

**THE NEW HIGH SCHOOL: A STUDY OF THE IMPLEMENTATION OF
INTEGRAL AND FULL-TIME EDUCATION**

***O NOVO ENSINO MÉDIO: UM ESTUDO DA IMPLEMENTAÇÃO DO TEMPO
INTEGRAL E INTEGRADO***

***LA NUEVA ENSEÑANZA MEDIA: UN ESTUDIO DE LA IMPLEMENTACIÓN DEL
TIEMPO INTEGRAL E INTEGRADO***



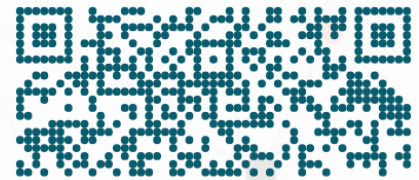
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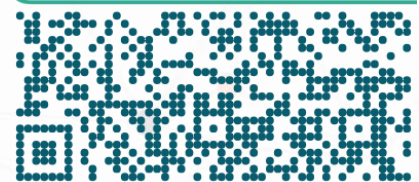
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How to reference this paper:

GOMES, H. F.; GOMES, S. S. The New High School: A study of the implementation of integral and full-time education. *Revista @mbienteeducação*, São Paulo, v. 17, n. 00, e023005, 2024. e-ISSN: 1982-8632. DOI: <https://doi.org/10.26843/ae.v17i00.1342>



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Submitted: 20/10/2023
Revisions required: 12/01/2024
Approved: 19/02/2024
Published: 05/03/2024

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ARTICLE SUBMITTED TO THE SIMILARITY SYSTEM

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ABSTRACT: This article presents the results of a master's research in Education, which aimed to investigate the implementation of Full-time and Integrated High School in the state public education of Minas Gerais (RPEE-MG). The study aimed to observe how a school within the RPEE-MG incorporated this educational model, based on the principles of full-time education. The significance of this study lies in the challenges faced by High School, such as ensuring access and retention of students, inadequate school infrastructure, and teacher devaluation. The methodology included literature review, document analysis, and field research, adopting a qualitative approach and content analysis of the data. The results indicated demands for improving the quality of High School as follows: investment in the continuous training of teachers; offering of an effective project for Integral and full-time Education, as it was observed to be a proposal for extending the student's school hours without effectively promoting education that enables comprehensive physical and material quality; and better utilization of the space-time of pedagogical activities. It is hoped that the results will contribute to advancing studies on Brazilian High School public policies, as well as providing a better understanding of the process of implementing Full-time and Integrated High School in the State Public Education of Minas Gerais, in order to assist teachers and managers in implementing quality Integral Education for all young people.

KEYWORDS: Public policies. Reform. New high school project. Full-Time education.

RESUMO: *O presente artigo apresenta os resultados de uma pesquisa de mestrado em Educação, cujo objetivo foi investigar a implementação do Ensino Médio em Tempo Integral e Integrado na rede pública estadual de ensino de Minas Gerais (RPEE-MG). O estudo visou observar como uma escola da RPEE-MG incorporou esse modelo de ensino, tendo como fundamento os princípios da educação integral. A relevância deste estudo reside nos desafios enfrentados pelo Ensino Médio, como a garantia de acesso e permanência dos alunos, infraestrutura precária das escolas e a desvalorização docente. A metodologia incluiu revisão de literatura, análise documental e pesquisa de campo, com abordagem qualitativa e análise de conteúdo dos dados. Os resultados indicaram demandas para a melhoria da qualidade do Ensino Médio, a saber: investimento na formação continuada dos professores; oferta de um projeto efetivo de Educação Integral e Integrada, visto que se observou se tratar de uma proposta de ampliação da carga-horária do aluno dentro da escola, sem que sejam promovidos, de fato, um ensino que oportunize uma educação integral de qualidade física e material; e maior aproveitamento do espaço-tempo das atividades pedagógicas. Espera-se que os resultados contribuam para avançar nos estudos sobre políticas públicas do Ensino Médio brasileiro, bem como para uma melhor compreensão do processo de implementação do Ensino Médio em Tempo Integral e Integrado na Rede Pública Estadual de Ensino de Minas Gerais, a fim de auxiliar professores e gestores na implementação de uma Educação Integral de qualidade para todos os jovens.*

PALAVRAS-CHAVE: *Políticas públicas. Reforma. Novo ensino médio. Tempo integral.*

