

Analysis of scientific production in the North and Northeast region about full-time and full-time education in high school (2020-2022)



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Abstract

The present systematic review aims to understand what scientific journals in the North and Northeast of Brazil are disseminating regarding Comprehensive Full-time Education in High School from 2020 to 2022. For the data collection procedure, the scientific production published in journals affiliated with Forum of Journal Editors in the Education Area of the North and Northeast, indexed in Educ@ and Web of Science, was used as a documentary source. The obtained results allow for the identification and highlighting, based on scientific contributions on the High School Reform, of the critical debate surrounding the privatization and precariousness of public education, representing part of the neoliberal agenda, which intensifies social and educational disparities in the country. In summary, the discussed issues form a critical analysis describing the trend towards an increasingly instrumental, utilitarian, and market-oriented education at the expense of the comprehensive and omnilateral development of young people to meet the demands of the capitalist economy.

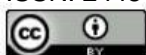
Keywords

Comprehensive and Full-time Education; High Schools with Comprehensive Education; New High School.

Análise da produção científica da região Norte e Nordeste acerca da Educação Integral e em Tempo Integral no Ensino Médio (2020-2022)

Resumo

O presente estudo de revisão sistemática objetiva compreender o que as revistas científicas do Norte e Nordeste do Brasil estão veiculando sobre a Educação Integral no Ensino Médio em Tempo Integral de 2020 a 2022. Para o procedimento de coleta de dados, utilizou-se como fonte documental a produção científica veiculada em periódicos vinculados ao Fórum de Editores de Periódicos da Área de Educação do Norte e Nordeste, indexadas no Educ@ e no Web of Science. Os resultados obtidos permitem identificar, a partir das contribuições científicas sobre a Reforma do Ensino Médio, o debate em torno da privatização e precarização da educação pública, representando parte da agenda neoliberal, a qual intensifica as disparidades sociais e educacionais no país. As questões discutidas formam análise crítica que descreve a tendência em direção a uma educação cada vez mais instrumental, utilitarista e mercadológica em detrimento da formação integral e *omnilateral* dos jovens para atender às demandas da economia capitalista.



Palavras-chave

Educação Integral e(m) Tempo Integral; Escolas do Ensino Médio Integral; Novo Ensino Médio.

Análisis de la producción científica de la región norte y noreste sobre la educación a tiempo completo y a tiempo completo en la enseñanza media (2020 a 2022)**Resumen**

El presente estudio de revisión sistemática tiene como objetivo comprender lo que las revistas científicas del Norte y Noreste de Brasil están difundiendo sobre la Educación Integral en el Bachillerato a Tiempo Completo de 2020 a 2022. Para el procedimiento de recopilación de datos, se utilizó como fuente documental la producción científica publicada en periódicos vinculados al Foro de Editores de Revistas del Área Educativa del Norte y Nordeste, indexados en Educ@ y Web of Science. Los resultados obtenidos permiten identificar y evidenciar, a partir de las contribuciones científicas sobre la Reforma del Bachillerato, el debate crítico en torno a la privatización y precarización de la educación pública, representando parte de la agenda neoliberal, la cual intensifica las disparidades sociales y educativas en el país. En resumen, las cuestiones discutidas conforman un análisis crítico que describe la tendencia hacia una educación cada vez más instrumental, utilitarista y orientada al mercado en detrimento de la formación integral y omnilateral de los jóvenes para satisfacer las demandas de la economía capitalista.

Palabras clave

Educación Integral a Tiempo Completo; Escuelas de Educación Secundaria Integral; Nuevo Bachillerato.

1 Introduction

Throughout the history of Brazilian education, the amount of time the students spend in school has been an increasingly recurring topic among the agendas of educators, researchers, and legislators, generating some positive changes, and advances, but above all multiple setbacks and contradictions in the educational policies. According to Gadotti (2009), Integral Education presupposes the principle of integrality, constituting the essence of education, which must be complete and not fragmented. It is understood that it is not enough to increase students' time in school, as the fundamental point of comprehensive education is to provide subjects with the development of human potential in its multiple dimensions.

