context.	Bibliographic research	The text addresses the challenges and possibilities of full-time education and full-time school, highlighting the importance of rethinking time in school and considering a more humane and inclusive approach. It proposes that integral education can be transformative if there is a reinvention of the socio-educational context, less focused on economic interests and more committed to human rights. In addition, it defends an educational project sensitive to differences and affections, promoting a society engaged in solidarity and in the search for a simple way of life and close to nature. This approach aims to guarantee the right to time at school as an essential part of the educational process, valuing activities such as adequate food, games, and socializing among students.
Vilas Boas and Abbiati (2020)	Analyze experience of full-time education projects.	Bibliographic survey	The text addresses the challenges and possibilities of full-time education, highlighting the need for structural and pedagogical changes for its effective implementation. Despite the extension of the school day, Brazil faces the need for greater investments in teacher training, school infrastructure, and community involvement. It is emphasized that full-time education should consider the multidimensionality of the subject, connecting time with knowledge in an attractive way for students. In addition, the expansion of educational territories, through the involvement of the community, contributes to the integral formation of the individual. However, many reported experiences still maintain a welfare view of full-time education, centered on the social vulnerability of students. In spite of this, it is emphasized that true integral formation goes beyond social and economic issues, encompassing a personal and intimate formation, based on the multidimensional vision of the subject.
Sônego and Gama (2018)	Understand the constitution of the school as an educational institution, relating it to integral education.	Qualitative research	The article addresses the research on the implementation of integral education in a municipal public school, starting from a historical perspective on the origin of the school and its relationship with work and society over time. The evolution of the school from its origin to the contemporary models of integral education is highlighted. The text highlights the challenges and possibilities of this approach, focusing on the need for a broad view of the student's education, which includes cognitive, affective, physical and ethical dimensions. In addition, it highlights the importance of the participation of the school community in the construction of a pedagogical proposal that promotes integral education, integrating school and popular knowledge.

Source: Survey data (2024).

In view of the above, it is observed that the research carried out by Bernardo (2020) addresses the challenges and opportunities inherent to the implementation of comprehensive education in public schools. The author highlights the crucial importance of school infrastructure and committed



management as determining elements for student performance in this context. In this sense, the text emphasizes that simply extending the time students stay in school, although it is a frequently adopted strategy, is not a guarantee of improvement in educational quality.

One of the main questions raised by the survey is the effectiveness of initiatives such as the More Education Program. It is questioned whether such programs really contribute to the improvement of educational quality or if, on the contrary, they end up increasing bureaucratic requirements, without effectively promoting significant gains for students. This consideration is of paramount importance, since public policies aimed at education must be evaluated not only on the basis of their stated intention, but also on their tangible results and real impact on educational practice.

The core of the conclusion drawn from the research is the finding that the mere extension of time in school is not enough to ensure quality education. It is imperative that students are offered multiple learning opportunities that are aligned with the school's pedagogical project. This last point is of special relevance, as it underscores the importance of an integrated approach, in which extracurricular activities, for example, are not seen as simple complements, but rather as essential components for a comprehensive and comprehensive education.

The study conducted by Roveroni, Momma and Guimarães (2019) comprehensively addresses the challenges and opportunities related to the implementation of full-time education and full-time school, highlighting the pressing need to rethink the role of time in school and adopt a more humanistic and inclusive approach. The authors argue that effective transformation in integral education can only be achieved through a reinvention of the socio-educational context, characterized by a redirection of priorities, less focused on economic interests and more committed to human rights.

In this sense, one of the central proposals of the text is the defense of an educational project sensitive to individual differences and affections, aiming to promote a society engaged in solidarity and in the search for a simpler way of life in harmony with nature. This holistic approach aims to ensure the right to time in school as an essential part of the educational process, recognizing the importance of activities such as adequate food, play, and socializing among students.

By highlighting the relevance of a humanistic perspective in education, the authors reiterate the importance of recognizing and valuing the integrality of the human being, going beyond the mere transmission of knowledge to promote the integral development of each individual. This broader view of education seeks not only to prepare students for the job market, but also to cultivate socio-emotional skills, promote empathy, and encourage a critical and responsible awareness of the global challenges facing contemporary society.