RESUMEN: *Este artículo presenta los resultados de una investigación de maestría en Educación, cuyo objetivo fue investigar la implementación de la Educación Secundaria a Tiempo Completo e Integrada en la red pública de educación del estado de Minas Gerais (RPEE-MG). El estudio tuvo como objetivo observar cómo una escuela específica de la RPEE-MG incorporó este modelo educativo, fundamentado en los principios de la educación integral. La relevancia de este estudio radica en los desafíos enfrentados por la Educación Secundaria, como garantizar el acceso y la permanencia de los estudiantes, la infraestructura precaria de las escuelas y la desvalorización docente. La metodología incluyó la revisión de la literatura, el análisis documental y la investigación de campo, con un enfoque cualitativo y análisis de contenido de los datos. Los resultados indicaron demandas para mejorar la calidad de la Educación Secundaria, a saber: inversión en la formación continua de los profesores; implementación de un proyecto efectivo de Educación Integral e Integrada, ya que se observó que se trataba de una propuesta para ampliar las horas escolares del alumno dentro de la escuela, sin promover, de hecho, una educación integral de calidad física y material; y una mayor utilización del espacio-tiempo de las actividades pedagógicas. Se espera que los resultados contribuyan al avance en los estudios sobre las políticas públicas de la Educación Secundaria en Brasil, así como a una mejor comprensión del proceso de implementación de la Educación Secundaria a Tiempo Completo e Integrada en la Red Pública Estatal de Educación de Minas Gerais, con el fin de ayudar a los profesores y gestores en la implementación de una Educación Integral de calidad para todos los jóvenes.*

PALABRAS CLAVE: *Políticas públicas. Reforma. Nueva enseñanza media. Tiempo integral.*

Introduction

The aim of this research was to investigate the "New High School" in the State Public Education Network of Minas Gerais (RPEE-MG), implemented through Federal Law No. 13,415/2017 and State Decree No. 47,227/2017. For this purpose, a High School, called the School of Multiple Education (Polem), located in the Metropolitan Region of Belo Horizonte (RMBH), was chosen as the setting to verify the influence of the implementation of Full-Time Education on the teaching-learning processes of students and teaching practices.

The choice of this topic is based on the relevance of high school, an educational stage that has sparked controversial debates, leading many researchers to consider it to be the "major bottleneck" of Brazilian education. This is due to the persistent problems faced by this level of education regarding the guarantee of access and retention of students, as well as factors such as the outdated school format, the precarious infrastructure of schools, the devaluation of teaching marked by low salaries, workload overload, and, above all, the discussion about its identity, which, throughout various public policy proposals for this stage, has always been a debate between a propaedeutic education or vocational training.

In this scenario, it is considered relevant to understand the complexity of this level of education, understanding the particularities of the young students who attend this stage. It is expected that the results of this research will contribute to the advancement of studies on High Schools, as well as to a better understanding of the process of implementing Full-Time High Schools in the State Public Education Network of Minas Gerais.

In the following sections of this article, the methodological approach of the study undertaken and its development are presented. Then, the research results are discussed. Finally, some aspects considered relevant in this study are brought together.

Methodological Approach of the Research

To investigate how the implementation of Full-Time and Integrated High School occurred in RPEE (MG), a literature review associated with documentary and field research was conducted, addressing the data qualitatively. The association of these approaches follows the precepts of Bogdan and Biklen (1994, p. 50), where the authors propose that the quality of the obtained data needs to take into consideration the interaction with the research objects for a certain period. Therefore, the data collection procedures involved the application of questionnaires, interviews, and classroom observation.

According to Oliveira (2007), bibliographic research involves the investigation of documents within the scientific domain, such as books, periodicals, encyclopedias, critical essays, dictionaries, and scientific articles. Thus, in the literature review, theorists from the field of public education policy and indexing terms such as high school, integral education, and youth were consulted. It was considered relevant to consult the guiding documents of Full-Time and Integrated High School in Minas Gerais, which contributed to understanding how the full-time implementation occurred, and what guidelines were disseminated in schools, in order to draw a comparative overview between what is on paper and what happens in practice. Additionally, efforts were made to understand and analyze the Political-Pedagogical Project (PPP) of the school participating in the research.

The premise that led to the investigation undertaken by this research was: How does a state public school implement Full-Time High School? To achieve the proposed objectives, it was necessary to immerse oneself in the field in order to become familiar with the context and the researched subjects. In the sense of Bogdan and Biklen (1994, p. 48, our translation), "qualitative researchers assume that human behavior is significantly influenced by the context

in which it occurs, moving, whenever possible, to the study site." In this regard, field research was conducted through participant observation in the classroom over three months, between April and July 2018, carried out three days a week in the morning and afternoon in a 2nd-year High School class at a Polem school located in the Metropolitan Region of Belo Horizonte, Minas Gerais. Through observation, the aim was to investigate and analyze how the selected school interpreted and implemented Full-Time and Integrated Education.

