


**FULL-TIME EDUCATION IN BRAZIL: CHALLENGES AND POTENTIAL OF
EDUCATIONAL LAW FOR THE IMPLEMENTATION OF EQUALITY AND
EQUITY IN PUBLIC SCHOOLS**

**EDUCAÇÃO EM TEMPO INTEGRAL NO BRASIL: DESAFIOS E
POTENCIALIDADE DO DIREITO EDUCATIVO PARA A EFETIVAÇÃO DA
IGUALDADE E EQUIDADE EM ESCOLAS PÚBLICAS**

**EDUCACIÓN A TIEMPO COMPLETO EN BRASIL: DESAFÍOS Y
POTENCIALIDADES DEL DERECHO EDUCATIVO PARA LA
IMPLEMENTACIÓN DE LA IGUALDAD Y LA EQUIDAD EN LAS ESCUELAS
PÚBLICAS**

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ABSTRACT

This article aims to analyze how public education policies aimed at promoting equality and equity interact with the foundations of Educational Law, focusing on the reality of full-time public schools in Brazil. The research adopts a qualitative approach, based on a critical bibliographic review and hermeneutic interpretation of official documents, legislation, and relevant academic works. The methodology allowed for the identification and analysis of the main normative and theoretical frameworks that support the proposal for comprehensive education in the country, considering both its pedagogical foundations and its normative dimension. The results indicate that, although extending the school day constitutes an important advance, it is not sufficient, in itself, to guarantee a comprehensive education guided by equity. The effectiveness of comprehensive education policies depends on factors such as adequate funding, ongoing teacher training, coordination with the local community, and a commitment to pedagogical practices that recognize the diversity of individuals. Educational Law proves fundamental as a foundation for the development of structural policies capable of promoting social justice through education. It is concluded that strengthening full-time public schools requires actions that integrate the principles of Educational Law with critical and emancipatory curricular proposals, promoting student empowerment, inclusion, and social transformation. Consolidating this policy as a promoter of equity requires intentionality, social participation, and a political commitment to democratizing access to knowledge and citizenship.

Keywords: Comprehensive Education. Right to Education. Educational Equity. .

RESUMO

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Este artigo tem como objetivo analisar de que forma as políticas públicas educacionais voltadas à promoção da igualdade e da equidade dialogam com os fundamentos do Direito Educativo, com foco na realidade das escolas públicas de tempo integral no Brasil. A pesquisa adota uma abordagem qualitativa, baseada em revisão bibliográfica crítica e interpretação hermenêutica de documentos oficiais, legislações e produções acadêmicas relevantes. A metodologia permitiu a identificação e análise dos principais marcos normativos e teóricos que sustentam a proposta de educação integral no país, considerando tanto seus fundamentos pedagógicos quanto sua dimensão normativa. Os resultados indicam que, embora a ampliação da jornada escolar constitua um avanço importante, ela não é suficiente, por si só, para garantir uma formação integral pautada pela equidade. A efetividade das políticas de educação integral depende de fatores como financiamento adequado, formação docente continuada, articulação com o território e compromisso com práticas pedagógicas que reconheçam a diversidade dos sujeitos. O Direito Educativo se revela fundamental como base para a construção de políticas estruturantes, capazes de promover justiça social por meio da educação. Conclui-se que o fortalecimento da escola pública de tempo integral exige ações que integrem os princípios do Direito Educativo com propostas curriculares críticas e emancipadoras, promovendo o protagonismo estudantil, a inclusão e a transformação social. A consolidação dessa política como promotora de equidade requer intencionalidade, participação social e compromisso político com a democratização do acesso ao conhecimento e à cidadania.

Palavras-chave: Educação Integral. Direito à Educação. Equidade Educacional. Políticas Públicas.

RESUMEN

Este artículo busca analizar cómo las políticas educativas públicas orientadas a promover la igualdad y la equidad interactúan con los fundamentos del Derecho Educativo, centrándose en la realidad de las escuelas públicas de tiempo completo en Brasil. La investigación adopta un enfoque cualitativo, basado en una revisión bibliográfica crítica y una interpretación hermenéutica de documentos oficiales, legislación y trabajos académicos relevantes. La metodología permitió la identificación y el análisis de los principales marcos normativos y teóricos que sustentan la propuesta de educación integral en el país, considerando tanto sus fundamentos pedagógicos como su dimensión normativa. Los resultados indican que, si bien la extensión de la jornada escolar constituye un avance importante, no es suficiente, por sí sola, para garantizar una educación integral guiada por la equidad. La eficacia de las políticas educativas integrales depende de factores como la financiación adecuada, la formación docente continua, la coordinación con la comunidad local y el compromiso con prácticas pedagógicas que reconozcan la diversidad de las personas. El Derecho Educativo resulta fundamental como base para el desarrollo de políticas estructurales capaces de promover la justicia social a través de la educación. Se concluye que el fortalecimiento de las escuelas públicas de tiempo completo requiere acciones que integren los principios del Derecho Educativo con propuestas curriculares críticas y emancipadoras, promoviendo el empoderamiento estudiantil, la inclusión y la transformación social. Consolidar esta política como promotora de la equidad requiere intencionalidad, participación social y un compromiso político para democratizar el acceso al conocimiento y la ciudadanía.

