

Conceptions of Integral Education in contemporary Brazilian context

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ABSTRACT. It is important to work with Integral Education, an education whose advocacy is constant and acceptable in various spheres. However, confusion between Integral Education and terms such as full-time schools, full day schooling and full-time is still common. Between the 1930s and 1970s in Brazil, the concept of Integral Education involved physical, intellectual, social, and civic elements, as Conceição (2022) states. However, what are the current conceptions of Integral Education? Thus, the the purpose of this article is to identify and analyze the conceptions of Integral Education in contemporary Brazil. To this end, a systematic configurative literature review was conducted, based on consultations in Scielo, Oasisbr, Eric, and Doaj, with the descriptor "Integral Education" and selecting texts in Portuguese that contained these words in their titles and were published from 2018 to the first semester of 2024, respectively the year in which the National Common Curricular Base was approved and the year and semester in which the research was developed. It was found that, in contemporary times, the conceptions of Integral Education involve the following elements: intellectual/cognitive, physical/motor, affective, ethical, social, symbolic, cultural, musical, scientific, environmental, moral, artistic, emotional, philosophical, biological, political, recreational/playful, technological, and creative.

Keywords: integral education, conceptions of integral education, comprehensive education.

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Concepções de Educação Integral na contemporaneidade brasileira

RESUMO. É importante o trabalho com a Educação Integral, uma educação cuja defesa é constante e aceitável nos diversos âmbitos. Contudo, ainda é comum a confusão entre Educação Integral e termos como escolas em tempo integral, jornada integral e tempo integral. Entre as décadas de 1930 e 1970, no Brasil, a concepção de Educação Integral envolvia os elementos físicos, intelectuais, sociais e cívicos, como afirma Conceição (2022). Contudo, atualmente, quais são as concepções de Educação Integral? A partir disso, o objetivo deste artigo consiste em identificar e analisar concepções de Educação Integral na contemporaneidade brasileira. Para isso, foi realizada uma revisão sistemática de literatura do tipo configurativa, a partir de consultas na *Scielo*, *Oasisbr*, *Eric* e *Doaj*, com o descritor “Educação Integral” e selecionando textos em português que contivessem essas palavras nos títulos e fossem publicados de 2018 ao primeiro semestre de 2024, respectivamente ano em que foi homologada a *Base Nacional Comum Curricular* e ano e semestre em que a pesquisa foi desenvolvida. Constatou-se que, na contemporaneidade, as concepções de Educação Integral envolvem os elementos: intelectual/cognitivo, físico/motor, afetivo, ético, social, simbólico, cultural, musical, científico, ambiental, moral, artístico, emocional, filosófico, biológico, político, lúdico/recreativo, tecnológico e criativo.

Palavras-chave: educação integral, concepções de educação Integral, formação completa.

Concepciones de Educación Integral en la contemporaneidad brasileña

RESUMEN. Es importante el trabajo con la Educación Integral, una educación cuya defensa es constante y aceptable en los diversos ámbitos. Sin embargo, todavía es común la confusión entre Educación Integral y términos como escuelas de tiempo completo, jornada completa y tiempo completo. Entre las décadas de 1930 y 1970, en Brasil, la concepción de Educación Integral involucraba los elementos físicos, intelectuales, sociales y cívicos, como afirma Conceição (2022). No obstante, actualmente, cuáles son las concepciones de Educación Integral? A partir de esto, el propósito de este artículo consiste en identificar y analizar concepciones de Educación Integral en la contemporaneidad brasileña. Para esto, se realizó una revisión sistemática de literatura del tipo configurativa, a partir de consultas en Scielo, Oasisbr, Eric y Doaj, con el descriptor "Educación Integral" y seleccionando textos en portugués que contuvieran esas palabras en los títulos y fueran publicados desde 2018 hasta el primer semestre de 2024, respectivamente el año en que se homologó la Base Nacional Común Curricular y el año y semestre en que se desarrolló la investigación. Se constató que, en la contemporaneidad, las concepciones de Educación Integral involucran los elementos: intelectual/cognitivo, físico/motor, afectivo, ético, social, simbólico, cultural, musical, científico, ambiental, moral, artístico, emocional, filosófico, biológico, político, lúdico/recreativo, tecnológico y creativo.

Palabras clave: educación integral, concepciones de educación Integral, formación completa.

Introduction

The defense of Integral Education is constant and acceptable in various spheres, including academic, scientific and normative. However, it is still common to confuse Integral Education with terms such as full-time schools, full-time work, and full-time work.

Understanding Integral Education means reflecting on human development in a broad sense, while full-time schools and full-time work refer to the extension of school time to seven hours or more a day, or 35 hours a week in two shifts (Full-Time School Program, 2023).

In *the Law of Guidelines and Bases of National Education (LDB) (Brazil, 1996)*, when looking for the term integral, there is early childhood education:

... the first stage of basic education, has as its purpose **the integral development** of children up to 5 (five) years old, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community (*Law of Guidelines and Bases of National Education*, 1996, section II - Art.29, emphasis added).

This perspective of Integral Education, related to Early Childhood Education, is linked to a complete education. Later, in the document in question, they state that the full day of Early Childhood Education corresponds to 7 hours, while the partial day corresponds to 4 hours, as can be seen below: "... childcare of at least 4 (four) hours a day for part-time and 7 (seven) hours **for full-time**" (*Law of Guidelines and Bases of National Education*, 1996, section II - Art. 31, emphasis added). Thus, in the LDB, with early childhood education, they use integral education as complete training and a full day to extend time at school.