During participant observation, 13 teachers from different disciplines were accompanied: Portuguese Language, Mathematics, History, Geography, English Language, Biology, Physical Education, ENEM Deepening, Theatrical Arts, Introduction to Journalism, Research and Technological Intervention, Music, and Robotics.

A questionnaire was administered to the students of the investigated 2nd-year class, which at the time of the research had 26 students, as according to Gil (2008), the questionnaire enables understanding of what the subjects have to say about a specific subject, presenting their opinions, beliefs, feelings, interests, expectations, lived experiences, etc. Through the questionnaire, information was sought about the experience they had in the implementation of Full-Time education.

In turn, interviews were conducted with the teachers, using a script elaborated to identify and analyze the teachers' views on how the implementation of full-time education interferes in their performance and in the teaching-learning process. Semi-structured interviews were used, which involve the use of a flexible script that can be complemented if the interviewer feels the need for a subject to be better explained.

It is relevant to clarify that 8 teachers were interviewed and selected from the 13 teachers followed throughout the participant observation. The interviews were recorded, transcribed, and had an average duration of 40 minutes. Only one interview was conducted with each subject, between June and August 2018. Fictitious names were used to preserve the identity of the school and the participants in the research.

Qualitative data analysis was carried out through critical reading and triangulation of the data obtained through literature review, documentary research, field notes, questionnaires, and interviews. This process allowed the analysis of elements related to the school's dynamics and the meanings that teachers and students constructed about the process of implementing Full-Time education.

It should be emphasized that the field research and interviews were conducted with formal authorization from the school's administration and participants, with the research

objectives explained beforehand to those involved. Ethical considerations were also taken to maintain the anonymity of the school and participants, as well as the confidentiality of the collected information. In this sense, this research complied with the guidelines of Resolution 466/2012 of the Research Ethics Committee of the Federal University of Minas Gerais (COEP/UFMG).

Finally, entering the research field was important, as discussing the legal aspects of reforms carried out by the State implies conducting a partial analysis of the dynamics established through the implemented reform. This assumption is related to the fact that there is a considerable distance between the normative discourse of the State and the actual practice of the actors responsible for implementing the prescribed guidelines, as every government program undergoes reinterpretation by schools and education professionals.

Development

In the mid-1990s, Brazilian public high school education began to expand more significantly, as with the publication of the Guidelines and Bases Law (LDB 9394/1996), high school was recognized as the third and final stage of Basic Education (Brasil, 1996). This determination resulted in a significant increase in the number of students enrolled in high school, which went from 3,772,698 in 1991 to 8,376,852 enrollments in 2012. However, from this movement, the crisis in high school intensified as the increased demand for secondary education occurred under a poorly developed systemic structure, with an incipient school culture to meet the needs of adolescents and young people from the poorest segments of the population.

It is relevant to emphasize that high school has been assuming a prominent place in the educational and political landscape today. Discussions about its role and curricular organization, among other issues, are recurrent in the history of Brazilian education, prompting a movement of progress and setbacks. The curricular redefinitions of high school have been carried out at strategic moments to guide Brazilian society, exposing governmental interests coupled with the aims of capitalist perpetuation. Additionally, there has been a tendency to seek "culprits" for high dropout and repetition rates, as well as for the low performance of students in large-scale assessments.

In this context, we have the publication of Law No. 13,415 on February 16, 2017, initially known through the issuance of Provisional Measure No. 746 in July 2016 and

incorporated into Law 9,394/1996. Law 13,415/17 presupposes the expansion of the workload of high school based on two stages: one composed of the Common National Curricular Base (BNCC); and the other emphasizing specific formative pathways, namely: Languages and their technologies, Mathematics and their technologies, Natural Sciences and their technologies, Humanities and their technologies, and Technical and Professional Training, to be progressively implemented in full time.

According to Article 36 of this law, educational systems may compose their curricula based on more than one area of knowledge, and the organization of these areas and their respective competencies, skills, and learning expectations, defined in the BNCC, will be implemented according to criteria established by each educational system (Brasil, 2017a). Furthermore, according to the text of the law and the BNCC, only Portuguese and Mathematics will be mandatory disciplines; in addition, high school will necessarily include studies and practices of Physical Education, Arts, Sociology, and Philosophy. The choice of the area will depend on the school's availability to offer it, meaning, in practical terms, the formalization of the Propaedeutic High School and Technical High School will be imposed by requiring each school to "opt" for one of the five areas, given that the vast majority of schools in the country do not have the infrastructure to offer more than one of them.