Palabras clave: Educación Integral. Derecho a la Educación. Equidad Educativa. Políticas Públicas.

1 INTRODUCTION

Full-time education has occupied an increasingly relevant space in discussions about public policies in Brazil, especially with regard to its ability to promote social justice through the implementation of the constitutional principles of equality and equity. This proposal arises as a response to the historical educational inequalities that characterize the Brazilian education system, particularly with regard to public schools located in contexts of social vulnerability. In these realities, the demands for an education that goes beyond traditional teaching and relies on integrative and inclusive pedagogical practices are more urgent and challenging.

The extension of the time students stay in school is part of a broader movement of valuing integral education, whose foundations go back to the ideas of educators such as Anísio Teixeira and Paulo Freire, who defended an education focused on emancipation, citizenship and social transformation. By extending the school day, full-time education proposes to create conditions for a broader formation of individuals, allowing the deepening of curricular content and the development of social, cultural, sports, affective and ethical skills. This proposal aims to build an educational space that recognizes the student in his totality, understanding him as a subject who learns and as someone who feels, acts, creates and interacts with the world around him.

However, in addition to the quantitative increase in time in school, it is necessary to understand the concept of integral education as a qualitative process, which considers the student as a whole, valuing their knowledge, territories and identities (Brasil, 2009; Moll *et al.*, 2020). This conception is directly linked to Educational Law, understood as a theoretical and normative field that seeks to ensure access, permanence and school success based on equity, inclusion and social justice (Moll; Leite, 2015). Educational Law acts as a normative foundation for pedagogical practices and public policies that recognize inequalities and propose concrete actions to overcome them, ensuring the full exercise of the right to education.

The distinction between full-time education and integral training is, therefore, essential for the advancement of discussions on the social quality of education. While the first concept refers to the extension of the school day, the second refers to a pedagogical approach committed to the full development of the human being. Integral education proposes a new curriculum logic, centered on the construction of autonomous, critical and supportive subjects, breaking with traditional models that prioritize the transmission of fragmented and

decontextualized content from the students' reality. Thus, the full-time public school should be thought of as a space for the realization of rights, which welcomes the multiple dimensions of students' lives and promotes educational practices connected with their sociocultural contexts, their needs and their life projects (Cavaliere, 2010).

The implementation of full-time education in public schools, however, faces numerous challenges. The scarcity of financial resources, the precariousness of the school infrastructure, insufficient teacher training and the difficulty of articulation between the different agents and institutions involved are some of the obstacles that limit the effective reach of this policy. In addition, it is necessary to consider that the extension of the school day, by itself, does not guarantee quality education. Without a consistent pedagogical proposal, committed to the principles of equity and social justice, there is a risk that the full-time school will reproduce traditional, exclusionary and decontextualized practices, reinforcing, rather than fighting, educational inequalities.

It is in this sense that comprehensive education policies, especially when applied in public schools, must be analyzed from the perspective of equity. This means recognizing that treating everyone equally does not always guarantee justice, and it is necessary to consider the historical and structural inequalities that affect different social groups. The populations served by public schools, for the most part, belong to social strata that face multiple forms of exclusion and deprivation of rights, such as poverty, racism, violence and the absence of quality public facilities. Such factors make it even more urgent to implement policies that articulate the extension of school time with transformative curricular proposals, which promote student protagonism, belonging, and citizenship.

Another important aspect concerns the intentionality of the public policy of integral education: it is necessary that its implementation is not reduced to a compensatory policy, but that it is understood as a structuring policy, aimed at transforming the public school into an effective space of social justice. For this, it is essential to engage education professionals, families, communities and public managers, in a collaborative and continuous process of building emancipatory pedagogical practices. The school must dialogue with the knowledge and experiences of students, articulating the school curriculum with the reality of each territory, in order to build a contextualized, critical and humanizing education.

