INTEGRAL EDUCATION IN ELEMENTARY SCHOOL IN NITERÓI: GENESIS OF THE IMPLEMENTATION PROCESS (2013-2014)

EDUCAÇÃO INTEGRAL NO ENSINO FUNDAMENTAL EM NITERÓI: GÊNESE DO PROCESSO DE IMPLANTAÇÃO (2013-2014)

LA EDUCACIÓN INTEGRAL EN LA ENSEÑANZA PRIMARIA EN NITERÓI: GÉNESIS DEL PROCESO DE IMPLEMENTACIÓN (2013-2014)

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ABSTRACT: The paper is based on recently completed research on the genesis of the implementation process of integral education in elementary education in the municipal education network of Niterói, municipality of Rio de Janeiro, in the period from 2013 to 2014. The study analyzes the conceptions and disputes waged within the scope of the Special Commission “Professor Dácio Tavares Lôbo Júnior”, specially created in that municipality to develop the pedagogical proposal of full-time elementary education in that municipal education network. The proposal constituted the central object of the research, which investigated, based on interviews and document analysis, the theoretical-methodological conceptions with regard to integral education, which underpinned the work of the Special Commission. In this paper, we restore the theoretical frameworks on integral education that structured the research, as well as relevant elements of the specific context of Niterói, which guided the process of implementing integral education in elementary education in the school network of that municipality.

KEYWORDS: Integral Education. Elementary School in Full Time - Niterói/RJ.

RESUMO: O artigo se baseia em pesquisa recentemente concluída sobre a génese do processo de implantação da educação integral no ensino fundamental, na rede municipal de educação de Niterói, município do Rio de Janeiro, no período de 2013 a 2014. O estudo analisa as concepções e disputas travadas no âmbito da Comissão Especial “Professor Dácio Tavares Lôbo Júnior”, especialmente criada naquele município para desenvolver a proposta pedagógica do ensino fundamental em tempo integral, naquela rede municipal de educação. A aludida proposta constituiu-se como objeto central da pesquisa, que investigou, a partir de entrevistas e análise documental, as concepções teórico-metodológicas, no tocante à educação integral, que fundamentaram o trabalho da Comissão Especial. Neste artigo, restituimos os marcos teóricos sobre educação integral que estruturaram a pesquisa, bem como elementos relevantes do contexto específico de Niterói, que balizaram o processo de implantação da educação integral no ensino fundamental na rede escolar daquele município.

PALAVRAS-CHAVE: Educação Integral. Ensino Fundamental em Tempo Integral - Niterói/RJ.

RESUMEN: El artículo se basa en una investigación recientemente concluida sobre la génesis del proceso de implementación de la educación integral en la educación básica, en la red de educación municipal de Niterói, municipio de Rio de Janeiro, en el período de 2013 a 2014. El estudio analiza las concepciones y disputas libradas en el ámbito de la Comisión Especial “Profesor Dácio Tavares Lôbo Júnior”, creada especialmente en ese municipio para desarrollar la propuesta pedagógica de la enseñanza fundamental de tiempo completo en esa red de educación municipal. La citada propuesta constituyó el objeto central de la investigación, que indagó, a partir de entrevistas y análisis documental, las concepciones teórico-metodológicas, con respecto a la educación integral, que sustentaron el trabajo de la Comisión Especial. En este artículo, recuperamos los marcos teóricos sobre la educación integral que estructuraron la investigación, así como elementos relevantes del contexto específico de Niterói, que orientaron el proceso de implementación de la educación integral en la educación básica en la red escolar de ese municipio.

