

Full-Time Educational Institutions: literature review

ARTICLE

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Abstract

The objective was to map scientific productions related to full-time schools, aiming to deepen studies on this topic and identify potential gaps. The research utilized various electronic databases, including SciELO, BDTD, CAPES, the Repository of the Federal University of Grande Dourados, and Google Scholar, with specific descriptors and Boolean operators for the selection and analysis of works. The most significant results include the identification of 16 relevant academic productions directly related to the theme, highlighting the predominance of research conducted by women and a temporal concentration following the period of encouragement from the Education Development Plan (PDE), decreed in 2007. The main conclusions point to the existence of a solid foundation for future investigations, although more in-depth studies are still needed to overcome the identified obstacles, gaps, and historical absences, contributing to the understanding and improvement of full-time schools in Brazil.

Keywords: Integral Education. Full-Time School. School Space/Time.

Instituições educativas de tempo integral: revisão de literatura

Resumo

Objetivou-se mapear produções científicas referentes à escola de tempo integral, buscando aprofundar os estudos nessa temática e encontrar possíveis lacunas. Para realizar a pesquisa, foram utilizadas diversas bases de dados eletrônicas, incluindo SciELO, BDTD, CAPES, Repositório da Universidade Federal da Grande Dourados e Google Acadêmico, com descritores específicos e operadores booleanos para a seleção e análise dos trabalhos. Os resultados mais significativos incluem a identificação de 16 produções acadêmicas relevantes que se relacionam diretamente com o tema, destacando a predominância de pesquisas realizadas por mulheres e uma concentração temporal posterior ao período de incentivo do Plano de Desenvolvimento da Educação (PDE), decretado em 2007. As principais conclusões apontam para a existência de uma base sólida para futuras investigações, embora ainda sejam necessárias pesquisas mais aprofundadas para superar os obstáculos, lacunas e ausências históricas identificadas, contribuindo para a compreensão e melhoria das escolas de tempo integral no Brasil.

Palavras-chave: Educação Integral. Escola em Tempo Integral. Espaço/Tempo Escolar.

1 Introduction

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Full-time educational institutions are schools that offer an extended timetable, where students stay at school all day, in contrast to part-time schools, where students only attend classes for part of the day. These institutions aim to provide a more comprehensive education, integrating academic activities with extracurricular, sporting, cultural and social development activities.

Castro and Alves (2011) argue that full-time education faces several challenges that can impact its implementation and effectiveness. The authors cite issues related to infrastructure, costs and funding, teacher training, the school community's resistance to change, the different conditions and resources between schools, the organization of time and space, the extension of time without a guarantee of educational quality and, finally, the need for continuous monitoring to assess the impact on students' learning and development.

In this article, we map academic research produced in the field of the History of Education and the History of School Institutions with the aim of drawing up a literature review on full-time educational institutions, in order to discuss and analyze the main themes and gaps in such research, which could contribute to the search for pre-existing knowledge on the proposed topic.

As Gatti (2001) points out, knowledge of the philosophical, theoretical, technical and methodological intricacies of the chosen approach is fundamental. We understand that the research carried out does not cover a complete interpretation of all the studies, however, in a way, it offers us an understanding that contributes to analyzing the issues, approaches and conclusions on the subject.

The article is divided into the following topics: 1) Introduction; 2) Searches and selected studies on the platforms; 3) Analysis of the selected studies and final

considerations. The second topic provides an outline of the issue to be addressed, including the platforms accessed, the research procedures and the analysis of the works selected from SciELO, BDTD, CAPES, the Repository of the Federal University of Grande Dourados and Google Scholar, which cover the selected theme, effectively exploring the object of the study. Next, we explain the results obtained. We then discuss the results obtained. Finally, we conclude with the article's final considerations.

2 Searches and Selected Papers on the Platforms

It is essential to carry out a literature review when starting an investigation, as this will give us a comprehensive view of the research that has already been carried out on the topic in question, avoiding redundant information. In addition, through a literature review it is possible to learn about the methodological paths that have been used for research in the area, as well as to find gaps for possible future approaches.