Consistent with this perspective, the transition to full-time high school will occur through the progressive expansion of the current 800 annual hours of high school to 1400 hours, and its organization may take the form of modules or credit systems (Brasil, 2017a). However, when dealing with "full-time," it was found that the law only advocates for the extension of time within the school, without also expanding the educational possibilities committed to the broader formation of the student; thus, the law limits itself to guaranteeing the student only more time in school.

It is important to emphasize that comprehensive *education and full-time education* are different concepts. As Lino (2017) rightly states, merely increasing the workload of specific subjects, proposed as a reinterpretation of full-time, does not encompass the idea of comprehensive education and is far from enriching or making the school more attractive, which ultimately widens the gap between teaching and students' interests. Therefore, increasing students' time spent in school is not synonymous with improvement in the learning process.

Law No. 13,415/17 constitutes a segregating reform, as it does not take into account a significant percentage of students who study and work, forcing them to choose a certain educational path over comprehensive education, under the justification of a necessary and

beneficial curricular flexibility, supposedly aiming to break the disinterest shown by students and reduce dropout rates.

Regarding the reform proposal undertaken by the Education Secretariat of Minas Gerais (SEE-MG), Decree No. 47,227 was published in August 2017, which provides for Integral and Integrated Education in the network. Through this decree, integral education was extended to high school, and Polem Schools were implemented, following the legal provisions of Law No. 8,069/1990, the Statute of the Child and Adolescent (ECA); Law No. 9,394/1996; Law No. 7,083/2010 establishing the More Education Program; Law No. 13,005/2014 approving the National Education Plan (PNE), and finally, the aforementioned Law No. 13,415/2017, which proposes the High School Reform (Brasil, 1990; 1996; 2010; 2014; 2017a).

Ordinance No. 1,145/2016 instituted the Full-Time Education Promotion Program for High Schools and established the maximum number of schools and enrollments that would receive funding to start the program. In the state of Minas Gerais, 44 schools were approved for the program's implementation in 2017, serving 9,640 students.

Activities at these schools began in August 2017, and the proposal aimed to expand the project in 2018 to 268 Polem Schools, serving 30,000 students. The project also included infrastructure works and specific training courses for professionals. For this purpose, schools would receive a resource of R\$ 2,000.00 (two thousand reais) per student annually for four years, an amount provided through the Promotion Program.

According to the proposal, the Full-Time and Integrated Polem Schools envisage extending the high school daily schedule to nine periods, representing 45 teaching hours per week. Therefore, the schools' curriculum consisted of two parts: 1) *basic education*, comprising the themes of each knowledge area, as indicated in the BNCC; and 2) *flexible education*, consisting of integration fields, which should provide young people with an interconnection between the knowledge areas of the common base, scientific knowledge, their personal experiences, and other activities enriching their education and involvement in society. Furthermore, technical vocational courses are possible (Minas Gerais, 2017b).

In light of the above, it is advocated that the Full-Time implementation process be accompanied by increased access to high school, promoting a secondary school that recognizes and encompasses young people in what truly makes them different, as envisaged by the new National Curriculum Guidelines for High School (DCNEM) (2012), which recognize, above all, that:

The pedagogical-political project, in its conception and implementation, must consider students and teachers as historical and rights-bearing subjects, active participants and protagonists in their diversity and uniqueness (Article 15, § 2, our translation).

From this perspective, it becomes relevant to consider who this student attending high school in public networks is. It must be considered that many young people enrolled in this stage of education contribute to family income; therefore, a working student would hardly complete the course in this new format. The extended time may be more of a hindrance, depriving the young person of their free time for other activities of interest, than actually contributing to a more complex human formation.

Results and discussions

This section will present the main results collected from the analysis of data from the field research conducted at *E.E. Nísia Floresta*, through classroom observations, interviews with teachers, and the administration of questionnaires to students.

The process of implementing full-time and integrated schooling in the observed school

The Nísia Floresta State School³, selected as the locus of the research, began offering Full-Time and Integrated High School (EMTII) in August 2017 in the 1st year classes of high school through State Decree No. 47,227/2017, which provides for Integral and Integrated Education in the State Public Education Network of Minas Gerais (RPEE-MG); Resolution No. 2,842/2016, which provides for high school in schools in the network; and through MEC Ordinance No. 1,145/2016, which institutes the Program for Promoting the Implementation of Full-Time Schools, created by Provisional Measure No. 746/2016.

At the time of the research, E.E. Nísia Floresta had 9 classes of 1st year EMTII (281 students); 7 classes of 1st year of Professionalizing High School (212 students); 9 classes of 2nd year EMTII (275 students); one class of 2nd-year technical professionalizing (18 students) started in 2017; and one class of 3rd year EMTII (30 students), totaling 816 students.