In view of this, this article aims to verify how public educational policies aimed at promoting equality and equity dialogue with the foundations of Educational Law, seeking to understand its application, its limits and its challenges in the daily life of full-time public

schools. To this end, the main legal and conceptual frameworks of integral education in Brazil will be analyzed, as well as their pedagogical and social implications, based on a critical bibliographic review based on authors who have contributed significantly to this field of study. The analysis intends to contribute to the reflection on the possible paths for the consolidation of a quality public education, committed to the construction of a more just, plural and democratic society.

2 METHODOLOGY

This study adopts a qualitative approach, based on a critical literature review, with the objective of analyzing how public educational policies aimed at promoting equality and equity dialogue with the principles of Educational Law in the context of full-time public schools in Brazil. The research seeks to understand the challenges and potentialities of these policies, based on theoretical references and normative documents, allowing an in-depth reflection on integral education as an instrument of social justice.

The bibliographic review is an essential methodology for the construction of academic knowledge, as it enables the critical analysis of previously established theories, concepts and regulatory frameworks. According to Marconi and Lakatos (2010), bibliographic research consists of the systematic investigation of materials already published, covering books, scientific articles, legislation and institutional documents, in order to understand the evolution of a theme and identify gaps or challenges still present in the field of study. Thus, the methodology adopted in this article aims to compile information, interpret and relate the different theoretical references on integral education and Educational Law, contributing to the deepening of the discussion.

The hermeneutic method, as discussed by Palmer (2006), also guides the analysis of the texts and documents selected in this study. Hermeneutics, as a methodological approach, is not restricted to the literal decoding of texts, but involves a deep and contextualized understanding of their meanings. For Palmer (2006), interpreting is participating in a continuous dialogue with the text, taking into account both the author's intention and the interpreter's horizon of understanding, situated in a specific historical and cultural reality. Thus, hermeneutics allows the reconstruction of the meaning of educational policies in the light of the historical, social and legal contexts in which they were conceived and implemented, recognizing the dynamics between text, context and interpreter.

In this sense, the research seeks to understand the principles of equity and equality in education not only as normative statements, but as symbolic constructions that gain varied meanings according to the contexts of application. Hermeneutics allows, therefore, a critical and reflective reading of the legal frameworks and academic productions analyzed, considering the contradictions, ambivalences and disputes that cross the formulation and implementation of public policies. By adopting this interpretative perspective, the study intends to show how the foundations of Educational Law manifest themselves — or fail to manifest themselves — in the daily practice of full-time public schools, offering subsidies for the construction of an education that, in fact, promotes social justice and inclusion.

The *corpus* of the research includes official documents from the Ministry of Education (MEC), as well as academic studies by authors who discuss integral education in Brazil. The choice of these materials is justified by their relevance for understanding the conceptual and legal bases that support integral education and its implementation in the country. In addition, the analysis of the texts seeks to highlight the contradictions and challenges inherent to the effectiveness of integral education as a right, especially with regard to schools located in contexts of social vulnerability.

Therefore, the methodology of this study is structured in the critical bibliographic review and in the hermeneutic interpretation of the analyzed texts, allowing a broad and grounded understanding of the relationship between the policies of integral education and the principles of equity and equality in the Brazilian educational system. The approach adopted makes it possible to identify advances, limitations and future perspectives for the implementation of this educational model in public schools.

3 RESULTS

The analysis of legal documents, academic articles and reported experiences on the implementation of full-time comprehensive education in Brazil reveals a series of advances and challenges regarding the realization of the right to education, especially in the context of public schools located in territories marked by social vulnerabilities. When considering the proposal of integral education, as outlined in the reference document of the Ministry of Education (MEC), it is observed that the conception of integral education of the subjects is anchored in a Political-Pedagogical Project (PPP) that recognizes the students in their totality, taking into account the cognitive, affective, social, ethical, aesthetic and cultural dimensions of the educational process (Brasil, 2009).

The text of the MEC explains that "integral education must understand the subject in its multiple dimensions and consider its historical, social and cultural insertion" (Brasil, 2009, p. 15). This perspective breaks with the traditional teaching paradigm, which prioritizes exclusively disciplinary content, and starts to value the knowledge derived from the experiences lived by students and their communities. Based on this principle, full-time education becomes a strategic instrument for reducing inequalities, by promoting a more equitable education that is sensitive to the specificities of each territory.