In structuring this article, Integral Education is understood as a conception of education that enables subjects to develop human potential in its multiple dimensions. Corroborating Faria and Aguiar (2023), it is understood that the right to education is more

than a right for everyone, presupposing guaranteed access and permanence to provide quality education for all individuals.

Given the above, the interest in the theme and object of research is justified by its historicity and contemporaneity, considering the social relevance for the Brazilian educational field, in defense of Integral Education from the perspective of the omnilateral training of all subjects.

The criterion for choosing the space-time focus of the research is that the research is linked to an umbrella project approved by the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq) that articulates research that investigates the theme of Integral Education and Full Time Education in the Northern region. In addition to this, this research continues an investigation that was periodized from 2017 to 2020 in the Forum Editores de Periódicos da Área de Educação do Norte e Nordeste (Fepae-NNE)'s databases.

After these initial considerations, the study aimed to understand what scientific journals from the North and Northeast of Brazil are publishing about Integral Education in Brazilian Ensino Médio em Tempo Integral (EMTI). Thus, specific objectives were outlined: a) map the scientific production of periodicals linked to Fepae-NNE on the topic of Comprehensive and Full-Time Education in High School in the period from 2020 to 2022; b) describe the main results found in the productions; c) categorize published texts according to their similarities, considering themes, approaches, types of study, and methodologies. Considering the scope of the research, we sought to answer the following guiding question: what has been produced in the scientific field about Full-Time Comprehensive Education in High Schools in the North and Northeast regions between 2020 and 2022?

In view of the above, this research was based on studies by Almeida and Colares (2022); Bernardo, Silva and Felix (2020); Costa and Zoltowski (2014); Gadotti (2009); Melo Neto (2020); Sampaio and Mancini (2007); Silva and Vaz (2021). Moreover, the text is structured into four sections, namely: the first, composed of this introduction, followed by the methodology, which presents the research paths, as well as the selected journals and articles. In the third section, data analysis and discussion take place. Finally, in the final considerations, reflections are raised about the meaning of Integral Education for training in High School.

2 Methodology

For the development of the study, we opted for a systematic review methodology of a qualitative, bibliographic, exploratory, and descriptive nature, with Comprehensive Full-Time Education in High Schools as its thematic focus.

Therefore, the study was organized in accordance with the protocols listed by Akobeng (2005 apud Costa; Zoltowski, 2014, p. 56), they are:

[...] delimitation of the question to be researched; choice of data sources; choosing keywords for the search; search and storage of results; selection of articles by abstract, according to inclusion and exclusion criteria; extraction of data from selected articles; avaliação dos artigos; síntese e interpretação dos dados.

In the data collection procedure, research was used in bibliographic sources of scientific production in periodicals connected to Fepae-NNE, as they collect a vast amount of scientific productions related to education, made available and accessible at no cost.

Choosing Fepae because of its permanent nature of an open forum for dialogue, representing a continuous and inclusive space to discuss issues related to periodicals in the area of education, with the main purpose of fostering exchange, collaboration, and institutional solidarity between journal editors, aiming to boost publication policies in the educational field (Anped, 2023). Additionally, Fepae-NNE organizes high-quality periodicals in the region structurally, making it possible readers' access to scientific production, covering a wide variety of topics in the educational area.

The data selection was based on the criteria organized in Costa and Zoltowski (2014) and in Sampaio and Mancini (2007), referenced by Almeida and Colares (2022). Therefore, the following inclusion and exclusion criteria were followed, respectively, in the selection process of journals and articles: 1) journals should be linked to Fepae-NNE and indexed in Web of Science or Educ@, from the Fundação Carlos Chagas; 2) journals should have a Qualis A rating; 3) the studies should have been published between 2020 and 2022 and translated into Portuguese; 4) the descriptors “Educação em Tempo Integral”, “Educação Integral”, “Escola do Ensino Médio Integral” and “Novo Ensino Médio” should be present in the title, abstract, or keywords of the article.