Regarding the implementation of the full-time curriculum, the guidelines of the Guiding Document distributed to schools by SEE-MG were followed. Thus, the curriculum was constructed with the disciplines of the BNCC and the flexible part.

³ Adoption of a fictitious name to preserve the school's identity.

Table 2 presents the changes implemented in the BNCC curriculum after the approval of EMTII. It is also possible to observe some implemented changes, including the increase in the workload of Portuguese and Mathematics, which now have six weekly classes, and the increase in the workload of Modern Foreign Language, which, in the case of the observed school, is only English, offered in three weekly classes, following the requirements contained in Law No. 13,415/2017 and the Guiding Document of SEE-MG. There was also an increase in the workload of Arts, Physics, Chemistry, Sociology, and Philosophy. As seen, the BNCC part for the 1st year of High School totals 1000 hours.

Table 1 – Organization of the BNCC

Area	Contents	1st Year		
		2017		
		Weekly Classes		CH/HR
		1st Semester	2nd semester	
Languages, codes, and their technologies	Portuguese Language	4	6	166:40
	Physical Education	2	2	66:40
	Art	1	2	50:00
Mathematics and its technologies	Mathematics	4	6	166:40
Natural sciences and their technologies	Physics	2	3	83:20
	Chemistry	2	3	83:20
	Biology	2	2	66:40
Human sciences and their technologies	Geography	2	2	66:40
	History	2	2	66:40
	Sociology	1	2	50:00
	Philosophy	1	2	50:00
Diversified Part	Modern Foreign Language	2	3	83:20
Subtotal 1		25	35	1000:00

Source: School's PPP (2017).

Table 3 presents the curricular organization of Regular High School before undergoing the process of expanding the workload, implemented in 2017, in force in Regular High School classes.

Table 2 – Curricular Organization of Regular High School⁴

Common Basic Contents			1st year			2nd year			3rd year		
			AS	MA	CHA	AS	MA	CHA	AS	MA	CHA
Knowledge Areas	Disciplines										
National Common Base Curriculum	Languages and codes	Portuguese Language	4	160	133:20	4	160	133:20	4	160	133:20
		Physical Education	2	80	66:40	2	80	66:40	2	80	66:40
		Art	1	40	33:20	1	40	33:20	1	40	33:20
	Mathematics	Mathematics	4	160	133:20	4	160	133:20	4	160	133:20
	Natural Sciences	Physics	2	80	66:40	2	80	66:40	2	80	66:40
		Chemistry	2	80	66:40	2	80	66:40	2	80	66:40
		Biology	2	80	66:40	2	80	66:40	2	80	66:40
	Humanities	Geography	2	80	66:40	2	80	66:40	2	80	66:40
		History	2	80	66:40	2	80	66:40	2	80	66:40
		Sociology	1	40	33:20	1	40	33:20	1	40	33:20
		Philosophy	1	40	33:20	1	40	33:20	1	40	33:20
	Diversified Part	Languages	Modern Foreign Language – English	2	80	66:40	2	80	66:40	2	80
TOTAL			25	1000	833:20	25	1000	833:20	25	1000	833:20

Source: School's PPP (2017).

Thus, it is noted that the main changes brought about by the implementation of EMTII were: the extension of the workload for Portuguese Language, Mathematics, and Modern Foreign Language, the extension of the daily and annual workload, and the addition of subjects in the flexible part.

Changes were also observed in the organization of the High School curriculum in 2018, in line with the BNCC, as seen in Table 4. As shown, the changes in the BNCC curriculum in 2018 concern the distribution of the number of classes for subjects such as Art, Physics, Chemistry, Sociology, and History, which in the second semester of 2017 were 3 weekly classes and in 2018 became 2 weekly classes.

⁴ Caption: AS = Weekly Class/ MA = Annual Class Module/ CHA = Annual Workload.

Table 3 – Curricular Organization of the 1st year of High School - BNCC 2018

Area	Contents	1st Year	
		2018	
		Weekly Classes	CH/HR
Languages, codes, and their technologies	Portuguese Language	6	200:00
	Physical Education	2	66:40
	Art	1	33:20
Mathematics and its technologies	Mathematics	6	200:00
Natural sciences and their technologies	Physics	2	66:40
	Chemistry	2	66:40
	Biology	2	66:40
Human sciences and their technologies	Geography	2	66:40
	History	2	66:40
	Sociology	1	33:20
	Philosophy	1	33:20
Diversified part	Modern Foreign Language	3	100:00
Subtotal 1		30	1000:00

Source: School Nisia Floresta's PPP (2018).