In this sense, the contributions of Moll and Leite (2015) are fundamental for understanding the link between integral education and affirmative policies for rights. The authors state that "the extension of the school day, when guided by a conception of integral education, constitutes a powerful strategy to combat educational inequalities" (Moll; Leite, 2015, p. 18). They point out that it is not enough to simply keep students in school longer; It is essential that this time is qualified through innovative and inclusive pedagogical practices, which dialogue with the interests, needs and realities of the students.

The analysis also reveals that the full-time public school has been conceived, in many contexts, as a space to strengthen the social, cultural and territorial bonds of students. According to Moll *et al.* (2020, p. 2103), "the full-time public school needs to be a space for the reconstruction of community ties and the valorization of local identities". This statement is in line with the proposal for the constitution of "educational territories", as discussed by Leite and Carvalho (2016), who defend the articulation between school, family, community and other public facilities, as a strategy for confronting inequalities and promoting citizenship.

In addition, the documentary analysis of Brazilian educational legislation shows a growing recognition of the importance of integral education for the realization of the right to education. Law No. 13,005/2014, which instituted the National Education Plan (PNE), established as a goal the provision of full-time education in at least 50% of public schools, serving at least 25% of students in basic education (Brasil, 2014). This goal reveals the centrality of the proposal in the country's educational agenda, although its implementation still comes up against numerous structural and financial obstacles.

Among the government programs analyzed, the More Education Program stands out, instituted by Interministerial Normative Ordinance No. 17/2007 and regulated by Decree No. 7,083/2010. The program seeks to promote the extension of the school day by offering optional activities in the fields of environmental education, culture, sports and leisure, human rights, among others. According to the MEC, "the More Education Program proposes to

promote comprehensive education in Brazil as a strategy for social inclusion" (Brasil, 2010, n.p.). However, studies such as that of Branco (2012) warn of the need for greater articulation between these activities and the school's pedagogical project, so that they do not become fragmented or merely recreational actions.

Another highlight in the results is the role of the educator in the implementation of the proposal of integral education. The influence of Anísio Teixeira, as rescued by Cavaliere (2010), is a milestone in this debate. The educator defended a democratic, secular and integral public school, capable of forming critical and autonomous citizens. As Macedo and Amorim (2020, p. 5) point out, "Anísio Teixeira's conception of integral education considered the school as a center of life, where the student could develop all his potentialities". This legacy remains current, especially when discussing the role of the school in the formation of social subjects aware of their rights and responsibilities.

The experiences of musicalization in Pius X's field school, studied by Wachholz (2020), also illustrate the transformative potential of integral education when articulated with meaningful cultural practices. The author reports that the introduction of music in the curriculum contributed to the increase in students' interest in school activities and to the strengthening of affective bonds with the school. For her, "musicalization allowed students to engage more deeply with the school environment, favoring learning and the development of socio-emotional skills" (Wachholz, 2020, p. 102).

Finally, listening to the subjects involved in educational processes reveals important perceptions about the impacts of integral education in their lives. Azevedo and Betti (2014), when investigating the points of view of students in the 1st year of elementary school, observed that students value the playfulness and diversity of activities offered by full-time school. According to the authors, "the children showed enthusiasm when reporting the extra-class activities, highlighting their importance for the development of creativity, autonomy and socialization" (Azevedo; Betti, 2014, p. 267).

These results reinforce the need to consolidate comprehensive education as a structuring public policy committed to overcoming educational inequalities. However, as will be discussed in the next section, the implementation of this proposal faces numerous challenges, ranging from the lack of adequate funding to the resistance of some sectors to changing the traditional school model.

The critical analysis of successful experiences in various regions of Brazil reinforces the thesis that full-time comprehensive education, when guided by a conception of the right

to education, can act as an effective instrument of social transformation. In different states and municipalities, local projects have stood out for articulating significant pedagogical practices, democratic management and valorization of educational territories (Leite; Carvalho, 2016).

An emblematic example is the Integral Education Program developed by the Municipal Education Network of Recife, cited by Leite and Carvalho (2016), in which the implementation of an integrated curriculum, with an emphasis on art, culture and human rights, demonstrated positive impacts on learning and the reduction of school dropout. The authors state that "the schools that participated in the program began to register a greater permanence of students, in addition to a significant improvement in school performance indicators" (Leite; Carvalho, 2016, p. 55). This data suggests that, in addition to extending the time students stay in school, the comprehensive proposal is capable of positively reconfiguring pedagogical relationships.

Other relevant data emerge from the analysis of the experience of the Federal District, in which public schools have been adopting the full-time model with an approach of youth protagonism. According to Oliveira and Araújo (2020, p. 66), "active listening to students, associated with curricular flexibility, has contributed to strengthening the sense of belonging and engagement with the educational project". Valuing the voice of students as a constitutive element of the curriculum reflects a commitment to building a more democratic and inclusive educational space.