When mentioning Primary Education, the LDB states that "... it will be taught progressively in full-time, at the discretion of the education systems" (*Law of Guidelines and Bases of National Education*, 1996, Art. 33, § 2, emphasis added) and later reaffirms that "... all efforts will be made to progress urban public primary school networks towards the full-time school system" (*Law of Guidelines and Bases of National Education*, 1996, Title IX, Art. 87, emphasis added). We can see that the concept of full-time means extending the time spent at school without differentiating between full-time and full-time schools. Furthermore, there is no mention of the relationship with complete education, i.e., the perspective of the multidimensionality of the individual.

In Secondary Education, there is a similar relationship to the concept related to Early Childhood Education when it is mentioned that the curricula of "... secondary education

should consider the integral formation of the student, in order to adopt a work focused on the construction of his life project for his formation in the physical, cognitive and socio-emotional aspects" (*Law of Guidelines and Bases of National Education*, 1996, Art. 34, § 7, emphasis added). It can be seen that according to the LDB, while in Early Childhood Education, Comprehensive Education is understood as relating to physical, psychological, intellectual and social aspects, in Secondary Education, it maintains the physical aspects, replaces the intellectual aspects with cognitive aspects and the psychological and social aspects with socio-emotional aspects.

In this sense, in the LDB, early childhood education and secondary education have concepts related to the appreciation of comprehensive education in the sense of complete training, while this concept is not brought to primary education.

With regard to full-time education, it is important to point out that extending the time students spend at school does not guarantee a comprehensive education that aims to meet the requirements of republican education, which is the human formation of emancipated and autonomous subjects. It's a broader perspective than just looking at the individual as someone who is knowledgeable, that is, capable of learning and applying this knowledge in the labor market.

As we have seen, it is common in education for the term integral to be used in a variety of ways, with a wide range of meanings, which means that educators need to understand it properly in order to make intentional choices.

One way to understand integral education is to imagine a pizza, food that is commonly divided into eight pieces. Together, they make a complete pizza, but separately, they are fragments of it. Each piece, such as reading, writing, and arithmetic, is a component of education but does not represent the whole. Thus, although schools often emphasize only these three elements, education must go beyond teaching reading, writing, and arithmetic. After all, we have to guarantee quality education, which is everyone's right.

As Conceição (2023, p. 15) states, education is

... it must seek human development, considering that it can form or deform students. In the school environment, deformation can occur if the work is not developed with intention and systematization. In the search for formative work, teachers must be aware that education can be done from the perspective of valuing integral education, or it can be devalued to the detriment of focusing only on reading, writing, and arithmetic. In this way, a developing education goes beyond reading, writing, and counting.

From this perspective, Integral Education, which will be formative and developmental, does not need a full-time school in order to take place, because increasing the time in school does not guarantee that education will be developed in a way that values the development of human integrity. Thus, increasing the time spent in school does not guarantee that education will be based on the search for a comprehensive development of the human being, because more time spent in school can mean the repetition of deforming practices.

In the search for more time in school, Brazil has established a *National Education Plan* (PNE) for the period from 2014 to 2024, whose sixth objective is to provide full-time attendance in at least 50% of public schools, with the aim of enrolling 25% of students in basic education, which includes Early Childhood Education, Primary and Secondary Education (*National Education Plan*, 2014).

The normative framework advocates that education should be full-time from the perspective of integral education, prioritizing schools that serve students with greater social vulnerability (*Full-Time School Program*, 2023).

In this sense, Anísio Teixeira, a liberal theorist and one of the proponents of the *New School Pioneers' Manifesto*, although he did not use the terminology Integral Education, "... promoted Integral Education with a complete education (civic, moral, intellectual, and active) with study, work, leisure, and art, carried out full-time in the 1930s to 1950s ..." (Conceição, 2022, p. 107). Thus, with the "Carneiro Ribeiro" Educational Center, Anísio related "... Integral education, with the expansion of time, gave him a sense of complete experience with practice and responsibility ..." (Conceição, 2022, p. 108).

Conceição (2022) shows that historically there has been a defense of an education that provides more time for children in situations of vulnerability, understanding that this would be a way to protect them from crime. The author presents conceptions of integral education from the 1930s to the 1970s, decades in which playgrounds operated, and in the 1970s they were transformed into Municipal Schools of Early Childhood Education (Emeis).

Conceição (2022) presents in his thesis the elements of this concept and concludes that "... the proposal of Integral Education in Brazil has a different role in each historical period, having a multiplicity of meanings" (Conceição, 2022, p. 105) and in this context, "... among the different conceptions of Integral Education, the intellectual and physical aspects predominate" (Conceição, 2022, p. 113).

Conceição (2022) argues that the Children's Parks had elements that were called integral education at the time, namely: physical, intellectual, social and civic elements.

These institutions favored outdoor recreation and education, with lawns, trees, playgrounds, swimming pools, sand ponds, kiosks, and courts; they worked with the development of the body in a way that allowed children to have fun; because a healthy body would contribute to the formation of the intellect, which developed, would contribute to the development of the country. In addition, they provided useful knowledge to the children and their families; they were institutions that were seen as a means of disseminating general culture; they had various celebrations, such as June festivals, Tree Weeks, Children's Day, Christmas, and September 7, when Brazil's independence is celebrated.