PALABRAS CLAVE: Educación Integral. Escuela Primaria de Tiempo Completo - Niterói/RJ.
Introduction

This paper originates from recently completed research on the genesis of the process of implementing integral education in elementary education, in the municipal education network of Niterói, a municipality in the Metropolitan Region of Rio de Janeiro, in the period from 2013 to 2014 (SANTOS, 2023). The focus of the investigation was the analysis of the conceptions and disputes held within the scope of the Special Commission “Professor Dácio Tavares Lôbo Júnior”, specially created in that municipality, through an act of the Municipal Department of Education (SME), namely, Ordinance nº 01/2013, published on February 16, 2013, with the objective of developing the pedagogical proposal for full-time elementary education, in that municipal education network. The proposal constituted the central object of the research, which investigated the theoretical-methodological conceptions, regarding integral education, which supported the work of the Special Committee.

In this publication, we restore the main theoretical frameworks on integral education that structured the research, as well as some relevant elements of the specific context of the municipal education network in Niterói, which guided the process of implementing integral education in elementary education in that municipal network.

The study was based on a dense documentary analysis, notably the documents produced by the Special Committee over almost a year of work, and on interviews carried out with members of the Committee, directors of SME-Niterói, and directors of schools involved in the process of implementing teaching full-time fundamental in that school network.

The theme of integral education in full-time schools is not new, as it has been present in the history of Brazilian education since the beginning of the 20th century (COELHO, 2009). However, its consolidation as a public education policy is far from being a reality in our country. Between comings and goings, ruptures, and advances, we saw the topic of integral education gain space in debates about education, but it never completely left the scene. At the beginning of the country’s re-democratization process (1980s), educational networks were “swung” by the proposal of the Integrated Public Education Centers (CIEPs), both in the 1st and 2nd Special Education Program, designed and conducted, in the Rio de Janeiro, by Leonel Brizola and Darcy Ribeiro, who put the theme of integral education back into educational debates (SILVA, 2009).

To this day, the CIEPs proposal is considered, by many analysts, based on research on the subject, at the top of the integral education category, that is, there is no way to address the issue without referring to CIEPs and everything that these public schools represented Brazilian
public education. Over the years, other achievements took shape and entered the list of integral education experiences cited and commented on in specialized works, although it is no exaggeration to say that none gained the notoriety conferred on CIEPs (CUNHA, 1991; FARIA, 1991; COELHO, 2009; CARNEIRO; MONTEIRO, 2020).

Over the years, other proposals for integral education gained momentum and occupied spaces in academic debates and public policy agendas on public schools and the use and expansion of their times and spaces. In 2007, during the second Lula government, the *Mais Educação* Program was created under the leadership of professor and researcher Jacqueline Moll, who, throughout the time, has actively positioned herself as an inductor of full-time, integral education policies for the country’s public-school networks. The Program, although focused on serving full-time students, served as an incentive for public networks to create their integral education proposals, expanding the offer to the entire school without limiting its reach to those students chosen to participate in the Program, generally based on criteria related to social vulnerability and housing in a risk area (MOLL, 2012; SILVA, 2009).

It is worth highlighting the recent advances in legislation, referring to the theme of integral education, ranging from the Magna Carta of 1988, in which integral education is mentioned, but without conceptual treatment; passing through the National Education Guidelines and Bases Law (LDBEN nº 9394/96), which addresses the combination of efforts with a view to offering integral education, but without defining it clearly; passing through Law No. 10,172/01, which established the National Education Plan (PNE, 2001-2010) and which establishes a definition for full-time hours, namely seven hours per day for the student to stay at school; and, finally, the content of Law No. 13,005/14, which established the current PNE, still in force, although severely affected by the situation of abandonment to which it was relegated, between 2016 and 2022. The PNE now in force contains a specific goal on integral education (Goal 6), which foresees the provision of integral education in 50% of public schools to serve at least 25% of students in that modality until the end of the Plan’s validity (June 2024).

It is not surprising that the legislation is not clear enough about the concept of integral education, considering, as Coelho (2009) states, that there is no single definition for the concept of integral education, which will always be linked to the vision of world, society, and school of its formulators.