Also in the state of Bahia, experiences reported by Macedo and Amorim (2020) show the importance of integrating educational policies and intersectoral actions. The authors analyze the case of schools in the city of Vitória da Conquista/BA, in which the project of integral education is articulated with health, social assistance and cultural actions, forming a social protection network for students. According to the researchers, "intersectoral action has been decisive for facing situations of vulnerability and for strengthening the role of the school as a promoter of rights" (Macedo; Amorim, 2020, p. 10).

Despite these successful experiences, the data collected also show persistent structural challenges. Among the main obstacles pointed out by the managers and teachers interviewed in the studies by Moll *et al.* (2020), the following stand out: the precariousness of teaching working conditions; the insufficiency of financial resources to maintain expanded activities and; the absence of specific continuing education to work in the perspective of integral education. As the authors report, "the lack of adequate infrastructure and institutional

support limits the transformative potential of the proposal, compromising its effectiveness" (Moll *et al.*, 2020, p. 2107).

In this context, it becomes evident that the full realization of integral education requires structuring investments, both in valuing education professionals and in the construction of school environments that favor the integral development of students. The proposal is not only based on speeches or good intentions, but demands an effective political commitment to the financing and democratic management of public education.

Another factor that deserves to be highlighted in the results concerns the relationship between curriculum and territory. In several experiences analyzed, an attempt is made to build contextualized curricula that dialogue with the cultural, social and economic specificities of the territories in which the schools are inserted. This perspective is in line with the conception of "educational territories", as defended by Leite and Carvalho (2016), according to which the school must recognize and enhance local knowledge, transforming the space into a center of community articulation.

The valorization of the territory as a pedagogical dimension also appears strongly in the study by Branco (2012), who analyzes the impact of extracurricular activities on the citizenship formation of students. For the author, "the insertion of students in educational practices developed outside the school walls expands their cultural repertoire and strengthens the bond with the community" (Branco, 2012, p. 48). This approach contributes to overcoming a stagnant and decontextualized conception of the curriculum, making room for the inclusion of significant content for the students' lives.

In quantitative terms, the data presented by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) also offer important indications. According to the 2022 School Census, although the offer of full-time education has advanced in recent years, it is still unequal between regions of the country and between education networks. The Northeast, for example, has the highest percentages of full-time enrollment in basic education, while the Southeast concentrates the highest absolute number of schools offering this model. This data reveals the complexity of implementing the policy in a country with marked regional and historical inequalities.

In addition, studies such as that by Rocha and Oliveira (2023) warn of the difficulty of maintaining the proposal in contexts of fiscal crisis and discontinuity of public policies. According to the authors, "the absence of a robust regulatory framework and permanent funding puts at risk the sustainability of comprehensive education in many municipal

networks" (Rocha; Oliveira, 2023, p. 79). This highlights the importance of State policies, and not only government policies, to ensure the continuity and improvement of actions aimed at comprehensive education.

Another aspect identified concerns the conception of equity within pedagogical practices. Although the discourse of equity is present in the guiding documents of integral education, such as the MEC Reference Document (Brasil, 2009), its practical effectiveness is still limited. As Azevedo and Betti (2014) point out, many schools reproduce meritocratic or homogeneous teaching logics, without considering the differences in starting point between students. "The equity proposal requires that the school understand and meet the specific needs of each student, which implies breaking with the standardized logic of teaching" (Azevedo; Betti, 2014, p. 268).

In summary, the data analyzed in this section indicate that full-time education, when articulated with a critical and emancipatory conception of integral education, has the potential to act as a mechanism for promoting equity and enforcing the right to education. However, this potentiality depends on structural, political and pedagogical factors that guarantee concrete conditions for its implementation and permanence.

4 DISCUSSION

The consolidation of comprehensive education as a public policy in Brazilian public schools has proven to be a complex process, crossed by multiple structural, cultural, and pedagogical challenges. The analysis of the data presented shows the coexistence of advances and limitations in the implementation of an educational proposal committed to integral human formation and the promotion of equity, as recommended by Educational Law. In this section, we propose to critically discuss the results in the light of the theoretical references that sustain the debate on integral education in Brazil, highlighting the tensions between conceptions, practices and public policies.

One of the first aspects to be highlighted concerns the need to differentiate integral education from a simple extension of school time. As Cavaliere (2010, p. 250) points out, "the full-time school cannot be reduced to a longer-time school, nor to the mere extension of traditional activities". It is a pedagogical proposal that demands a restructuring of the school organization, teacher training and curricula, with a view to valuing students' knowledge and respecting its multiple dimensions. However, as the data show, there is still a prevalence of

practices centered on the logic of conventional teaching, with timid incorporation of interdisciplinary and participatory methodologies.