For a better understanding of the literature review, we will use Vosgerau and Romanowski's (2014, p. 167) definition that the review consists of:

[...] organizing, clarifying and summarizing the main existing works, as well as providing complete citations covering the spectrum of relevant literature in a field. Literature reviews can present a review to provide a historical overview on a theme or subject by considering the publications in a field. Often, an analysis of publications can contribute to the historical reshaping of academic dialog by presenting a new direction, configuration and directions.

In order to gain a better understanding of scientific production on the subject of full-time schools, which is configured in the implementation of the Aurora Pedroso Camargo Municipal School, and to justify our research, we carried out an initial mapping to locate theses, articles and dissertations, using the Brazilian Digital Library of Theses and Dissertations (BDTD), the Scientific Electronic Library Online (SciELO), the Coordination for the Improvement of Higher Education Personnel (CAPES), the Repository of the Federal University of Grande Dourados and Google Scholar.

After this stage, the papers found were read using the title, abstract and, where necessary, some introductions as metadata, because despite the use of descriptors, many materials were obtained that were not in line with the topic being addressed, since they dealt with issues related to partial aspects of full-time schools.

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2.1 The platforms accessed

The search was carried out between May and June 2024. As a methodological approach to the research, the following descriptors were initially used: history of school institutions; “history of school institutions”; (“history of school institutions”) AND (“full-time school”); “full-time school”; history of full-time institutions, history of school institutions OR full-time school; municipal AND full-time schools; history of full-time school institutions in the 1980s.

These descriptors were selected according to the object of the proposed research. As already mentioned, we used various databases, selecting electronic databases that are relevant to the research area of the review, as we can see.

SciELO, for example, was chosen because it is the main digital library in Latin America. According to the SciELO Portal (2024), this is an electronic library that has a collection of scientific journals from Brazil, Spain, Portugal and South Africa. Its aim is to store, disseminate and evaluate scientific production in electronic format.

The BDTD was selected because it is a source of high quality and relevant research in the academic world. According to information taken from its own BDTD Portal (2024), it collaborates with Brazilian teaching and research institutions in order to disseminate dissertations and theses, both in Brazil and abroad.

The Coordination for the Improvement of Higher Education Personnel (CAPES) is part of the Ministry of Education (MEC). This foundation is responsible for the materialization of *stricto sensu* postgraduate studies in Brazil (Portal CAPES, 2024). CAPES has two portals, one with Thesis and Dissertations and another with articles and other types of text called CAPES Periodical, where we conducted our research. Both

provide scientific texts and other academic material of national and international relevance.

Sousa Filho *et al.* (2012, p. 1) point out that “Institutional and thematic repositories are a key element in the process of scientific communication, offering new opportunities for sharing information”. In addition, the authors discuss the importance of repositories for the storage and development of science. This is why we chose the Repository of the Federal University of Grande Dourados.

Longen (2023, online), in the Hostinger Portal, explains that Google Scholar is “like a gigantic online source of official documents from scientific studies and research available in one place”. It is aimed at students and researchers. It is an easily accessible platform that allows you to find a range of textual types such as books, articles, texts published in annals, dissertations, theses, term papers, among others.

The metadata used to organize, select and analyze the texts in article, dissertation and thesis format was as follows: title, abstract and introduction. We used Boolean operators, such as AND and OR, which allow terms to be combined like logical operators.

In all the selection stages, we excluded papers that were not related to the research questions. Other literature reviews were also excluded because they did not include field research in full-time schools.

2.2 The results obtained

With regard to the location of the works, it is important to highlight the path taken for this more detailed selection. It is worth noting that in order to reach a larger number of texts, no time cut-off was applied on any of the platforms.

On the SciELO platform, a total of 70 papers were found, using the first descriptor, history of school institutions, 62 were found, which after using the “Brazil” filter, totaled 45 papers. Next, we used the descriptor “history of school institutions” and found a total of 4 papers, followed by the use of the descriptor (“history of school

institutions”) AND (“full-time school”), we found a total of 4 papers. With 51 papers selected, we applied the metadata title and abstract, in which only one article was selected for this review.