Several studies point to the issue of rites of passage in the school context, in connection with the theme of integral education. This is the classic case of children who leave early childhood education and enter elementary school (KRAMER, 2006; SARMENTO, 2008;
CORSAIRO, 2011). Addressing this specific moment in the children’s schooling process is not the objective of this paper, but we consider it pertinent to highlight this analytical bias, as we recognize the importance of this stage and associate it with the students’ “complaints” regarding their experience in a new school.

In effect, the research on which we are based draws attention to the fact that many children, graduates from municipal early childhood education units in the municipal network of Niterói, which are organized, for the most part, based on integral education, express sensitive strangeness when they enter a part-time elementary school in that same network. As do their guardians, most of whom are working mothers, who often complain because they face difficulties in leaving their children on the opposite shift to where they start studying, once enrolled in elementary school (SANTOS, 2023).

Regarding the relevance of the topic, it is worth remembering that at this moment in which we find ourselves in the third decade of the 21st century, Brazil still presents very rare indicators regarding the implementation of integral education. Even within the scope of the mandatory stage of schooling, which, with the advent of Constitutional Amendment No. 59/2009, began to extend from 4 to 17 years old, integral education in Brazilian schools is not a consolidated reality, but just a of twenty goals that make up the current PNE, lasting ten years.

It turns out that, from 2016 onwards, with the serious institutional rupture experienced by Brazil, a true blow to democracy, two factors intervened, in a negative way, concerning the financing of national education. On the one hand, the promulgation of Constitutional Amendment No. 93/16, which restored the effects of the Untying of Union Revenues on the portion of the federal budget linked to education, which allows the Union not to invest up to 30% of the federal budget in education, diverting such resources, on a discretionary basis, to other expenses. On the other hand, the promulgation of Constitutional Amendment No. 95/16, popularized as the “spending ceiling” or “death amendment”, established a ceiling on the Union’s expenses in the social area, with effects in force for twenty years (CARNEIRO, 2019).

In short, the combination of these two constitutional amendments produces a devastating effect on the financing of public education, which inevitably compromises the fulfillment of all PNE goals, including the Goal specifically aimed at advancing integral education, according to a study recently released by the Campaign National for the Right to Education (2019).
Conceptual notes on integral education

Integral education, full-time education, full-time school, extended school day: does this all mean the same thing? Firstly, the words education and school, often similar, express different ideas, although very correlated. Education is a typically human practice, that manifests itself in all social relationships, even when they are not intentionally intended to educate. People educate each other, mediated by institutions, values, cultural marks, and historical times (FREIRE, 1983).

School or school education, however, already refers to an institutional dimension of the educational process, that is, they refer to one of the organized forms through which the educational phenomenon can manifest itself. School education is, therefore, a planned, systematic, and intentional way of transforming subjects through the process of knowledge construction. The school is the institution in which systematized educational action most commonly takes place, which can also occur, of course, in other institutions, such as churches, companies, unions, and armed forces.

Pedagogy, carried out in the school environment or other institutionalization models, is the educational act that is planned, from the point of view of its recipients, the content and curricular organization, methodologies, and assessments, among other aspects. Therefore, it can be said that every pedagogical action is an educational action, but not every educational action is based on systematic and intentional pedagogical activities.

Integral education and integral schooling, in turn, are not limited to the mere question of time, schedule, extended or extended shift. After all, would the term “integral”, in this case, be sufficiently explained solely by the logic of Cronus, the deity who, in Greek mythology, was the lord of time? Certainly not, as the perspective of integral education refers more directly to an idea of multidimensionality or, in other words, to a holistic, complex, and multifaceted vision that expands the horizons of human formation (CAVALIERE; COELHO, 2017).

Problematizing these issues is crucial to understanding and practicing, in the schooling process, a political-pedagogical project that achieves not only content training organized in areas of knowledge, generally compartmentalized into disciplines but also encompasses the ethical, aesthetic, and civic dimensions. Educating at school, taking as a reference the paradigm of integral education, presupposes connecting training in different areas of knowledge with artistic and cultural diversity, human rights, environmental diversity and sustainability, participatory citizenship, foreign languages, technologies, and media, with sport, among the
axes that can structure a pedagogical proposal that aims at the person’s integral education. From there, the issue of time and space comes into play.