This picture can be understood, in part, by the contradictions present in educational policies. Although official documents such as the Reference Text for the National Debate on Integral Education (Brasil, 2009) recognize the centrality of integral education, there is a significant distance between the principles enunciated and the effective conditions of implementation in schools. As Moll *et al.* (2020, p. 2102), "there is a tendency to instrumentalize the proposal of integral education, disregarding its emancipatory and critical dimension". The logic of productivity and performance indicators, inherited from neoliberal management models, ends up restricting the pedagogical autonomy of schools and weakening the transformative character of the proposal.

Based on this finding, it is essential to reflect on the role of Educational Law in the construction of a public school committed to social justice. According to Moll and Leite (2015, p. 19), "Educational Law, in addition to legal normativity, should be understood as a field of symbolic and political struggles to guarantee the right to quality education for all". This implies recognizing that the realization of educational rights depends on legal frameworks and concrete actions that address the structural inequalities present in the school routine.

The experiences analyzed indicate that if there is articulation between public policies and innovative pedagogical practices, the results tend to be more significant. The research by Vilas Boas and Abbiati (2020, p. 1585), for example, points out that "in networks where there is continuous training of teachers, active listening to students, and democratic management, integral education is experienced as a process of collective construction". These elements configure what Leite and Carvalho (2016) call "educational territories", spaces in which the school connects with the community and with the realities experienced by students, promoting meaningful and contextualized learning.

However, it is necessary to recognize that the construction of these territories is still unequal and faces important obstacles, such as the lack of adequate infrastructure, the absence of human and material resources, and the overload of teaching work. As Branco (2012, p. 115) emphasizes, "the implementation of comprehensive education comes up against the traditional logic of the Brazilian public school, marked by precarious conditions and a pedagogical culture that is still little open to innovation". This scenario highlights the importance of articulated and sustainable public policies, which guarantee technical, financial and pedagogical support to full-time schools.

Another essential point to be discussed is the relationship between curriculum and diversity. The proposal of integral education requires a conception of curriculum that goes beyond disciplinary fragmentation and incorporates the plurality of knowledge, languages and experiences of students. In this sense, musicalization, sports, theater, reading and other cultural practices play a central role in the construction of a more inclusive and meaningful education. Wachholz's (2020, p. 112) research, when investigating musicalization in a rural school, reveals that "music allowed students to express their identities and connect affectively with the school, contributing to the strengthening of the pedagogical bond". This perspective broadens the understanding of learning, valuing the subjective and relational dimensions of the educational process.

However, as already mentioned, the extension of school time is not always accompanied by a qualitative transformation in pedagogical practices. In many cases, there is an overlapping of activities disconnected from the school's PPP, which generates dispersion and discontinuity in the teaching-learning processes. As Coelho, Marques and Branco (2014, p. 364) warn, "there is a risk of emptying the proposal of integral education when activities are planned without articulation with the curriculum and without dialogue with the subjects of the school". This reinforces the need for integrated, collective and contextualized planning, which involves all segments of the school community.

Another relevant aspect concerns student protagonism. Integral education presupposes the construction of a school in which students are recognized as active subjects, capable of participating in decisions that affect their school trajectory. As Souza and Charlot (2016, p. 1074) argue, "the relationship with knowledge in full-time schools should be mediated by practices that value listening, authorship and the desire of students". This approach implies breaking with authoritarian and hierarchical models of education, promoting a more democratic and participatory school culture.

In this sense, Anísio Teixeira's legacy remains current and inspiring. For the Bahian educator, "the school should be an institution of life, which integrates work and leisure, culture and science, body and spirit" (Cavaliere, 2010, p. 251). This vision of education continues to challenge the Brazilian educational system, still marked by dichotomies between reason and emotion, theory and practice, knowledge and experience. Recovering this conception of school implies investing in educational spaces open to plurality, creativity and intercultural dialogue.

Finally, it is worth highlighting the role of evaluation in integral education. The current evaluation model based on standardized tests, such as the Basic Education Development Index (IDEB), contributes little to the appreciation of the multiple learnings promoted by full-time schools. As stated by Azevedo and Betti (2014, p. 270), "playfulness, body expression and social interactions are hardly contemplated by traditional assessment instruments". This reveals the urgency of developing more comprehensive indicators, which consider the different times, spaces and languages present in the education of students.