In this way, the playgrounds of Marília/SP were privileged spaces for integral education, with elements that were valued from the 1930s to the 1970s. It should be emphasized that although it was a comprehensive education, it was not without conflicts, which are common in institutions that involve people. In addition, it is important to note that the comprehensive education that lasted in the Marília/SP playgrounds until the 1970s lost its strength when the preschool course was valorized as a preparation for primary education, specifically aimed at literacy (Conceição, 2022).

Meanwhile, it should be noted that education must be comprehensive and inclusive, allowing for the full development of all, regardless of their differences, which are permeated by social markers, as stated by Pereira (2023, p. 141): "... Comprehensive education is a concept that provides for the full development of all students, regardless of any differences they may have".

Given this importance, we asked ourselves: if the concept of integral education in Brazil between the 1930s and 1970s included physical, intellectual, social and civic elements, as Conceição (2022) states, what are the concepts of integral education today? What elements are necessary for an education to be considered integral?

Based on this, the purpose of this article is to identify and analyze conceptions of Integral Education in contemporary Brazil, specifically those contained in research results on education.

To this end, a systematic literature review (SLR) of the configurative type was conducted, in which the aim is to "... generate or explore theories, the concepts that emerge during the analysis" (Brizola; Fantin, 2016, p. 34). In this type of review, a set of information is analyzed simultaneously, allowing the researcher to identify existing gaps from the studies analyzed and to propose unpublished or original discussions that contribute to the construction of scientific knowledge.

This type of methodological procedure consists of fundamental stages to achieve the proposed objectives, which are definition of search sites and other research sources, definition of search strategies, selection of inclusion and exclusion criteria, synthesis of results and quality assessment (Brizola; Fantin, 2016).

For this purpose, searches were performed using the Scientific Electronic Library Online (Scielo), the Oasisbr portal, the Education Resources Information Center (Eric) database, and the Directory of Open Access Journals (Doaj), all of which are available online. The search was carried out by entering "Comprehensive Education" and selecting texts in Portuguese that contained this word in the title and were published between 2018 and the first semester of 2024, respectively the year of the approval of the National Common Core Curriculum (National Common Core Curriculum, 2018), a normative document for Brazilian education, and the year and semester in which the research was conducted.

Studies that were not in the field of education were excluded, that is, articles from other fields, such as law and health, and articles with paid access. The selected articles were then archived and tabulated in a database stored on Google Drive in order to be analyzed.

The analysis was inspired by Bardin (1977), who categorized the themes of the titles of the texts and the concepts presented in integral education. At this point, we also used the Mentimeter word cloud tool, available online, which shows the most mentioned words in order of the largest size.

Results and discussion

Based on the procedures mentioned above, 362 texts were located, but according to the selection criteria, a total of 116 texts were selected, which are presented in Chart 1 below, from the most recent to the oldest. The texts were presented in alphabetical order for each year. The following are the title, author, and the concept of Integral Education.

Chart 1- Conceptions of Integral Education in the texts located

Title	Author(s)	Conceptions of Integral Education
2024		
Analysis of scientific production in the north and northeast of Brazil on full-time education in secondary schools (2020-2022)	Moura; Colares and Barbosa	The principle of comprehensiveness presupposes that education should not be disaggregated, but should aim for wholeness. It is not enough just to extend the time within the school space; it is necessary to offer individuals the development of their human potential in all its dimensions, promoting an omni lateral education for all.
2023		
The Civic-Military Conception of Full-Time Education	Silva	A more complete formation of the human being needs to consider the social, physical, intellectual, affective, ethical, social, and symbolic aspects.
The Integral Education Policy in the Curriculum and School Management of the Poços de Caldas Public School System	Figueiredo	It encompasses the individual's cognitive, emotional, ethical, aesthetic, cultural, social, and political dimensions. The state policy of Minas Gerais, entitled "Comprehensive and Integrated Education", aims to offer, through comprehensive education, opportunities to acquire knowledge that improves both cognitive and socio-emotional skills and competences, which involves the mobilization of knowledge. Working with managers in Integral Education should encourage situations that promote the organization and restructuring of activities, providing for the collective growth of the group.
Aspects of Integral Education in Brazil: conceptual, ideological, and political disputes	Araújo; Barcelos and Moll	Multiple dimensions, recognizing scientific knowledge as the basis for the multidimensional formation of individuals.
A review of knowledge on Integral Education in western Pará	Sartori and Colares	Extended working hours.
Integral education and democracy: contexts, references, and concepts in a field in dispute	Barcelos and Moll	It involves a curriculum that covers all spheres of knowledge, such as arts, science, culture, and sports, among others, and all dimensions of development, including emotional, ethical, aesthetic, cognitive, and motor. This curriculum should be developed based on the identity and living forces of the territory, integrating policies, actors, and intersectoral institutions.
Integral and integrative education from a Latin American perspective: construction and possible foundations	Flores and Casagrande	Education that is dedicated to forming the mind, body, and spirit provides the experiences necessary for the subject to attribute meaning to their own existence.
Supervised internship experiences in educational management at an integral education school in the municipality of Serra (ES)	Reis <i>et al.</i>	Lack of clarity on the terms full-time and Integral Education.