The subjects in the flexible part followed the guidelines to offer, at least, three classes from the "Research and Technological Innovation" field, freely chosen by the school, and one more class from the "Research and Intervention" subject; a minimum of three classes for the integration field "Culture, arts, and citizenship," also freely chosen by the institution; and a minimum of three classes freely chosen by the institution for the field "Multiple languages, communication, and media," as can be observed in Table 5.

Table 4 – Distribution of Disciplines in the Curricular Integration Fields

Curricular Integration Fields	1st Year	2nd Year	3rd Year
Culture, Arts, and Citizenship	3	3	3
Multiple Languages, Communication, and Media	3	3	3
Research and Technological Innovation	1	1	1
	3	3	3

Source: Minas Gerais (2017b, p. 17).

The selection of disciplines to compose these integration fields was defined with the participation of the students, considering that one of the main proposals of the Polem schools, a program of which the observed school is a part, is youth protagonism. Thus, students were

given a questionnaire in which they should select, among the mentioned options, which disciplines they would like to be part of the curriculum.

Thus, in composing the curriculum framework, the majority of students opted for *Conversation in English, Introduction to Journalism, Games and Digital Animation for the "Multiple Languages, Communication, and Media" field; Performing Arts, Current Dances, Human Rights, and Music for the "Culture, Arts, and Citizenship" field; and Entrepreneurship, Introduction to Engineering, and Robotics for the "Research and Technological Innovation" field.* The total hours allocated to the flexible field, at the time of the research, were 500 hours, with the total hours of the EMTII being 1500 annual hours.

Table 6 presents the organization of the flexible curriculum for the 2nd year of EMTII.

Table 5 – Flexible Curriculum 2nd Year of High School

Areas	Contents	Weekly Classes	Annual Workload
Research and Technological Innovation	Research and Intervention	1	33:20
	Robotics	2	66:40
	Introduction to Engineering	2	66:40
Multiple Languages, Communication, and Media	Deepening of ENEM	2	66:40
	Introduction to Journalism	2	66:40
	English Conversation	2	66:40
Culture, Art, and Citizenship	Performing Arts	2	66:40
	Music	2	66:40
Subtotal 2		15	500:00
Total		45	1500:00

Source: PPP of Nisia Floresta School (2018).

On the other hand, Table 7 presents the distribution of disciplines in the class observed during the field research. In it, it is possible to verify that both the morning and afternoon periods are composed of integration between BNCC disciplines and flexible disciplines:

Table 6 - Schedule of the 2nd-year EMTII class⁵

Day of the Week	Time								
	7h50-8h40	8h40-9h30	10h00-10h50	10h50-11h40	11h40-12h30	13h50-14h40	14h40-15h30	16h00-16h40	16h40-17h30
Monday	SOC	ART	MÚS	AC	GEO	INTJOR	INTENG	ROB	PORT
Tuesday	FIL	QUI	CING	MAT	ING	INTENG	PORT	PORT	BIO
Wednesday	APRE	MAT	MAT	GEO	ING	AC	INTJOR	PORT	PORT
Thursday	EDF	EDF	PEIT	FIS	MAT	PORT	HIST	HIST	QUI
Friday	MAT	MAT	CING	ING	FIS	BIO	APRE	MÚS	ROB

Source: Field research data (2018).

It is also noteworthy that the schedule of the distribution of disciplines, Table 7, was developed following the integration guidelines of SEE-MG. Thus, there is no separation between shifts, as it is a school that is not only full-time but also integrated.

In this sense, full education is not attributed as a division of shifts and counter-shifts, where regular subjects are concentrated in the morning shift, and leisure, sports, and cultural activities are carried out in the afternoon, in order to help make the school day "bearable" and less tiring for the students. This mode of organizing full-time schools is the most common, as observed, for example, in the High School Innovative Program (ProEMI), whose implementation occurred through the extension of the sixth period, thus promoting extracurricular activities.

Arroyo (2012) asserts that merely extending the daily time does not guarantee the right quality of education, as extending time alone does not ensure differentiated and contextualized practices, meaningful experiences, and diversified learning. It is necessary to use time well. The major inconsistency of full-time integral education is offering more time in the same school, more education of the same type, merely duplicating what is already being done.