This organization favored identifying productions related to the central theme and issue and locating the complete texts to compose the database, which was subdivided according to the descriptors established in the data collection and organized in folders stored in a shared file on Google Drive, facilitating access and editing and simultaneous data collection by the authors.

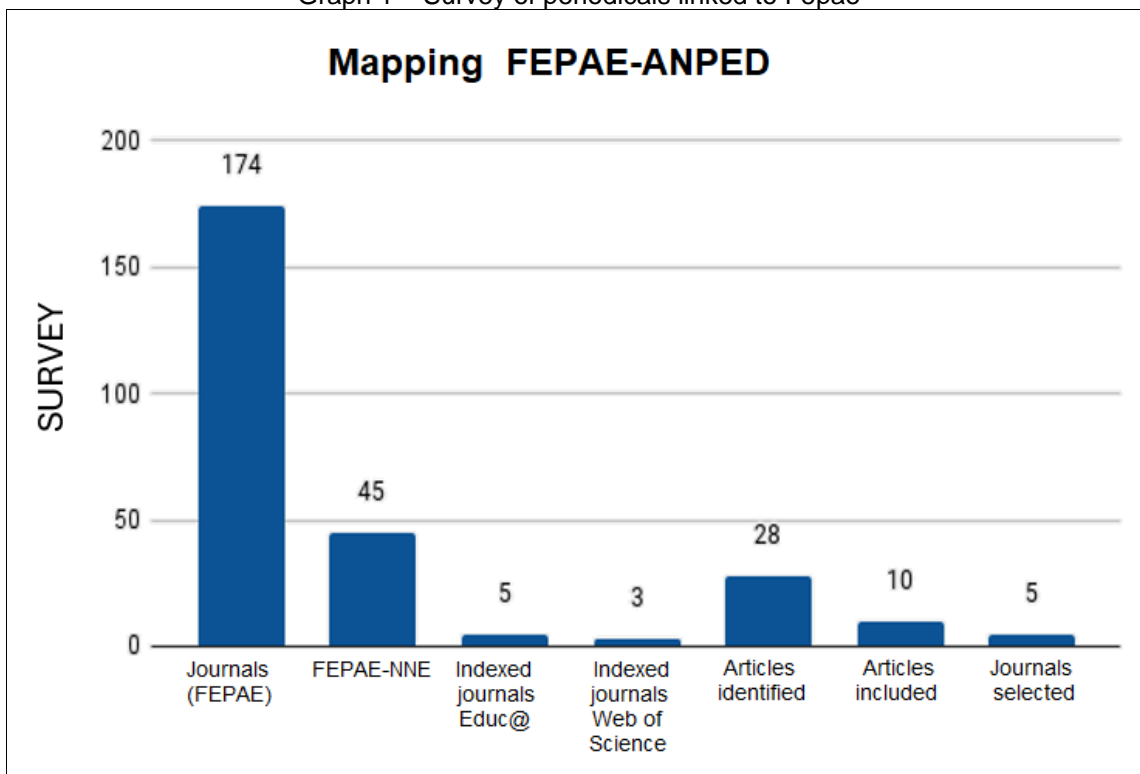
Last of all, the data was synthesized and interpreted by applying the spreadsheet categorization suggested by Costa and Zoltowski (2014), adapted from Almeida and Colares (2022). According to the aforementioned authors, this categorization involves the inclusion of information such as the “[...] name of the study, theoretical framework, objectives, temporal location of the intervention, context, instruments, description of the participants, main findings” (Costa; Zoltowski (2014, p. 65), among other aspects. Still following the model adapted from Almeida and Colares (2022), the categorization was personalized according to the relevant elements identified in the selected research. This helped in a more comprehensive visualization, allowing to organize and compare the articles more efficiently, so that the classification was based on the results, perspectives, and challenges highlighted by the researchers, thus supporting the better development of research for the systematization and critical analysis of data obtained in study.