Continuing Education in a full-time and Integral Education school: engagement and joint enterprise	Capobiango and Leite	Broadening the repertoire of cultural, musical, and aesthetic knowledge.
Less Physical Education, less human formation, less Integral Education	Molina Neto	It involves human formation, from the intellectual, cognitive, motor, and affective aspects, forming material and subjective concepts that help in understanding reality.
The role of the school in Makarenko's concept of Integral Education	Freitas and Lara	It involves the formation of a skilled, educated, useful, and politically active worker who is mentally and physically healthy.
Educational Policies and the Work of Social Organizations: an analysis of the 360° Literacy Program in the Perspective of Integral Education	Amarante; Felício and Moreira	Development of cognitive and socio-emotional skills.
Reflections on corporeality in the context of Integral Education	Silva <i>et al.</i>	Integral Education involves the body.
Teachers' and family members' meanings of Integral Education: a discussion on the right to education	Zucchetti and Silva	It involves basic curricular knowledge and knowledge that enables them to understand their place in the world.
2022		
Integral Education and the role of the teacher	Scarpato	It refers to an approach that goes beyond the reductionist views disseminated in society and in education. It implies recognizing that the human being develops in a complete and integrated way in social, cognitive, motor, and affective aspects.
Integral Education from the perspective of Historical-Critical Pedagogy: in defense of school education and teaching work	Carvalho and Galvão	It is based on citizenship and critical training in a broad way, which enables the training of future workers.
A Brief History of Integral Education in Brazil from a Critical Perspective	Guimarães	Integral education, in its main implementation in Brazil, fails to form complete human beings or to develop multiple faculties, skills, and competencies in a global and integrated manner. In the present era, the term "integral" is associated with the idea of extending school attendance, functioning as an exception that compensates for the lack of partial attendance. The original meaning of Integral Education, which sought a holistic pedagogy, lost ground due to the Brazilian state's difficulties in universalizing primary education and, progressively, secondary education. As a result, the Integral Education model seems to have been reduced to simply increasing the workload of students, with a focus on combating the risk factors and social vulnerability of young people in Brazil's suburbs.
Integral Education, aesthetic-environment and the geodesic dome: contributions to human formation	Andrade; Schmidt and Montiel	It encompasses the development of sensitivity, knowledge, values, aesthetic sense, and skills, thus encouraging human development to occur in a way that takes into account the different facets that make up the human being.

Integral Education and educating cities: educational experiences in Brazilian cities	Gomes and Azevedo	Multidimensional, involving the affective and cognitive.
Integral Education, Extended Working Hours, and Complex Thinking: essays on educational territories	Ribeiro; Araújo and Simões	It understands the human being beyond their intellectual capacity and is carried out in different dimensions to expand human capacities.
Integral Education in the Policy of Extending the School Day: Critical Perspectives on Paulo Freire	Campos	With Freire, we problematized that conservatism and liberalism are related to the concept of Integral Education, and have provided credentials and assistance policies that limit critical and emancipatory education for students.
Integral Education: the challenges of building a solid foundation for promoting access to work and integral development in Brazil	Vitor and Medeiros	It should address citizenship, humanistic education, human rights, the sustainability of the socio-environmental environment, and diversity.
Integral Education: Protagonism in the New High School Reforms	Farias and Reis	Human formation in a holistic way with a policy related to tackling social and educational inequalities.
Integral Education: a concept in dispute	Ferreira	It aims to overcome capitalism.
Innovative High School: The Challenges of full-time and Integral Education for young people	Bernado; Silva and Félix	Integral formation of the individual.
"Training better people?" Body practices in the full-time Integral Education school	Carvalho and Wittizorecki	It involves multiple formative demands related to culture, the environment, the body, science, art, and pedagogical issues. The extension of time at school is also important.
Religious education in Integral Education: methodological contributions	Brasil	Complete formation of the subject in cognitive, social, ethical, affective, playful, physical, aesthetic, and biological dimensions.
Historical-critical pedagogy and Integral Education: reflections on emancipatory human formation	Lima and Colares	Omnilateral education that provides social emancipation seeks the full development of multiple human capacities.
Interdisciplinary practices in initial teacher training: a promising path for the development of contextualized Integral Education	Almeida	Although the interdisciplinary proposal is presented as a path towards integral education, the concept of Integral Education is not clear from the text.
From the perspective of Integral Education and complexity: possibilities for secondary education	Bezerra and Freitas	Integral Education should cover various aspects of children's and adolescents' experiences, adopting a plural concept that integrates science, social relations, culture, work, ethical, and political aspects, among others.
A look at the management experience of the Mais Educação Program as a future possibility for outlining new Integral Education projects in Brazil	Vieira, Junior and Ferreira	It involves a diversified curriculum, with cultural, social, and personal knowledge, in addition to the common curriculum.