According to Cavaliere (2007, p. 1020), "If the full-time school only reproduces the conventional school, the effect will be the potentiation of adaptation problems". This issue was observed by Sanches (2014) in her doctoral research, which focused on the Unified Educational Centers (CEUs) in the city of São Paulo. The CEUs aimed to enable the reversal of social, cultural, technological, and educational exclusion, as well as the scarcity of leisure and entertainment offerings in the neighborhoods on the outskirts of São Paulo. One of the main

⁵ Caption: SOC: Sociology; ART: Arts; MÚS: Music; AC: Performing Arts; GEO: Geography; INT. JOR: Introduction to Journalism; INT. ENG: Introduction to Engineering; ROB: Robotics; PORT: Portuguese; FIL: Philosophy; QUI: Chemistry; MAT: Mathematics; ING: English; BIO: Biology; APR. E: ENEM Deepening; ED. F: Physical Education; PESQ. INT: Research and Intervention; FIS: Physics; HIST: History; CING: English Conversation.

characteristics of the CEUs is the integration of pedagogical-curricular work with the educational spaces provided by the architectural project, the available educational, sports, and cultural facilities, and the existing human resources.

However, as Sanches (2014) pointed out in her research results, there was no effectively planned and implemented proposal for integral education for the CEU, since the differentiated social facilities (theater, library, telecenter, swimming pool, etc.) did not promote educational innovations by themselves, much less the integral development of students. In other words, structural problems persisted related to the fact that the curriculum planning followed the teaching guidelines of any municipal school, and the sports and cultural programming followed a pre-elaborated project by the corresponding municipal secretariats.

The perception of teachers and students about full-time education

For many teachers at E.E. Nísia Floresta, the implementation of Full-Time education occurred in a disorganized manner, without much guidance, and followed a top-down policy, which, as Conde (2012, p. 93, our translation) asserts, "is presented as ready, and the people involved do not know exactly why they are doing it." This position is evident in the testimony of one teacher,

Yes, I was here exactly in the process when the change happened. In July, there was no full-time school, and in August, it became a full-time school. That was the change, that was the process, we had no preparation for it, we even had a discussion, a meeting, where we were supposed to make proposals, about how it would be, about subjects that could be part of the flexible part, that could be incorporated, but suddenly everything we did was flushed down the drain, and everything came ready-made from the top down, from the secretariat to us, everything came ready, they totally disregarded our proposals. No one from the secretariat who came, it was only the school staff, it was supposed to be passed on to the secretariat what we decided, we made a record and everything, what we proposed, but I don't know if it was really passed on to them, because what came here was ready-made. At the beginning of last year, it was said that they were preparing the school to be full-time, and then, in August, the school started being full-time. It was a short period, it made a lot of things difficult (Prof. Marcos, Physical Education, E.E. Nísia Floresta, our translation).

It is evident from Professor Marcos's testimony that the proposal for change happened in an immediate manner, without proper preparation and consultation with the individuals involved in the process. Another teacher also criticized the implementation of Full-Time education at the school,

Yes, [...] overnight the school becomes full-time, there is no course, there is no preparation, there is simply a decision-making process that was political. In my opinion, it was: there was the money to go out to those states that were supposed to implement this policy from [President Michel] Temer there, and he accepted it, our government of Minas Gerais, and implemented it here at Nísia Floresta, as it is a school of 11 thousand square meters, assuming that it has all the structure after the renovation (Prof. Lucas, Introduction to Journalism, E.E. Nísia Floresta, our translation).

Through the teachers' testimonies, it is perceived that there was no prior dialogue and clarification about full-time education, and the school subjects were involved in the implementation of a project of which they had no knowledge and in which they did not participate in its construction.

It was also found, on the part of the students, that there was dissatisfaction with the organization and execution of the proposal. In their testimonies, the students revealed that the way in which the school practically implemented Full-Time education does not correspond to the proposal that was presented to them earlier. Many students highlighted differences between the reality of E.E. Nísia Floresta and the proposal presented, as can be seen in the students' testimonies,

If full-time were as presented on paper, I would evaluate it very well, but unfortunately, full-time is not good; it's becoming very tiring and even boring, and it ends up exhausting me physically and psychologically (Matheus, 2nd year of EMTII, E.E. Nísia Floresta, our translation).

And also,

It's a good proposal, if executed as planned. As it is, it's not so bad, but there are many aspects that could be improved (Vinícius, 2nd year of EMTII, E.E. Nísia Floresta, our translation).

As seen, the students' testimonies reveal dissatisfaction with the way Full-Time education was implemented. Thus, when it comes to educational reforms, implementation occurs differently from the proposal, since the texts of the reform proposals do not align with the school realities; therefore, individuals organize themselves to implement in a way that best suits the lived school reality. This issue contributes to the ineffectiveness of implementation, as Silva and Marçal (2015) observed in a study aimed at investigating the production of education quality by implementing the Reinventing High School Program (REM) in a school in Patos de

Minas. The authors concluded that REM would have been a good project if it had been carried out in accordance with what was planned, a point that contributed to dissatisfaction among students, teachers, and the educational community as a whole.