In view of all this, it is possible to affirm that integral education, although it faces structural and conceptual limits, constitutes a powerful strategy for confronting educational inequalities and for promoting a fairer and more welcoming school. Its effectiveness, however, depends on an articulation between public policies committed to the principles of Educational Law, innovative pedagogical practices and a democratic and inclusive school culture. As Palmer (2006, p. 45) summarizes, "to understand is always to reconstruct a meaning from the encounter with the other; educating, therefore, is a hermeneutical exercise of openness to the new". This openness is what allows the school to reinvent itself as a space for hope, creation and social transformation.

When addressing the history of integral education in Brazil, it is essential to highlight the Integrated Centers of Public Education (CIEPs), idealized in the 1980s in the state of Rio de Janeiro, as one of the most expressive attempts to materialize the proposal of a full-time public school. In 2024, the CIEPs completed 40 years of existence, which reignites the debate about their historical importance, their challenges, and their contributions to the advancement of comprehensive education policies in the country.

Inspired by the ideas of Anísio Teixeira and with an architectural design by Oscar Niemeyer, the CIEPs project was developed during the government of Leonel Brizola, with a strong influence from Darcy Ribeiro, then Secretary of Education. The CIEPs aimed to ensure full-time education articulated with health, culture and food policies, with an infrastructure that included classrooms, cafeteria, library, gymnasium, outpatient clinic and spaces for artistic and sports activities. This multifunctional structure represented, in practice, the concept of the school as a "center of life", as defended by Anísio Teixeira (Cavaliere, 2010; Golden; Oliveira, 2021).

Although they have faced political discontinuities, budget cuts, and institutional resistance, the CIEPs marked a watershed in the debate on the role of the State in providing an integrated, democratic, and humanizing public education. According to Dourado and

Oliveira (2021), the CIEPs were pioneers in proposing an intersectoral articulation between education and other social policies, understanding the student as a subject full of rights, whose needs go beyond the limits of the classroom.

The experience of the CIEPs is also relevant to think about the intentionality of public policies for integral education. As Oliveira and Nascimento (2022) argue, unlike many contemporary initiatives that treat integral education as an extension of the school day or as a compensatory policy, the CIEPs proposed a logic of broad education, integrated with the territory and committed to social justice. This conception has affinity with the foundations of Educational Law, insofar as it understands the school as a space for guaranteeing rights and promoting equity.

In the current context, the CIEPs are once again gaining prominence in academic and political debates, especially due to the reflections promoted by their 40 years of existence. For many researchers and educators, recovering and updating the original proposal of the CIEPs is fundamental to face the contemporary challenges of public education, particularly with regard to the expansion of access, permanence and school success in territories of vulnerability (Dourado; Oliveira, 2021; Olive tree; Nascimento, 2022).

This recovery does not mean a literal reproduction of the original model, but rather a critical reinterpretation that incorporates the learning accumulated in recent decades, including debates on diversity, curriculum, social participation, and formative assessment. The legacy of the CIEPs, in this sense, remains current by reinforcing the centrality of the school as a space for articulating public policies and as an instance that promotes citizenship, inclusion and equity.

5 CONCLUSION

This study aimed to verify how public educational policies aimed at promoting equality and equity dialogue with the foundations of Educational Law, seeking to understand its application, its limits and its challenges in the daily life of full-time public schools. From the theoretical and normative analysis carried out, it was possible to verify that full-time education, as a public policy, has represented one of the main strategies to confront educational inequalities in Brazil. However, its effectiveness is strongly conditioned to the understanding and incorporation of the principles of Educational Law as a reference for its implementation.

Throughout the study, it was demonstrated that the simple extension of the school day does not guarantee, by itself, the promotion of quality education, based on equity and social justice. As Moll and Leite (2015) argue, integral education should be understood as a PPP committed to full human formation, which requires valuing the subjects, their sociocultural contexts and the multiple dimensions of learning. This commitment requires that the extended time in school be filled with meaningful experiences that link the school curriculum to cultural, sporting, artistic and community practices.

The public educational policies analyzed, such as the More Education Program (Brasil, 2007), signal the intention of the Brazilian State to address historical inequalities through affirmative actions of rights, especially aimed at populations in situations of social vulnerability. However, as Moll *et al.* (2020), the challenges to consolidate comprehensive education as a State policy are numerous and include, among other factors, the instability of funding, insufficient teacher training, the fragility of intersectoral articulation, and the resistance of part of school communities to the paradigmatic change that the proposal implies.