Curricular experiences of Integral Education in socio-education in Paraíba	Rocha <i>et al.</i>	Beyond school, it involves learning in and out of class, with complete development: intellectual, physical, affective, social, ethical, and moral.
2021		
The Brazilian political situation and the fate of Integral Education: an interview with José Luís Sanfelice	Maciel	Development of multiple human capacities, emphasizing that polytechnic education also aims at critical education, preparing for the transformation of capitalist society.
Integral Education and professor training: actions for teacher qualification at municipal level	Souza and Colares	Development of the individual in cognitive, physical, emotional, artistic, cultural, and social dimensions.
Integral Education and the innovative high school program - Proemi: singularities of this policy	Souza	Education that aims to develop not only cognitive skills, but also other fields such as art, motor skills, and emotional and physical skills. In addition to scientific knowledge, it also encompasses the philosophical and artistic dimensions.
Integral Education and the More Education program in public schools in the Brazilian Amazon	Araújo and Quaresma	Social, emotional, physical, and intellectual aspects.
Challenges of the school principal in Integral Education: an investigation in Rondônia	Souza and Castro	Various dimensions.
The right to full-time and Integral Education: regulations, guiding principles and indicators for monitoring	Moehlecke	All education is integral, or it is not education.
Integral Education and full-time schools: paths of national academic production	Feldkercher and Pensin	It involves all dimensions of the human being.
Integral Education in extended working hours: narratives of public school professors	Ribeiro, Simões and Moreira	There is a lack of integrated actions between them and, why not, the inclusion of the educational community.
Integral Education in Santos (2005-2012): paths for the training of educators	Marques	Articulation with the various apprenticeships.
Integral Education in the "Curriculum Document of Rio Grande do Norte: Primary Education": intercultural and decolonial potentialities	Aires and Brito	It involves informal, non-formal, and formal knowledge.
School, Integral Education and Human Rights Education	Klein; Bressan and Santos	Multidimensional training focused on ethics and citizenship through Human Rights Education.
Quilombola insurgency and its developments: Integral Education and the struggle against hegemony	Luz and Ferreira	Development encompasses all facets: intellectual, social, emotional, cultural, and physical, with the participation of families, children, young people, and managers.

On the trail of the concept of Integral Education in Brazil - 1925/1996	Maciel and Silva	In Brazil, it consists of full-time Integral Education or liberal Integral Education.
Public policies: possibilities and potential of Integral Education	Parente	It involves the following elements: psychological, political, affective, biological, physical, social, cultural, moral, cognitive, spiritual, intellectual, aesthetic, ethical, etc.
2020		
Integral Education in Brazil: a look at different experiences	Boas and Abbiati	Multidimensionality of the subject, in emotional, physical, and intellectual terms.
The hegemony of external evaluations and the notion of quality that permeates the Integral Education policy in the state of Pernambuco	Nascimento and Silva	It implies a project for the formation of a free man, from the perspective of emancipatory, polytechnic, and omnilateral education.
The (im)possibility of Integral Education	Vidal and Sirino	Integral Education is a possibility, a potential fullness, both social and human. According to Ernesto Laclau's Discourse Theory, the term is a signifier with meanings in constant collision that seeks to establish an idealized and full identity.
The dimensions of full-time and Integral Education: curricular implications based on the dialog between Paulo Freire and Darcy Ribeiro	Zucchetti and Severo	It involves the political, ethical, and intellectual attributes of the subject's engagement.
The French Revolution and Integral Education in Brazil: from conception to concept	Maciel, Mourão and Silva	The Marxian conception of education covers three aspects: bodily education, intellectual education (military and civic education), and technological education. It must prepare for work and for life, because the complete being is the worker who understands and knows.
Art and Integral Education in the historical-critical conception: an interview with Demerval Saviani	Amorim and Ferri	It encompasses knowledge of culture, nature, aesthetic forms and the appreciation of things and people for their essence.
Integral Education Committees: movements from/in the documents published by the Ministry of Education	Menezes and Diniz Júnior	Integral Education must offer pedagogical spaces for practicing and strengthening democracy.
Conceptions of Integral Education in John Dewey	Freitas and Figueiredo	Integrated and Integral Education in John Dewey, are inseparable. However, it can be concluded that Integrated Education deals with the problems of society, such as social inclusion and the lack of democratic values. While Integral Education is focused on the development of freedom, encompassing both intellectual and physical development and taking into account the dimension of work.
Concepts, projects and experiences of Integral Education in Brazil	Yamazato and Nascente	It involves socio-educational actions.

Digital culture and computer workshops in Integral Education: application of the "virtual Dj free" software	Azevedo, Lima and Fürkotter	It involves a digital culture.
Challenges of school management in the construction of Integral Education	Ganzeli, Machado and Nogueira	It involves political, aesthetic, ethical, cultural, and cognitive aspects.
Edgar Morin and Integral Education: subsidies for this association	Ribeiro and Moreira	It involves playful, aesthetic, ethical, cognitive, affective, social, and biological capacities.
Integral Education: teachers' conceptions of the municipal education network in Uberaba-Minas Gerais	Ribeiro <i>et al.</i>	Development of all facets of the human being: playful, biological, social, cognitive, physical, ethical, affective, and aesthetic.
Integral education, and full-time education: the constitution of a preventive subjectivity	Santaiana and Silva	Various areas.
Integral Education and articulated territories in the state of Tocantins: a political approach	Silva and Silva	Involves the use of various educational spaces, centered on the development of professional, physical, emotional, cognitive, and playful aspects.
Integral Education in the era of results policies and the unease of pedagogical coordinators	Rosa and Padovan	Physical, cognitive, affective, political and moral development.
Integral Education in Higher Education: a look at the physical aspect	Simeon and Viana	All aspects are considered: spiritual, intuitive, creative, aesthetic, social, emotional, physical and intellectual.
Integral Education in Rio Grande do Norte: policy, implementation and expansion of full-time schools (2017-2019)	Paiva and Batista	Complete, multidimensional training in territorial, cultural, social, psychological and human aspects.
Integral Education: a concept in dispute	Ferreira	Development of skills to control and manage.
Experience of the "itinerant classroom" project and reflection on youth protagonism in the law creating the Integral Education program in Paraíba	Amaral and Guerra	Citizen training and youth protagonism.
Continuing education: possibilities for building an identity from the perspective of Integral Education	Costa and Camargo	Development of multiple dimensions: symbolic, physical, social, intellectual and emotional.
The impact of Integral Education on mothers' participation in the labor market and child labor: a discontinuous regression impact assessment of the More Education Program	Resendaand; Zoghbi; Menezes & Oliveira	It presupposes the choice of a broader pedagogical project, in which professors, students and members of the community cooperate in order to expand spaces and times, collaborating in the education of children and young people.