A total of 589 papers were found on the BDTD platform. The first descriptor used was “full-time school”, in which we found a total of 83 papers, and using the education filter, we found 5 papers, which were retained for the analysis. Next, the descriptor, history of full-time institutions, was part of the search, resulting in 506 works found, after the education filter, a total of 44 works were found. With 49 papers selected, after reading the titles and then the abstracts, only 6 dissertations and 2 theses remained to be included in this article.

Next, on the CAPES Periodical platform, 1,728 papers were detected, with the first descriptor (“history of school institutions”) AND (“full-time school”), a total of 1,645 papers were found, with the use of the education filter totaling 18 papers that we left for analysis. Then, using the second descriptor “full-time school”, 83 papers were found, and with the filter “full-time school”, a total of 7 papers were found. After applying the metadata such as title and abstract, two articles and one thesis were selected to make up the literature review for this article.

Next, to locate theses and dissertations, we used the Repository of the Federal University of Grande Dourados as a source of consultation, in which we identified 5754 productions with the descriptor “municipal schools” AND “full-time”, using the education filter, totaling 47 works. After reading the titles and then the abstracts, two papers were selected, one dissertation and one monograph.

We also carried out a search in the Google Scholar database, mapping 1370 productions. We used filters in the areas of education and full-time, with the following descriptor: history of full-time school institutions in the 1980s to 2000. This resulted in 175 papers being found, but after carefully reading the titles, 132 papers were excluded, leaving a total of 43 papers, which went through the abstract reading filter and 41 were excluded, leaving only two for the analysis that will make up this article.

This resulted in the papers shown in Table 1.

Table 1 - Location and selection of works on the platforms

Descriptors	Platforms									
	SCIELO		BDTD		CAPES		Repositório UFGD		Google Acadêmico	
	Before	After	Before	After	Before	After	Before	After	Before	After
History of School Institutions	62	45								
“history of school institutions”	04	02								
(“history of school institutions”) AND (“full-time school”)	04	04								
“Full-time school”			83	05						
History of full-time institutions			506	44						
“History of school institutions” OR “full-time school”					1645	18				
“Full-time school”					83	07				
“Municipal schools” AND “Full-time school”							5.754	47		
History of full-time institutions from the 1980s to the 2000s									1370	02
TOTAL:	70	51	589	49	1728	25	5754	47	1370	02

Source: Elaborated by the author (2024).

Thus, the survey resulted in the selection of 16 academic productions that in fact corresponded directly to the object of our interest, i.e. full-time educational institutions. Based on the criteria of works that really relate and add to the subject of study, of this total, three are theses, seven are dissertations, five are articles and one is a monograph. These works will be presented below.

3 Analysis of Selected Papers

To begin with, Table 2 shows the results obtained from the survey of works selected to make up this analysis of the literature review. We have organized the texts from the oldest to the most recent, describing what type of text it is and where it was located, as well as its authors and title.

Table 2 - Presentation of works

Nº	Author	Title	Key words	Year	Platforms
01	Cintia aurora Quaresma Cardoso; Ney Cristina Monteiro de Oliveira	The history of full-time education / Full-time education in Brazilian public schools	Integral education, Full-time education, Public schools, Public policies	2008	Google Scholar Article
02	Silvia Maria Coelho Mota	Full-time school: from conception to practice	Full-time education, full-time school, primary education, teaching practice	2008	BDTD Dissertation
03	Jandira Gonçalves de Azevedo Debastiani	Full-time schools: challenges and prospects for learning	history of institutions, full-time school	2009	CAPES Thesis
04	Silene Fontana	Full-time school or out-of-school-time school: the case of Barretos	Education. Full-time school. Formal education. Non-formal education	2013	BDTD Dissertation
05	Maria de Lourdes Pinto Almeida; Rosiane Pereira Dutra	Education and the history of school institutions in Brazil: two proposals to extend the school day (1992-2012)	History of school institutions; Extended school day; School education.	2014	SCIELO Article
06	Vânia Lúcia Ruas Chelotti de Moraes	Full-time school: an analysis of the implementation process in Campo Grande	Public policies, education, Full-time education	2015	UFGD Repository Dissertation
07	Rafael Pires Arantes	Do full-time school pupils have better school results? An evaluation of schools in the municipality of Dourados M.S.	More education program, School performance, Dourados M.S.	2015	UFGD Repository Monograph
08	Neiva Solange	Teacher training and the full-time school in the municipality of	Teacher training. Continuing teacher	2016	BDTD