3 Results and discussion

In a survey carried out in the magazine catalog available on the Anped website¹, between the months of May and June 2023, a total of 174 periodicals linked to Fepae Nacional were mapped, distributed across the five regional subdivisions of the country. Of these, 45 journals belong to Fepae-NNE, with six journals being included according to the indexers' criteria: Web of Science and Educ@, of which 1,481 scientific productions were located, with 28 studies located, leaving ten articles distributed in five journals, as shown in the general demonstration in Graph 1.

¹<https://www.anped.org.br/news/acesse-catalogo-de-revistas-do-fepae-forum-de-editores-de-periodicos-da-area-de-educacao-da>

Graph 1 – Survey of periodicals linked to Fepae



Source: Elaborated by the authors based on data collected in journals (2023).

When considering the following inclusion and exclusion criteria for Fepae-NEE journals: having Qualis A and indexing in the Educ@ and Web of Science databases, the results were obtained from five journals indexed in Educ@ and three have the Web of Science indexer (Chart 1).

Chart 1 – Journals selected by Qualis and respective indexers

Nº	Journals	Qualis	Educ@	Web of Science
1	<i>Revista Educação & Formação</i>	A3	X	X
2	<i>Revista Brasileira de Educação do Campo</i>	A4		X
3	<i>Revista Educação e Contemporaneidade</i>	A2	X	
4	<i>Revista Educação em Questão</i>	A1	X	
5	<i>Revista Exitus</i>	A4	X	
6	<i>Revista Práxis Educacional</i>	A2	X	X

Source: Elaborated by the authors based on data collected in journals (2023).

To better clarify how the selection process of journals linked to Fepae-NNE and indexed in Web of Science and Educ@ took place, it is considered important to present in detail the number of articles published by the journals identified in the period from 2020 to 2022 (Table 1).

Table 1 – Demonstrative of Fepae-NNE article selection from 2020 to 2022

Journals	2020	2021	2022	Total
<i>Revista Educação & Formação</i>	44	44	38	126
<i>Revista Brasileira de Educação do Campo</i>	118	121	81	320
<i>Revista Educação e Contemporaneidade</i>	79	74	75	228
<i>Revista Educação em Questão</i>	77	62	41	180
<i>Revista Exitus</i>	121	83	83	287
<i>Revista Práxis Educacional</i>	178	124	38	340
Overall total	617	508	356	1481

Source: Elaborated by the authors based on data collected in journals (2023).

Through the data shown in Table 1, it is possible to observe that in 2022 the *Revista Práxis Educacional* presented a significant reduction in the number of publications compared to previous years. On the other hand, the mapping of all journals also indicates a gradual decline in production.

It is worth noting that this impact may be directly related to the Covid-19 pandemic, but above all, it was reinforced by the country's political scenario in the period analyzed, in which there was an increase in cuts in public investments in scientific research. In this context of the dismantling of science, Almeida and Colares (2022) emphasize the devaluation of education that followed a series of financial cuts before the pandemic. The pandemic alone does not alone justify the reduction in the number of scientific productions and studies, “[...] but it reveals a form of government that devalues science and takes advantage of moments of crisis to accentuate the scarcity of resources for education Brazilian” (Almeida; Colares, 2022, p. 14).

After reading the titles, abstracts and keywords using the terms: “Educação em Tempo Integral”, “Educação Integral” and “Escola de Ensino Médio Integral e Novo Ensino Médio”, ten articles published in five journals were selected that met the inclusion and exclusion criteria, including the time frame established between January 2020 and December 2022. At this stage, after reading the texts in full, five articles were excluded because, despite dealing with topics related to Educação Integral or Escolas de Tempo Integral, they presented research objects outside the theme of Novo Ensino Médio, the

object of this study. Given this, the final stage of data analysis of the research was carried out as follows: an article in the *Revista Educação em Questão*; two articles in *the Revista Práxis Educacional*; an article in *Revista Exitus*; and an article in the *Revista Educação & Formação* (Chart 2).