Educational Law, as a theoretical and normative field, contributes to the critical understanding of these policies, by highlighting the need to guarantee access to school, permanence and school success, based on equity. From this perspective, educational equity cannot be reduced to an abstract or rhetorical concept; It must be operationalized through differentiated pedagogical practices, which consider the specificities of students and seek to eliminate the barriers that hinder their full participation in the educational process.

The bibliographic research also showed that the project of integral education finds inspiration in Brazilian thinkers such as Anísio Teixeira, whose defense of a democratic, secular, free and integral public school remains current (Cavaliere, 2010). Anísio Teixeira understood the school as a privileged space for the experience of democracy and the formation of citizenship, which implies the need to overcome technicist and content-based views of education, in order to embrace a broader and more humanistic conception.

However, the data and analyses presented indicate that the consolidation of full-time public schools, effectively committed to equity, depends on several structural and conjunctural factors. In structural terms, the importance of stable and sustainable financing policies is highlighted, capable of ensuring adequate infrastructure, a complete pedagogical team, continuing education of teachers and the offer of diversified and contextualized activities. In conjunctural terms, it is necessary that public managers and school teams are

clear about the objectives of integral education and commit to its implementation in a coherent and articulated way with the demands of the territory in which the school is inserted.

In addition, as demonstrated by authors such as Leite and Carvalho (2016), the constitution of educational territories is one of the fundamental pillars of integral education. This means that the school cannot be isolated from the community; on the contrary, it must establish links and partnerships with other institutions and local agents, promoting integrated actions that strengthen the social fabric and contribute to the full development of students. This territorial articulation is also a way of recognizing and valuing local knowledge, combating the homogenizing logic often present in educational policies.

The study also revealed that there is a permanent tension between school times and the times of the body, community, and students' subjectivity (Souza, 2018). This requires sensitivity from educators and openness from school institutions to listen to students, their life stories, their desires and needs. Comprehensive education, therefore, should not be confused with a mere expansion of the workload, but rather understood as an opportunity to resignify the school space and build more inclusive, participatory and transformative practices.

Finally, it is reinforced that public educational policies aimed at promoting equality and equity can only fully fulfill their purposes if they are based on an ethical-political project of education, which has as its horizon the emancipation of subjects and the overcoming of social injustices. Educational Law, in this context, acts as an essential tool to guide the construction of fairer, more democratic and inclusive educational systems, in which full-time education is an effective instrument to guarantee rights.

In summary, the results obtained throughout the work allow us to conclude that there is a potentially fertile dialogue between comprehensive education policies and the foundations of Educational Law, but this dialogue needs to be deepened and qualified through concrete actions, public investments, teacher training and community involvement. Full-time public schools can and should be a space of resistance and the production of new life possibilities for children, adolescents and young people who have been historically excluded, as long as it is anchored in a non-negotiable commitment to equity and social justice.

Thus, it is hoped that this article can contribute to a critical and purposeful reflection on the direction of Brazilian public education, especially with regard to its social function of combating inequalities, promoting citizenship and building, on a daily basis, a more just, plural and democratic society.

Despite the contributions presented here, it is important to highlight that this study does not intend to exhaust the complex discussions on the implementation of full-time education and its articulation with the foundations of Educational Law. The relationship between public policies, equity, and educational justice involves multiple dimensions – political, pedagogical, social, economic, and cultural – that demand interdisciplinary and continuous approaches. The very diversity of school contexts in Brazil imposes limits on the generalization of results, and it is necessary to consider the regional, ethnic-racial and territorial specificities that permeate the experience of full-time public schools.

Thus, it is suggested that future studies advance in the empirical analysis of the implementation of integral education in different local realities, through field research that investigates, for example, how the principles of Educational Law are incorporated into pedagogical practices, PPPs and school relations. It is also relevant to deepen the role of educators in mediating between public policy guidelines and the concrete needs of students, exploring how their backgrounds, trajectories and conceptions of equity influence daily school life. Investigations that consider the active listening of students, families and communities are also fundamental to qualify the analyses and subsidize the formulation of more participatory and contextualized policies.

In addition, there is a vast field of investigation related to the tensions between the logic of educational management and the emancipatory proposal of integral education. Studies that address the forms of financing, the governance of public policies, the evaluation mechanisms and the criteria for the expansion of full-time schools can contribute significantly to the improvement of the model. Likewise, comparative analyses between different education systems, including at the international level, can enrich the debate by identifying good practices and common challenges in building fairer, more equitable, and integrative education systems. Therefore, the continuity of research in this field is essential to sustain the struggle for a public education of social quality, democratic and effectively committed to the transformation of reality.

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