Integral Education policy networks in Paraíba: neoconservative and neoliberal flows and influences	Rodrigues and Honorato	Formation of values and the development of socio-emotional competences/skills, also with a view to entering the job market.
Revista Polivisão: Professional Education and Integral Education in the view of teachers at a multi-purpose school	Oliveira	Omnilateral.
2019		
Integral Education in Southern Brazil	Camargo, Sarturi and Trevisan	Quantitative increase in the school day.
Integral Education in the USSR: Makarenko's experiences in the Gorki colony and the Dzerjinski commune	Souza and Gomes	Besides physical activities, this includes political, intellectual, artistic, and cultural education.
Is human formation part of Integral Education? What do pedagogical practices have to tell us?	Varani, Campos and Rossin	Development of the various facets of the individual.
The interface between full-time and Integral Education and continuing teacher training in full-time schools	Santos	Social, cognitive, affective and physical aspects, among others.
Integral Education policy: the professors' perspective	Gomes and Colares	It is related to the formal curriculum and to proposals for diversified activities (sporting, artistic, and recreational). It involves the body, mind, sociability, and leisure.
Integral Education as a public policy for access to Environmental Heritage Education	Costa	Complete development of individuals in all their dimensions.
Full-time Integral Education: diagnosis of implementation in a rural school	Vasconcelos ;Nunes and Ximenes Rocha	Comprehensive education, conceived from the formation of body and spirit. It involves the development of the social, physical and cultural dimensions that shape the lives of individuals, especially in the socio-historical context generated by the culture of humanity.
Integral Education and the construction of an educational territory	Teixeira and Júnior	Multiple dimensions: physical, intellectual, social, affective, and symbolic.
Integral Education and Specialized Educational Assistance: how are these policies implemented at the same time?	Sotero; Cunha and Garcia	Integral Education proposes that the process of human formation encompasses the fields of arts, science, the world of work and culture, promoting moral, physical, political, cognitive and affective development. This approach contributes to overcoming the social inequality perpetuated and validated by school culture.
Full-time Integral Education in Brazil: from plans to uncertainties	Najjar; Morgan; and Mocarzel	Integrality of the human being.

Integral Education, full-time school and integrated curriculum: an analysis from a public school	Oliveira and Kiss	Involves totality.
Integral Education, full-time school: a dialog about time	Roveroni; Momma and Guimarães	It implies the construction of a project that is susceptible to affections and individualities that adopts a conception of society that is committed to everyone, going beyond consumption, hedonism and mutual oppression.
Integral Education, institutionalization of free time: other educational logics in the Portuguese-Brazilian context	Rodrigues and Gonçalves	It includes emotional learning stemming from social relationships, which are fundamental for the development of empathy and humanized and fraternal social relationships. It refers to the wholeness of the individual, going beyond mere rationality and cognition.
Educommunication: providing formative actions for Integral Education	Guimarães and Castilho	It involves work, culture, technology, and science.
Professors' understanding of full-time and Integral Education	Ramos	The student's subjective dimensions, such as social, cultural, behavioral, emotional and spiritual, focused on a transdisciplinary relationship in different areas of knowledge, in its multiple dimensions, is an "Education for Wholeness".
Philosophy: its justification, its teaching and the Integral Education Project	Kubiszeski	Physical, cognitive and socio-emotional aspects.
Study centers and Integral Education/Unirio: what is produced in common in the field of history?	Silva and Coelho	It involves political and cultural history.
The curriculum and the subject of history in the context of full-time comprehensive education	Brito, Pina and Aguiar	It involves the various aspects of human formation.
The "Canoe paths" of the curricula of an Integral Education school in Manaus: creations and (re)existences	Simões	Providing an education that considers the integrality of the educational subjects requires the creation of public policies based on ethical principles that ensure education with quality and equity. Considering the social, cultural, symbolic, affective and cognitive complexity of human development.
The concept of Integral Education and the possibilities of polytechnic integral education in Manaus	Maciel, Silva and Frutuoso	Multiple dimensions (social, physical, moral, and intellectual) in order to include the different types of knowledge developed by humanity, involving artistic, sporting, and cultural activities.
High school reform: challenges and possibilities for Integral Education	Barbosa and Colares	Omnilateral education.
A proposal for epistemological activity at the Study Center - full-time and Integral Education: oral history and systematic review	Silva	Addresses the defense of an all-day Integral Education, but does not provide a clear concept.
Local variations in the implementation of Integral Education public policies: case studies	Oliveira and Campos	It does not present a clear concept of Integral Education.