Chart 2 – Demonstrative of articles selected in the journals

Selected articles						
Title of the Article	Keywords	Authors	Year	V.	N.	Reason
Time and its essentiality in full-time education	School time; Full-time education; School organization; Civilizing process	GUIMARÃES, T. C. A.; BERNADO, E. S.	2020	58	58	Terms in the title and keywords
A integral education in the west of Pará: the state of knowledge from PPGE-UFOPA dissertations	Integral education; State of knowledge; Conceptions	SILVA, N. F.; COLARES, M. L. I. S.	2020	16	39	Terms in the title, abstract and keywords
The (new) high school in the students' view: traces of neoliberal rationality	Neoliberal rationality; Public school; High school	WEINHEIMER, G.; WANDERER, F.	2021	17	48	Terms in the title, abstract and keywords
A new educational ethos in High School: from comprehensive training to entrepreneurship	Integral Training; High school; Entrepreneurship	COSTA, M. O.; CAETANO, M. R.	2021	11	No in.	Terms in the title, abstract and keywords
The New High School in São Paulo: old proposals for maintaining the structural duality and the precariousness of education	High school reform; BNCC; formation itineraries; new high school paulista	CARVALHO, C. P. F.; CAVALCANTI, F.	2022	7	No in.	Terms in the title, abstract and keywords

Source: Elaborated by the authors based on data collected in journals (2023).

It is possible to observe similarities between the studies concerning Novo Ensino Médio, in which the authors unanimously point to the strong inclination towards privatization of education and the market-based nature of the reform driven by neoliberal rationality by including topics such as entrepreneurship in the curriculum, this being one of the axes of the training itineraries. These itineraries are designed from top to bottom, without considering the specificities of the most diverse and plural contexts

where schools are located, thus removing the autonomy of educational institutions in the development of curricula articulated with the demands, needs, and interests of the population of each locality (Silva; Vaz, 2021).

Thus, neoliberal logic produces and reproduces the conceptions of school and education, having its foundations markedly under “[...] the principles of competition, improvement, and self-promotion, making students become entrepreneurs responsible for their success or failure” (Weinheimer; Wanderer, 2021, p. 517). According to Bernardo, Silva and Felix (2022, p. 181-182):

Neoliberalism as a theory of political-economic practices has its principles based on the defense of private property, free market, and trade. The State is responsible for guaranteeing the institutional conditions for these practices to develop.

This concept of neoliberalism brings back the old ideals of classical liberalism, by advocating minimal intervention by the State in the economy to stimulate economic development, having as one of its premises the dismantling of the state, seeking privatizations, and the State being only responsible for guaranteeing the basic infrastructure for the full functioning and sale of national production.

Thus, the economic elite defends the maximum deregulation of the workforce, reduction of workers' income, and flexibilization of the production process, as it believes that improving workers' wages and strengthening unions represent a great threat to the economy, when, in fact, these are actions undertaken by this elite to maintain their privileges. Those neoliberal ideals are behind the loss of labor rights in Brazil and various practices of exploitation of the working class of the working class (Bernardo; Silva; Felix, 2022).

In general, the authors criticize the relationship between education and market demands, as well as the privatization and influence of the business model in the Brazilian educational system. As a whole, the issues addressed by the authors form a critical narrative that describes the movement towards an increasingly instrumental education, subject to the capitalist economy. Privatization is seen as a symptom of this process, and competitiveness is considered a consequence, especially evidenced in recent educational reforms aimed at High School education, in which the broader and humanistic perspective of education is relegated in favor of a utilitarian and with a market-

oriented approach, which represents one of the reflections of the influence of neoliberalism on the country's educational policies.

Regarding the marketing nature assumed by the curriculum through the training itineraries in curricular flexibility, Costa and Caetano (2021, p. 6) state that the entrepreneurship proposal, as well as the other itineraries:

[...] tries to establish itself, with reforms, as an axis of education, subordinating it to the generation of alternatives to unemployment. The central components are the tripod capital, work, and State, in which there is, in this interrelationship, the complete subjection of work to the command of capital and constitutes the central issue of the dynamics of the process of production and social reproduction.