In effect, it is necessary to organize the set of training dimensions that you intend to offer students at school throughout a certain school chronology or academic period (day, week, month, semester, year, or other form of time organization). It is also necessary that the different educational spaces or environments, such as classrooms, laboratories, studios, auditoriums, courts, courtyards, libraries, among others, favor, according to their specificity, spatial distribution, furniture, luminosity, ventilation, equipment, the development of training activities planned to take place, with a certain duration, in those spaces.

However, only the length of the journey or the spatial distribution do not, in themselves, constitute a proposal for schooling with integral education. The political-pedagogical project of the school, with its foundations, commitments, intentions, contents, and methodologies, is what needs to give this conceptual, pedagogical, and epistemological direction to the educational actions that the school intends to develop, from the perspective of integral education (CAVALIERE; COELHO, 2017).

Finally, the project is not an abstraction, nor does it have a life of its own. It has to be vivified by the individuals who make up the school community, notably education professionals who, themselves, must be prepared, committed, and valued to dedicate themselves, integrally and completely, to this challenging and necessary pedagogical ambition.

In times of obscurantism, like those recently experienced in contemporary Brazil, in which an autocratic governance model, with a fascist matrix, tried to impose itself, it is not surprising that education, science, and culture have been privileged targets of hateful and intolerant rage who wanted to set himself as the standard of social relations. Therefore, attempts to muzzle schools, criminalize teaching, and ban critical thinking from the school context emerged. Even more so, as it has reached the absurdity of questioning the very purpose and need of the school, seeking to emphasize home education, cloistered and averse to the plurality of knowledge, ideas, and thoughts, as a substitute for school education.

It is worth remembering, as a warning, that subjects, collectives, and institutions that represented and propagated obscurantist and authoritarian ideology may have even lost their place in Brazil’s central government, after the 2022 elections, but they continue to be articulated in different spaces of the official public sphere and the civil society.

But it is important, above all, to also highlight that school is, above all, a space and time for socialization, emancipation, and humanization of individuals, in difference, diversity,
plurality, conflict, contradiction, and the promotion of altruistic, humanistic values, and democratic (TEIXEIRA, 1997). When organized and experienced under the aegis of integral education, as discussed here, the school gains in power as a trainer of people who are not sufficient in themselves since they worry, reflect, and interfere in the most different ways in processes social issues motivated by collective interests.

To do so, they do not need to deny themselves as individual subjects or despise their subjectivity but perceive and articulate their individual and collective dimensions to participate critically and reflectively in the construction, deconstruction, or reconstruction of their historical time.

Implementation of integral education in elementary education in Niterói-RJ: some research findings

In 2013, when Mayor Rodrigo Neves’ municipal administration began, SME-Niterói installed, in February, the Special Commission “Professor Dácio Tavares Lôbo Júnior”, whose main mission was to prepare the pedagogical proposal for elementary education with integral education in that municipal network. The installation of the Commission assumed a priority nature, considering that such action was included in the list of goals that the Municipal Secretariat should achieve in the first hundred days of the new local government.

On the Commission’s installation event, which took place in the Florestan Fernandes Auditorium, on the premises of the Faculty of Education of the Universidade Federal Fluminense (FEUFF), a simple tribute was paid to the patron of the Commission, a scholar of the CIEPS theme (LÔBO JUNIOR, 1988) and professor at FEUFF, who died prematurely. In the same event, there was also the symbolism of a conference given by Professor Lia Faria, one of Darcy Ribeiro’s main collaborators and former municipal secretary of education in Niterói.