2018		
The business concept of full-time and Integral Education	Silva	Multidimensional formation is aimed at the development of spiritual, bodily, affective, and cognitive faculties in human formation, considering its totality.
Integral Education in Brazil: a historical-sociological analysis	Dutra and Moll	Multiple dimensions.
Integral Education in Brazilian secondary education: comprehensive protection or human formation?	Silva	In the context of secondary education, Integral Education has been used in such a way as to deprive young people of their subjectivity, favoring capitalism.
Integral Education policy in Brazil and its relationship with the Jomtien conference guidelines	Jacomeli, Barão and Gonçalves	Integral education.
Integral Education networks in the Federal District from the perspective of School Management	Sousa; Guimarães-Iosif and Zardo	Holistic, which includes both the biopsychosocial and cognitive facets. It is based on the assumption that the human being is formed beyond the intellectual aspect, but also socially and affectively, through the integration of spaces and times.
Concept of Integral Education: foundations and (re)meanings in educational policy for secondary education	Lizi and Favoreto	Development of all human potential.
Conceptions and actions of professors on proposals for an Integral Education program	Castanho; Silva; Casarin; Dorighello	Expansion of the school's responsibility so as to include the education of children and young people as a whole, in collaboration with the community and the family.
Integral Education: historical aspects of Basic Education	Lourenço Filho	Formation of body and spirit.
Integral Education and full-time schools: mapping scientific production in journals (2008 to 2017)	Machado and Ferreira	Education is life, not just preparation for life.
Integral Education in full-time public schools: student perceptions	Colares and Oliveira	Multiple facets and needs, which are formed throughout life, at all times and in all spaces.
Integral Education in Brazil: some lessons from the past reflected in the present	Guimarães and Souza	Complete education.
Integral Education and the meeting of everyday school life	Costa and Varani	Formation of the student as a whole, encompassing a plural being who is also integral, integrated, and integral.
Integral Education: a proposal for popular education	Alvarenga and Quintanilha	Beyond intellectual issues.
Integral Education: tensions and developments in contemporary educational experiences	Adrião	They emphasize the historical-dialectical materialist approach and understand Integral Education as a search for "inter-knowledge".

New High School and Integral Education: contexts, concepts and controversies about the reform	Silva and Boutin	Cognitive and socio-emotional aspects.
The Paraná State Education Plan: Integral Education or Full Time?	Terêncio	It involves culture and the participation of those responsible, with a focus on transforming students' reality.
Integral Education Policies in the Light of Public Policy Cycle Analysis	Parente	It needs to articulate school times and life times.
The Mais Educação program in Maringá: initial notes on the bourgeois proposal for Integral Education	Gomes	It presents Anísio Teixeira's proposal for a complete education, based on professional, artistic, intellectual, and physical and health activities, as well as the aspect of forming attitudes and habits.
The merchants of education and the business conceptions present in Integral Education programs	Souza and Soares	In Brazilian schools, the extension of school time is observed in an uncertain way, without the necessary infrastructure and without adequate investment in human resources, among other serious problems.
Integral Education Policies in Light of the Analysis of the Public Policy Cycle	Parente	Full-time Integral Education policies must be aligned with the vision of complete human formation.
Public policy and Integral Education in Brazil: from national-developmentalism to neo-developmentalism	Santos; Gonçalves and Paludo	Related to human emancipation, as it seeks to overcome the dichotomy between the intellect and the manual resulting from the capitalist mode of production.
Pedagogical practice in Physical Education for full-time Integral Education	Barbino and Urt	General development of the individual.
Trends in access to Integral Education in Brazil: dissonant paths in basic education	Moehlecke	It involves the development of the various facets that make up individuals, such as culture, aesthetics, the body, politics, play, intellect and ethics, among others.

Source: prepared by the authors.

Chart 1 shows that in 2024, there is one text, in 2023, there are 13 texts, in 2022, there are 18 texts, in 2021 there are 14 texts, in 2020 there are 24 texts, in 2019 there are 22 texts, and in 2018 there are 24 texts. Thus, 2018 and 2020 are the years with the most texts, respectively, the year in which the BNCC was approved, a document in which there is a defense of integral education.

This year, 2018, also presents the normative defense that the curricula of Brazil should have a common part in all schools of basic education. 2020, was the year in which, because of the pandemic caused by COVID-19, a disease caused by the coronavirus (SARS-CoV-2) that could cause death due to respiratory insufficiency, students stayed at home, many with classes and/or activity proposals in virtual environments. This action may have contributed to thinking about education beyond reading, writing, and arithmetic, as it took place in life and

for life, as well as revealing the inequalities and Brazilian social reality, which highlighted the need for education that starts with real problems faced by communities and develops students in a broad sense.

Figure 1 shows the categories conceived by the authors, based on an analysis of the titles of the texts dealing with Integral Education, whose information is included in Chart 1. It is worth repeating that the presentation of Figure 1 was made using Mentimeter's word cloud, in which the most cited words are automatically larger and the least cited are smaller:

Figure 1- Word cloud of the categories emphasized in the texts on Integral Education

116 responses



Source: prepared by the authors using the <https://www.mentimeter.com> word cloud. Accessed on July 20, 2024.

Analyzing the categories, we see that in order of quantity there are: Miscellaneous (20), Experiences in Brazil (10), Legislation and Policies (10), Secondary Education (nine), Concepts (eight), Full-time and Integral Education (seven), School Management (six), Teacher Training (four), History (four), Physical Education (three), Everyday School Life (two), Curriculum (two), Rural/Popular School (two), Extended Day (two), More Education Program (two), Historical-Critical Theory (two), Entrepreneurial Work (two), and the others with a number: AEE, Literacy, External evaluations, Democracy, Teachers and family members, Edgar Morin, Environmental education, Educommunication, Higher education, Polytechnic education, Religious education, Civic-military school, Integral human formation, John Dewey, Impossibilities, Role of the school, Interdisciplinary practices, Quilombola, French Revolution, Full-time and Integral education.