	da Silva	Araçatuba: practices, challenges and possibilities	training. Full-time education. Full-time education		Dissertation
09	Samantha Nunes de Oliveira Almeida	Conceptions of full-time education and their relationship with educational equity	Full-time school.	2018	BDTD Thesis
10	Jamile Cabreira	The challenge of designing and implementing a full-time curriculum in a municipal public school	Full-time education - Educational equity	2018	BDTD Dissertation
11	Maria Celeste Reis Fernandes Souza	Full-time education: tensions between school time and body time	Science education, Full-time school, Full-time education, Expanded curriculum, Reorganization of school space/time, Critical perspective on curriculum	2018	CAPES Article
12	Diego dos Santos Verri	Full-time school education: extending the school day as a strategy for giving meaning to the subject's time	Full-time school; Chronobiology; School time; Relationship with knowledge.	2019	BDTD Dissertation
13	Joselaine Aparecida Campos	Full-time education: the conceptions of teachers at a municipal primary school	Humanities, Education, Full-time school education, Curriculum	2019	BDTD Thesis
14	Dirce Efigênia Brito Lopes; Regina Célia do Couto	The operation of full-time education in a municipal school in Montes Claros-MG: challenges and possibilities	Full-time education, Teaching practice, Elementary school, Public school	2019	CAPES Article
15	Diovane de César Resende Ribeiro	Full-time education and its stories: the voice of public school teachers	Full-time education. Full-time education. School functioning. School. Community	2020	BDTD Dissertation
16	Rosimar Serena Esquinsani	The full-time school in Brazil - A review in three acts	Integral education. Full-time school. Teachers.	2024	Google Scholar Article

Source: Elaborated by the author (2024).

With regard to the aforementioned papers, which focus on full-time schools, we will discuss them, highlighting their importance and impact on the progress of this study.

We found that these papers were predominantly defended by women, with 13 defended by women and only 03 by men. Their publications cover the years 2008 to 2024. We note that the research carried out so far points to a recurrence of investigations in the period after 2010. This is because the Education Development Plan (PDE), established by Decree No. 6.094 in 2007, was a major incentive for states and municipalities to increase the amount of time students spent at school, implementing the comprehensive education model.

Among the works analyzed, we highlight the thesis, “Full-time education: the conceptions of teachers at a municipal elementary school”, by Campos (2019), which aimed to outline the profile of teachers, reflect on their practices and analyze the limits and possibilities. It covers the period from 1988 to 2018, due to the fact that the first document referred to is the 1988 Constitution. We can observe a dialogue with Ribeiro's dissertation (2020), which also shows the need to listen to teachers at full-time institutions about their experiences with the Program. The aim is to contribute to an understanding of this agenda based on the experiences of teachers working in full-time classes. And what are the points of convergence and divergence regarding the pedagogical practice proposed for/by Integral Education.

Silva (2016), in his dissertation, also “addresses the complexity of teacher training and its articulation with the full-time school, defending the need and importance of investments in the training of teachers and managers, even if they are not the focus of the political proposal” and “reflect on how the school and its actors translate the implementation and teacher training of this type of school” (p. 12). As well as Mota (2008), who investigated teaching work in the face of a new challenge: “the implementation of the Full-Time School Project in the State Public Education Network”. The central question of this author's dissertation was to find out how elementary school teachers develop their teaching practice through the Curriculum Workshops.