The Commission, whose work would take place throughout 2013, had the mission of preparing the pedagogical proposal for Niterói's municipal education network for elementary education, from the perspective of integral education, based on three main actions: carrying out a thorough review of the specialized literature on the topic of integral education, visiting successful experiences of schooling with integral education and interviewing experts in the academic field who took integral education as a research topic (MORAES; SOUZA, 2014; CARNEIRO; MONTEIRO, 2020; SANTOS, 2023 ).
It is worth remembering that Niterói’s municipal network has already accumulated robust experience in full-time education, within the scope of its municipal early childhood education units, the vast majority of which have been operating for decades in the form of a full day, which runs from 8 am to 5 pm. But, in the case of elementary education, the installation of the Special Committee “Professor Dácio Tavares Lôbo Júnior” represented the formalization of a public policy of integral education, a pioneer in that municipality, concerning that stage of schooling. It is worth highlighting that SME-Niterói was concerned about avoiding the creation of a parallel network of elementary schools with integral education, so as not to incur one of the problems faced in the CIEPs’ matrix experience (LIMA, 1988; LÔBO JUNIOR, 1988; SILVA, 2009; MORAES; SOUZA, 2014).

In this sense, the municipal administration, in its first steps towards the materialization of the integral education policy in elementary education, chose to take care of three simultaneous initiatives. Firstly, ensure broad institutional support for the initiative that had been developed, since before 2013, on its own, by a municipal education unit, namely the Escola Municipal Demenciano Antônio de Moura. Located in a socially vulnerable popular area (Morro do Juca Branco), this school comes from the state network of Rio de Janeiro and was incorporated into the municipal network of Niterói, after a truncated municipalization process, carried out hastily in the throes of 2008.

Secondly, build, in dialogue with the school community (management, education professionals, students, and families), the process of converting a municipal education unit into an integral education school, namely the Elvira Lúcia Esteves de Vasconcellos Municipal School, which operated on a partial basis. Located in a middle-class residential area, but serving, to a large extent, children from popular areas that are also socially vulnerable (Morro do Cavalão), this school offers schooling only in the initial years of primary education. It is a former private school, which had been expropriated by the city of Niterói, during the previous government (2009-2012).

Thirdly, the inauguration of a new municipal education unit, Escola Municipal Anísio Teixeira, located in a middle-class residential area, but with significant service to students from a popular area also marked by vulnerabilities (Morro do Palácio). This time, it was not a municipal school already in operation nor a municipal school that was being converted from partial to full education.

In this third case, there is the inauguration of the first school conceived, from its original project, to operate under the logic of integral education, in a municipalized physical area,
separated from a large and traditional state school, namely, the Institute of Education Professor Ismael Coutinho, whose institutional ancestry dates back to the first normal school in Latin America, founded in Niterói in 1835 (VILLELA, 2008; MORAES; SOUZA, 2014; SANTOS, 2023).

Some important features can be seen from these notes. In the foreground, the clear diversity of integral education experiences experienced in the municipal network of Niterói, from 2013 onwards, in school units with different characteristics and institutional histories, that is, without configuring the existence of a standardized integral education network separated from the municipal education network.

Concerning E. M. Demenciano Antônio de Moura, we sought to respect the ongoing integral education project, which emanated from the initiative and protagonism of the school itself. When it launched the integral education policy in elementary education in February 2013, SME-Niterói understood that it could not disregard the process that that school was developing “on its legs” until then without formal support from the city hall. From then on, that school unit began to receive multiple forms of institutional support from the municipal administration: more investments, renovation works, equipment, and teaching materials, as well as greater attention to the continued training of its professionals (MORAES; SOUZA, 2014).

In the case of E. M. Elvira Vasconcellos, attention is drawn to the dialogical perspective that marked, especially in the second half of 2013, the process of converting that school unit, which migrated from the partial regime to the full education regime, which took place from the school year of 2014. There were many rounds of conversations with education professionals and families, including the direct participation of the education secretary himself, who held discussions, listened to criticisms and concerns, and proposed alternatives, that is, participated in that process as a member of the school community. Also, in this case, more investments, school renovation, new equipment, diversity of teaching material, and focus on the continued training of education professionals marked this authentic “instituting processuality” in the school context (LINHARES; CARNEIRO, 2003; SANTOS, 2023).