The search for Brazilian experiences on Integral Education reflects the current search for the insertion of this education, but it is worth mentioning that it is often confused with the extension of the school day, and, as mentioned, the PNE has the goal of serving at least 50% of public schools full-time (Brazil, 2014). This could justify the large number of texts related to the category of legislation and policies.

As far as secondary education is concerned, the reform of this stage of education has led to research on the subject, relating it to the expansion of full-time and integral education.

Integral Education involves thinking about school management that understands it and teacher training that can achieve it in the best way, considering the curriculum and the daily life of the school, relating it to the participation of all children.

The valorization of Physical Education, located in Figure 1, is justified because thinking about a broad education also involves contemplating issues of the body beyond a purely intellectual education.

The historical-critical theory, also a localized category, developed by Dermeval Saviani, has a relationship with integral education because it includes a vision of external education for the complete formation of the individual, taking into account both intellectual, social and cultural aspects. Thus, it is argued that education should be a process of critical appropriation of the historical knowledge accumulated by humanity in order to promote the formation of critical individuals who are aware of their role in society.

John Dewey (1959), an American philosopher and educator who is found in the texts on Integral Education, has a significant relationship with the concept of Integral Education because of his ideas on progressive education and the importance of the holistic development of the individual. For him, education should be based on the student's experience and promote active and meaningful learning. For Dewey, education was not just the transmission of knowledge but also an ongoing process of resistance to experience. Dewey was also a theorist who influenced the thinking of Anísio Teixeira in the school movement in Brazil.

In this context of experience, Tardif (2002) argues that teaching knowledge is pluralistic because it is made up of other knowledge from professional training and disciplinary, curricular, pedagogical, and experiential knowledge.

Edgar Morin (2000), also shown in Figure 1, a French philosopher and sociologist, argues for an education that encompasses the totality of human experience. Known for his work on complex thinking and the need to reformulate knowledge to meet the challenges of the contemporary world, Morin argues that knowledge should be approached in a complex

way, recognizing the interconnections between different fields of knowledge and the multiple dimensions of reality. It criticizes the fragmentation of knowledge into isolated disciplines and, in this sense, contributes to the reflection on the aspects that integral education involves, since students are conceived as complex and multifaceted subjects.

Analyzing the conceptions of Integral Education presented in Figure 1, it was possible to see that 61.2% (n=71) of the texts present Integral Education as a complete education that includes several dimensions in a broad way and seeks the development of the human totality. The word "fullness" was also found in this context.

In this context of multiple dimensions, integral education is understood to include the following elements: intellectual/cognitive, physical/motor, affective, ethical, social, symbolic, cultural, musical, scientific, environmental, moral, artistic, emotional, philosophical, biological, political, playful/recreational, technological and creative.

Besides this category, there were texts related to: miscellaneous (26), extending the working day (seven), omnilateral (three), mind, body, and spirit (two), skilled worker (one), cognitive and socio-emotional (one), body, intellectual, and technology (one), music and aesthetics (one), and democracy (one). In several cases, there are also texts that do not clearly present the concept they are defending.

The texts also defend the idea that integral education contributes to the formation of individuals who transform society. Considering that the defense of a truly integral education implies recognizing and working to reduce social inequalities, seek to intervene proactively in the process of school inclusion, denaturalizing school failure, investing adequately in the initial and continuing training of educators, as well as valuing public policies that guarantee access and permanence, since education is a right for all.

Another aspect to be reconsidered is the confusion between integral education, full-time education and integral education, since, as mentioned above, spending more time at school is not synonymous with integral education, that is, education that includes aspects beyond the intellectual/cognitive.

In view of the above, the need for curricular integration is emphasized, which should be a collective discussion in the educational spheres. Finally, integral education does not go hand in hand with a fragmented curriculum, with a purely welfare-based public policy devoid of formative precepts, and with pedagogical practices based solely on memorization of content.

Final considerations

In the research carried out in the last five years on Integral Education, it has been found this education that it is emphasized from a normative base that subsidizes the National Common Core Curriculum (BNCC), and from the moment when the search for health intervenes in personal meetings due to the pandemic caused by COVID-19, contributing to a reflection that the human being is life and multidimensional, beyond just an intellectual being.

At present, the concepts of Integral Education are mainly related to experiences in Brazil, legislation and policies, secondary education, full-time and Integral Education, school management, teacher training, history, and physical education. Integral Education is mainly understood as a complete education that includes multiple dimensions broadly, seeking the development of human wholeness, including the following elements: intellectual/cognitive, physical/motor, affective, ethical, social, symbolic, cultural, musical, scientific, environmental, moral, artistic, emotional, philosophical, biological, political, playful/recreational, technological, and creative.

In this sense, the concepts of integral education in contemporary Brazil advocates an education that includes the integrity of the subject, considering multiple dimensions, beyond the intellectual/cognitive aspects.

It is still a challenge to overcome schools where practices that only develop reading, writing, and counting are predominant, with actions characterized by the repetition of content and the passivity of students in everyday school life. However, Integral Education contributes to this overcoming in the search for a contemporary school, which must be inclusive, public, and secular, of quality, and democratic.

Integral Education as a whole can and should contribute to the formation of critical, emancipated and autonomous individuals who transform reality. If that is not its function, what are we educating for?

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