According to Costa and Caetano (2021), the concepts of entrepreneurship and training of entrepreneurs emerged during the productive restructuring of capital and are being reviewed with new theoretical bases under the strong influence of international organizations and private institutions that worked on the reforms of the Base Nacional Comum Curricular (BNCC) and High School (HS), to institutionalize entrepreneurship policy in Brazilian public education. These proposals initially aimed to solve structural problems of capital through educational policies and programs. Currently, such ideas are retrieved in recent reforms, in which the discourse of competence and development of citizens' entrepreneurial skills is part of the existing policies, “[...] which, by defending the reform of the State based on mercantilistic logic, uses managerialism and partnerships with the third sector, redefining the content of policies and the role of the public sector in addressing social issues” (Costa; Caetano, 2021, p. 6-7).

When analyzing the selected articles, problems listed by the authors were identified that are interrelated. The data show several challenges faced in the implementation of full-time schools, especially concerning school management. Thus, the main obstacles highlighted by the authors regarding the organization of schools are: lack of continued training; management focused on results; precariousness in school infrastructure; stripping of democratic management; and lack of school autonomy, among others. Table 2 lists the frequency with which the same problems are reported in investigations.

Table 2 – Demonstrative of the most frequent problems faced in school organization

Problems mentioned in the articles regarding school management	
Problems	Frequency shown in articles
Results-focused management	4
Lack of organization of spaces/times	3
Lack of continued training	3
Stripping of democratic management	3
Lack of school autonomy	3
Lack of participation of the school community in decision-making	3
Precariousness in school infrastructure	2
Discontinuity of pedagogical work	1
Total	22

Source: Elaborated by the authors based on the data analyzed (2023).

The data in Table 2 show that the problem with the greatest recurrence among those cited in articles referring to the organization of schools lies precisely in its aspect of management focused on results. In part, trying to achieve the best rates in large-scale assessments, making schools “[...] a competitive environment, creating internal and external disputes, both at the student, teaching and institutional levels” (Weinheimer; Wanderer, 2021, p. 528), but above all with the ultimate objective of training the working class to meet the demands of capital. In this managerial dynamic of school time, “[...] a socially placed organization is reproduced, intending to be market-oriented, of temporal optimization, in search of results” (Guimarães; Bernado, 2020, p. 13).

From this perspective, when understanding school as a means to achieve an end, there is a risk of reducing the purpose of education to a performance and classification metric, disregarding the intrinsic value of learning and development of each subject. The view that the quality of the school is determined by the performance of students proves to be limiting, as it does not take into account broader factors, such as the socioeconomic context of students, and the available resources, among other aspects that can influence the integral education of individuals. It is important to highlight the interconnection between the problems listed by the authors regarding school

management and issues related to the State's actions (Table 3), revealing the anti-democratic and utilitarian character of the Reforma do Ensino Médio, under the direct influence of bourgeois educational hegemony, which subjects public educational institutions, managers, teachers, students, and the school community to the dictates of the capitalist economy.

Table 3 – Demonstrative of the problems addressed about the State

Problems mentioned in the articles regarding the State's actions	
Problems	Frequency in the articles
Bourgeois educational hegemony	4
Structural duality of education	3
Curriculum instrumentalization	3
Precariousness of education	3
Conceptual reductionism	3
Curricular disqualification	2
Low pay for teachers	2
Professional instability	1
Total	21

Source: Elaborated by the authors based on the data analyzed (2023).

In Table 5, it is observed that the data indicate the hegemonic tendency present in the State's actions regarding the guidelines for public education. There is a consensus among studies that high school, instead of prioritizing the complete development of young people, was shaped to meet the demands of the job market, especially promoting specific skills rather than broader education. The authors point to the influence of the private sector and neoliberal thinking on educational policies, highlighting the reduction of education to a utilitarian and momentary purpose, aligned with the immediate interests of private capital, leading to a fragmentation of student training, serving exclusively the purposes hegemonic rather than covering the human, social and cultural aspects essential for a true integral education.