As far as E M. Anísio Teixeira is concerned, several elements stand out. Firstly, given the concern of its patron, the Municipality took a vital measure to guarantee an adequate physical space for the multiple educational activities of a school that was already supposed to work according to the logic of integral education. This required tough negotiations with the RJ State Department of Education to move forward with the dismemberment of a dilapidated site.
that belonged to a valuable state school, a historical center for teacher training, but which suffered from constant disinvestment processes in its infrastructure.

After the dismemberment of the space, which became the care and responsibility of the Municipality, a pedagogical and architectural project was developed to promote the perspective of integral education. Included in this analysis is the symbolism of the school’s inauguration in March 2014, with the presence of Babi Teixeira, daughter of Anísio Teixeira, and one of his main biographers and scholars of his thought, Professor Clarice Nunes (2000). Also, in this experience, the city hall’s investments deserve to be highlighted, not only in the school construction work, but also in equipment, teaching materials, and continued training of education professionals.

This last point has become, over almost ten years of operation at E. M. Anísio Teixeira, a central feature of the school’s pedagogical project, which promotes constant and qualified continuing education activities, some of which are even open to the public, notably to education professionals’ different origins (NUNES, 2000; MORAES; SOUZA, 2014; BERNADO; VASCONCELLOS, 2017).

Secondly, an essential feature of the Niterói experience stands out as the concern to provide priority assistance in an integral education regime to students from the lower classes. In the three schools portrayed here, attendance falls predominantly on students who reside in favela territories, areas that, throughout the metropolitan region of Rio de Janeiro, continue to be marked, in most cases, by the systemic absence of the State, in its different levels and spheres, and its policies and services.

Unfortunately, the most common thing in these areas, even though they are not geographically peripheral and are disconnected from the city, is the presence of the State’s repressive apparatus in the form of military operations supported by the logic of the “war on trafficking.” We regret that this logic has not been notable for containing the spiral of violence since, on the contrary, it continues to contribute to its resurgence. Worse still, it constantly produces deaths of innocent people, generally young, black, and poor people (SOARES, 2019).

From an antagonistic perspective, the integral education policy in Niteróí, preferably aimed at children of popular origin, sought, in its origins, to be associated with other city hall efforts, such as the family health policy, the policy of social assistance centers, the sports and leisure policy in popular areas, the infrastructure and civil defense policy (notably slope containment actions), the popular housing policy, the culture and appreciation policy for
Peripheral cultures, to affirm another conception in the relationship between the Public Power and the economically disadvantaged classes.

It is also worth highlighting the concern with the continued training of education professionals, understood, since the beginning of the work of the Special Committee, as a central element of the pedagogical proposal for integral education in elementary education. Many investments were made by SME-Niterói in this sense, focusing on education professionals: continuing training actions, support for participation in events, encouragement of publications and, it is worth highlighting, the constant discussion about the place and protagonism of the school itself as space/time of continued training in connection with principles, values, themes, contents, and projects that make up, uniquely, the daily pedagogical work in each school unit (Coelho, 2002; Bernado; Vasconcellos, 2017; Galvão, Feres Neto, 2020; Santos, 2023).

Finally, one cannot fail to notice an apparent contradiction. The Special Committee had 2013 to develop its work and systematize a pedagogical proposal for elementary education with integral education. It turns out that, in the same year of 2013, SME-Niterói already began to make concrete moves to materialize this still-in-gestation policy: in supporting E. M. Demenciano Antônio de Moura to consolidate and improve its experience, already underway, of integral education; in dialogue with E. M. Elvira Vasconcellos to convert it into an integral education school; and in the planning for the inauguration of E. M. Anísio Teixeira, as an elementary school with integral education, at the beginning of the 2014 school year, as happened. Did the time of politics and the production of visible results interfere in this process or can reference be made here to the dialectic between thinking and doing, as discussed by Certeau (1994) and Alves (1992).