In their article, Almeida and Dutra (2014) focus on the process of implementing extended school hours, the origins and impacts of full-time schools. Verri (2019), in his dissertation, investigates proposals for full-time school education at local and national

level. The author sets out to investigate the construction of the proposals and the implementation of these schools. As well as in the article by Lopes and Couto (2019) entitled “The operation of full-time education in a municipal teaching unit in Montes Claros-MG: challenges and possibilities”, which aimed to research the operation of full-time education (ETI) in a municipal teaching unit.

Moraes' dissertation (2015) aims to answer the following question: what has been thought up and implemented, based on the Full-Time School project, to increase the time children spend at school? Its general objective was to analyze the process of formulating and implementing the Full-Time School Project. This research correlates with the thesis by Debastiani (2009), whose specific objectives include analyzing the factors that contribute to the effectiveness of pedagogical action in teaching and learning interactions in Full-Time Schools, as well as exploring the perceptions and meanings that parents and education professionals attribute to the process of implementing this school model.

In her article, Souza (2018) investigated the relationship between students and knowledge in the context of full-time education. In addition, Almeida (2018, p. 8) considers that “Integral education is currently automatically understood as the complete formation of the human being”. It is currently associated with “the quest to overcome educational inequalities, showing a close relationship with educational equity”. From the perspective that integral education promotes the development of the various dimensions of students through experimentation and experience of knowledge, connecting them with everyday life and its elements.

In 2013, Fontana defended a dissertation that aimed to analyze some of the moves made to build the Full-Time Education curriculum in an educational context. In line with Cabreira (2018), in his dissertation that addresses the critical perspective of the curriculum and its repercussions on the understanding of full-time education as a promoter of human and social emancipation, it is necessary that the training offered in school space and time is of quality.

Following on from the article by Cardoso and Oliveira (2008), like the article by Esquinsani (2024), we can analyze the historical trajectory of the full-time school and its

evolution. Both articles survey the history of full-time education in Brazil, from its origins to the present day. Both discuss the distinction between “full-time education” and “integral education”, emphasizing that extending the school day does not necessarily result in integral education, which should consider all dimensions of human development.

Last but not least, in his monograph, Pires (2015, p. 6) aims to “analyze, based on data from the School Census, the performance of public schools that participate in the full-time program”. In his work, he presented several significant results on: Overall Impact on Performance; Academic Success and Dropout Rates; Challenges and Limitations; Results in other Regions. These results suggested that, although the implementation of full-time schools can bring some benefits, the challenges in implementing the program and the specific conditions of each school can significantly influence the results achieved.

With these results, we hope that this survey can contribute to research on the subject of implementing full-time schools, as well as highlighting the persistence of various obstacles, gaps and historical absences that need to be tackled.

4 Conclusions

The aim of this article was to map thesis, dissertations, articles and monographs on full-time schools, in an attempt to deepen studies on the subject and find out more about existing research. The literature review on full-time educational institutions revealed a variety of approaches and significant gaps in existing research.

We believe that the literature review on full-time educational institutions reveals a variety of approaches and significant gaps in existing research. Despite the limitations identified, such as the lack of a complete interpretation of all the studies, the initial results obtained provide a solid basis for future more in-depth investigations.

Our mapping enabled us to identify the main themes discussed in the field of History of Education and History of School Institutions. In this way, we understand that it is necessary to go down this road, as a literature review is essential to gain clarity on the subject under investigation, making it possible to expand knowledge and structure a

theoretical framework, based on reading published research, as well as understanding processes, based on the experiences of other people in different regions.

Upon conclusion of this article, we hope that this survey of information will make a relevant contribution to understanding pre-existing knowledge and guide new research that can deepen the analysis and bring new perspectives on full-time educational institutions. This will make it possible to expand studies on the subject of the history of educational institutions.

And finally, it is worth pointing out that the results obtained here can be improved in future research, contributing to the expansion of studies on the history of educational institutions, as well as pointing out the challenges that still need to be overcome for quality full-time education. After all, this survey is an important step towards guiding future research and promoting an ongoing academic dialog on the subject.

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