Silva and Vaz (2021) explain that the Reforma do Ensino Médio, under Law No. 13,415/2017, was not the first educational reform carried out at a national level, which

was always present on Brazil's government agendas, demonstrating that the education of Brazilians is treated as government policy and its objectives are aligned with the interests of the international economic market, based on the neoliberal model of the minimum state, which greatly contributes to the continued precariousness of public education.

A point that deserves to be highlighted concerns the concept of Integral Education presented in some studies, such as that of Silva and Colares (2020, p. 382), in which they argue that Integral Education is “[...] that does not dissociate the body and intellect, it considers human formation for emancipation in all its aspects”. Costa and Caetano (2021, p. 4) corroborate this premise and add:

[...] education must necessarily be emancipatory. Therefore, the importance of designing an integrated curriculum is highlighted, which presupposes general education as inseparable from professional education, from the perspective of comprehensive and integrated training, in which theoretical and practical knowledge are inseparable. Thus, there is the possibility of overcoming the dual nature of education, which has accompanied the establishment of High School throughout history.

Keeping these concepts in mind, Melo Neto (2020), following Gadotti's (2009) perspective, emphasizes that the teaching/learning process and the integral training of students happen constantly inside and outside the school walls. In this sense, comprehensive education is defined by “[...] expansion of times, spaces and social actors (health, culture, social assistance)” (Gadotti, 2009, p. 77), which presupposes the expansion of opportunities of learning and dialogue between formal and informal knowledge.

5 Final considerations

When considering the “Novo” Ensino Médio e Educação de Tempo Integral, within the historical context of contemporary society through the political rise of ultra-conservatism, which disseminated science reductionism and denialism, In addition to attempts to dismantle public education and science, it is necessary to reflect on the role of Fepae-Anped as a resistance movement through strengthening ties of cooperation and solidarity between editors. As it is a permanent forum open to dialogue, Fepae and its regional subdivisions, such as Fepae-NEE, materialize as a democratic instance of collective participation in favor of scientific production in Brazil.

Through the investigation undertaken in this study, it was possible to identify distinct problems in the analyzed productions that revolve around the theme of Educação Integral and Educação em Tempo Integral. The critical debate about the privatization and precariousness of public education as part of the neoliberal agenda, which deepens social and educational inequalities in the country, predominates at the core of scientific contributions on the Reforma do Ensino Médio.

Data analysis also made it possible to observe that Brazilian education policy, over time, has been shaping educational methods in a constant movement of advances and setbacks, always very well thought out by an extremely rich minority, to maintain their privileges. It is up to schools and the school communities in their surroundings to carry out the critical exercise of understanding the social and transformative role of education in the lives of each subject.

Although Educação Integral has been idealized, defended, and widely discussed since the pioneers' manifesto as being an education for all citizens, being a right that aims at the integral formation of individuals regardless of the social class in which they find themselves, in practice this right continues to be denied and neglected by the State. On the other hand, educational policies to promote Educação em Tempo Integral are shaped by a vision of compensatory and welfare education; in the case of High School, after the reform through Law No. 13,415/2017, which also established the policy to promote Escolas de Ensino Médio em Tempo Integral and amended the BNCC, it began to incorporate into the curriculum a logic of Educação Integral that was even more instrumental, market-based and devoid of criticality.

Another aspect highlighted in the research concerns the understanding of the real meaning of Educação Integral by the school community, which sees the Escola de Tempo Integral and Educação Integral as synonyms, which reinforces the need for public investments in the continued training of teachers.

When we think about quality in education, we cannot dissociate it from Integral Education, as it is not enough to constitute it in isolated special full-time projects, but rather to transform Integral Education into State public policy as a right for all individuals.

Therefore, breaking with the visions of instrumental education of a market and technical nature, devoid of an integral formation of the human being, represents a great challenge to be overcome by Escolas em Tempo Integral. This notion will be transformed

and transformative based on the change in paradigms that permeate the understanding of Educação Integral.

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