Authors such as Vilas Boas and Abbiati (2020) explore the challenges and possibilities associated with full-time education, highlighting the pressing need for both structural and pedagogical changes for its effective implementation in the Brazilian context. Despite efforts to extend the school day, Brazil faces the demand for greater investments in teacher training, improved school infrastructure, and greater community involvement.

It was found that the central point highlighted in the text is the importance of considering the multidimensionality of the subject in the conception of full-time education, connecting the available time with knowledge in an attractive way for students. This implies a pedagogical approach that goes beyond the mere extension of the school term, seeking innovative ways to engage students and make the learning process meaningful and relevant to their lives.

In addition, the authors emphasize the relevance of expanding educational territories, through the active involvement of the community, as an essential element for the integral formation of the individual. This approach recognizes the importance of out-of-school contexts in education and seeks to integrate different learning spaces, enriching the educational experience of students.

However, Vilas Boas and Abbiati (2020) observe that many full-time education experiences still maintain a welfare view, centered on the social vulnerability of students. In spite of this, the authors emphasize that a true integral formation goes beyond social and economic issues, encompassing a personal and intimate formation, based on a multidimensional view of the subject.

Thus, the research highlights the complexity involved in the implementation of full-time education and highlights the need for approaches that consider not only structural and pedagogical aspects, but also the integrality of human development. By acknowledging the importance of community involvement and the promotion of a broader vision of education, the authors offer relevant contributions to the advancement of educational policies in Brazil.

The study conducted by Sônego and Gama (2018) investigates the implementation of integral education in a municipal public school, based on a historical analysis of the origin of the school and its dynamic relationship with work and society over time. The article highlights the evolution of the school institution from its beginnings to the contemporary models of integral education, highlighting the different paradigms that have shaped its trajectory over the centuries.

One of the main contributions of the text is the identification of the challenges and possibilities inherent to the approach to integral education. He emphasizes the need for a comprehensive view of the student's education, which goes beyond the cognitive dimensions and also includes affective, physical and ethical aspects. This expanded conception of integral education reflects a more holistic understanding of the human being, recognizing the interconnectedness between different aspects of human development.





The article emphasizes the importance of the active participation of the school community in the construction of a pedagogical proposal that promotes integral education. This approach emphasizes the integration of school and popular knowledge, recognizing the richness and diversity of knowledge present in the community and seeking to incorporate it in a meaningful way into the educational process.

By exploring the relationship between the history of the school and contemporary models of integral education, Sônego and Gama (2018) offer valuable insights for understanding the challenges and opportunities faced in implementing this educational approach. By highlighting the importance of a broad and integrated view of student education, as well as the involvement of the school community, the article contributes to the development of more inclusive, democratic and contextualized educational practices.

## FINAL THOUGHTS

In view of the above, the reviewed research reveals a multifaceted panorama of the challenges and perspectives associated with the implementation of comprehensive education in public schools. From the analyses carried out, crucial points emerge that demand attention and action on the part of educational institutions and public policies. It is clear that simply extending the length of time students spend in school is not enough to guarantee quality education. A more comprehensive and holistic approach is essential, which considers not only structural and pedagogical aspects, but also the integrality of human development.

In this context, the crucial importance of adequate school infrastructure, committed management and active involvement of the school community is highlighted. Research points to the need for a reinvention of the socio-educational context, less focused on economic interests and more committed to human rights. This implies a pedagogical approach that is sensitive to individual differences and affections, promoting an education that goes beyond the mere transmission of knowledge, cultivating socio-emotional skills and a critical and responsible conscience.

In addition, the importance of the active participation of the school community in the construction of a pedagogical proposal that promotes integral education, integrating school and popular knowledge is recognized. The expansion of educational territories, through the involvement of the community, emerges as a fundamental element for the integral formation of the individual, enriching the educational experience of students.

In view of these challenges and perspectives, it is essential to continue studies and reflections that can support the formulation and implementation of more effective and inclusive educational policies. Only through a joint effort, involving educational institutions, managers, teachers, students and the community, will it be possible to advance towards a truly integral education, capable of





promoting the full development of each individual and contributing to the construction of a more just, democratic and solidary society.



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