In any case, the Special Committee needed to add another task to its work repertoire: in addition to reviewing the literature, visiting experiences, and talking to experts, it now had to monitor the implementation of the integral education policy in elementary education, in three schools with different processes, within the scope of Niterói’s municipal network (Carneiro; Monteiro, 2020; Santos, 2023).
Final analyses and conclusive notes

The research on which this paper is based was conducted in times of perplexity and uncertainty in the macro field of education, strongly affected, especially in the last four years, by brutality, foolishness, and the absence of public policies at the federal level. But we continue to believe in education as a form of resistance to any form of authoritarianism, replacing hatred with acceptance, exclusion with inclusion, barbarity with science and research committed to access to public schools, as a fundamental and inalienable right for everyone.

Regarding the proposal prepared by the “Professor Dácio Tavares Lôbo Júnior Special Committee”, we identified that its construction process took place in a certain field of struggles, marked by disputes and the correlation of forces, characteristics common to all social fields (BOURDIEU, 1994). We also note that the Special Commission's proposal envisions a progressive and emancipatory education, anchored in an egalitarian, inclusive, fair, participatory, and democratic society project.

The fight for an emancipatory education aimed at the popular classes is nothing new, but given the disastrous period of setbacks in social and educational policies, which we experienced in Brazil in the period 2016-2022, the centrality of this agenda was reaffirmed. Not that full-time school, by itself, could cope with such a reality, but we agree with Arroyo (2012) when he states:

It is urgent to equate this precariousness of ways of living as a social, political, and moral problem, of denial of the basic rights of large sectors of our society, and consequently, to equate this political reality as a state duty to be translated into structural, compulsory policies for all children and young adolescents or adults who are victims of these precarious lives (ARROYO, 2012, p. 35, our translation).

The author emphasizes that programs implemented in integral education decades ago, such as the CIEPs in Rio de Janeiro and the Escola Parque in Bahia (CUNHA, 1991; NUNES, 2009), could have contributed much more to Brazil having already advanced by through State policies, which would allow structurally overcoming the precariousness of the right to education, among other rights:

A State policy that guarantees more compulsory time at school could be a way of advancing these rights, a way of guaranteeing times and spaces for a more dignified life. Many schools and education networks understand these historical links between programs and the social movement by right. They try to be faithful to the political, ethical, and educational meaning that was accumulated in decades of popular movement for the right to protection, care,
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The study briefly reported here alerted us that proposals for integral education constructed collectively, with the perspective of training the student seen as a totality, with objectives and pedagogical strategies aimed at this same purpose, advance the meaning of the words “protection” and “care”, which can no longer have a pure welfare focus – without this being negligible! – to acquire an educational character, interpreted, for example, as “protection” of life and “care” for the training process.

In this sense, not allowing oneself to be influenced by negative representations and prejudiced views of childhood and adolescence would already be a big step, as associating students from the lower classes only with constant risk situations – which certainly often circumscribe them – ends up transforming great ideas in education in simple devices aimed at the assistance dimension, devoid of a pedagogical character. Arroyo (2012) points out that the moral, intellectual, and cultural inferiority with which the popular sectors were thought was accompanied by their social inferiorization throughout history since the supposedly civilizing colonial enterprise.

Breaking with this pattern of thinking, which stifles and imprisons these proposals, placing them in a merely welfare perspective, is urgent and necessary, as otherwise they would serve to stigmatize students who use them and diminish the importance of their integral training, in its multiple dimensions. The proposal prepared by the Special Commission created in Niterói made a move in this direction, by revisiting the paths taken by previous experiences to build their theoretical assumptions, whether recent experiences or more remote ones.

He also proposed a resignification of his meanings, starting from a perspective that was capable of taking into account the new reality of Niterói, so different in some aspects and so insistently repetitive in others. In doing so, he carried out a historical retrospective, rescuing experiences and contributions, not only inspired by Darcy Ribeiro, but also by John Dewey and the philosophy of the Escola Nova, as well as, of course, by Anísio Teixeira and the first steps he took in integral education, from Escola Parque de Salvador, Bahia.

It is important to emphasize here that integral education and full-time education are distinct, as it is not only by expanding the workload that full-time education can be offered. In Brazil, these concepts were formed as some philosophical currents supported them. In this way, both the most conservative and the most progressive trends used the expression “integral education”, each supported by their worldview (COELHO; AZEVEDO; PAIVA, 2014). In the
case of Niterói, we emphasize that the emancipatory vision was present throughout the work process of the Special Commission examined in the research that gave rise to this paper.

We found that, depending on how agents, groups, and institutions appropriate the concept of integral education, it is possible to leave the place and advance in the fight for an education that emancipates subjects; you can continue in the same place without progress; or, in the worst case, you can go backward. This is because, as the term is polysemic and allows for various interpretations, there is a risk that it will be captured to offer more of the same or even to provide a disciplinary education for bodies and minds. Civic-military schools, for example, operate from the perspective of extended hours and use the term integral education in line with the worldview of their creators, that is, a conservative and stigmatizing vision, incapable of embracing diversity as a value in the school environment.

In this sense, it is worth bringing the conception of Maurício (2009, p. 26, our translation), with which we agree:

> The conception of integral education to support the proposal to expand daily school time is one that recognizes the person as a whole and not as a fragmented being, for example, between body and intellect. It understands that this integrality is constructed through different languages, activities, and circumstances. The child develops their affective, cognitive, physical, social, and other aspects together. There is no hierarchy of the cognitive aspect, for example, over the affective or social aspect. Therefore, the activities it is exposed to must involve multiple aspects to benefit its development.

Thus, when analyzing the proposal for integral education in the Niterói school network, for elementary education, prepared by the Special Committee “Professor Dáciò Tavares Lôbo Júnior”, we identified that it starts from a vision that is not limited to the pedagogy of content and the school walls, as it seeks to ensure knowledge construction processes that students can take into their lives; that contribute to the exercise of citizenship and the emancipation of subjects, especially the popular classes.

In this sense, the work of the Special Commission, built on a polyphony of voices, became a field of disputes over theoretical-methodological conceptions of integral education, but always inscribed in a progressive perspective, that is, in tune with the agenda of rights, democracy, and citizenship. This finding is evidenced in the excerpt below:

> What is desired in this endeavor for the municipality of Niterói is the installation of a process marked by situations that favor the recognition of human beings as authors of their actions, capable of evaluating the consequences of these on themselves and others, aware of their responsibility social, primary condition for the existence of the ethical, aesthetic and human
subject (...). Therefore, we are preliminarily interested in seeking to understand the concepts of Integral Education that are in dispute and outlining the one that is most in line with the principles that guide the ideal of education that we desire for the Municipal Education Network of Niterói (REPORT OF THE SPECIAL COMMISSION DÁCIO TAVARES LÔBO JUNIOR, 2013, p. 25, our translation).

Still on the research findings, we highlight that, in addition to identifying the theoretical-methodological bases that supported the Commission’s proposal, we also found other vital clues, revealed during the analysis process, such as the inspiration in the Programa Mais Educação (More Education Program), very much in evidence at that time, which was positioned as an inducer of policies and proposals for integral education. This finding confirms that Niterói followed, in that period, the trend of the national integral education policy.

We conclude, finally, that the work of the Special Committee effectively served to establish the pillars of the first experiences of integral education in elementary education in the municipal network of Niterói, launched in the 2013-2014 biennium, in three schools: Escola Municipal Demenciano Antônio de Moura, Escola Elvira Lúcia Esteves de Vasconcellos Municipal School and Anísio Teixeira Municipal School.

Finally, it is worth highlighting that, as the product of the work of the Special Committee was not published, this paper and the research on which it is based fulfill, to some extent, the role of preserving the memory of that decisive moment in which integral education, as a public policy, was in evidence in the municipality of Niterói.

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