Another important aspect to be discussed regarding the implementation of Full-Time education concerns the lack of appropriate physical and material infrastructure to ensure its proper development. Such issues are evident in the teachers' testimonies, as we can observe below,

[...] If there were more availability of devices, multimedia, and dedicated rooms, it would be much more advantageous because classes end up being common classes, they end up becoming tiring because there are no materials for teachers to work with (Prof. Wilma, Portuguese Language, E.E. Nísia Floresta, our translation).

And furthermore,

The advantages of full-time education are that the integral subjects that were proposed really give students the opportunity to have future career guidance, to learn things that they would not know in regular education, and to provide training. But the way it is being done, for example, having a computer class without a laboratory, having a robotics class without robots, just on the board, I don't think it stimulates much, and it doesn't provide knowledge because certain things require practice, it's not enough to have only theory, theory is sometimes beautiful, but in practice, oh, I will know the theory, great, nice, but when it comes to practice, to get hands-on, that's not happening here. Another thing that is missing is this, the student has lunch at school, and eats all meals at school, but there should be an adequate space for them to have lunch because there are not enough tables and chairs for all the Full-Time students to have lunch comfortably, so that's also bad (Prof. Marcos, Physical Education, E.E. Nísia Floresta, our translation).

The lack of adequate physical structure, which contributes to the proper development of classes, also appeared in the students' testimonies. In this sense, teachers and students emphasize the importance of releasing resources so that the school can effectively invest in Full-Time education,

Full-time is still flawed, lacking various equipment, teachers, among other things, what would change this would be investment, so that it would be taken more seriously (Henrique, 2nd-year EMTII, E.E. Nísia Floresta, our translation).

As seen, the testimonies of teachers and students from E.E. Nísia Floresta reveal that the lack of investment in physical infrastructure, related also to the fact that the change occurred hastily, without promoting dialogue and training with the school subjects, resulted in a superficial change, that is, there was an increase in the workload, the addition of flexible curriculum subjects, without, however, effectively promoting positive changes in the teaching-learning process.

The same was observed in a study conducted by Roos and Fritsch (2017), which examined the impacts of implementing the Polytechnic High School model in two State Schools in São Leopoldo/RS, from 2011 to 2014. In the undertaken study, researchers pointed out how the lack of adequate infrastructure hindered the proposal's implementation.

Furthermore, both students and teachers were critical of the fact that most classes were held within the classroom. It was found that sometimes students remained in a closed environment for about 9 class hours. Thus, throughout the participant observation, students frequently asked teachers to conduct activities outside the classroom. This issue also appears critically in the testimonies of interviewed teachers,

The disadvantages of Full-Time Education are clear: 10 hours inside a school, 9 periods inside a classroom, no visits to museums, no cultural outings, shows, theater, or cinema, and no interaction with federal or any other university, college, or institution (Prof. Lucas, Introduction to Journalism, E.E. Nísia Floresta, our translation).

The demand for practical lessons conducted outside the classroom and through field research was recurrent in the student's responses, as can be seen in the testimonies of some students. For one of them, Full-Time Education should include,

More outdoor practical classes and more creativity and organization from the school (Rafael, 2nd-year EMTII, E.E. Nísia Floresta, our translation).

Another student also indicated demands,

More practical classes, outside the classroom and the school, because 9 hours and 40 minutes inside a classroom are awful (Bruno, 2nd-year EMTII, E.E. Nísia Floresta, our translation).

It is noteworthy that, for better utilization of Full-Time Education, it would be interesting to have pedagogical-curricular planning that promotes integration between the

activities of the core subjects and the flexible curriculum subjects. Since it is an Integrated Education and not just Full-Time, the flexible curriculum subjects should contribute to a better understanding, by the students, of these core subjects. In other words, the flexible curriculum subjects should be interconnected with the core subjects, contributing to the holistic education of the students, rather than simply serving to fulfill the extended hours. However, there was a lack of dialogue between the subjects and among the teachers, as was evident in the testimony of one teacher,

I see a great advantage within the proposal, but I'm still not seeing this advantage happening, which is the integration of knowledge areas. I think we're still moving too slowly on this proposal. I think it's beautiful that you give this understanding that the areas are integrated, they are multiple, and that knowledge is not compartmentalized; the knowledge that the student has in the drama class can be used in other subjects, I think that's the most important, but we still have a lot to adjust to achieve efficiency in this sense (Prof. Clara, Enem Deepening, E.E Nísia Floresta, our translation).

Regarding pedagogical organization, it was observed, throughout classroom observation, that Full-Time Education did not change the methodology and didactic action of teachers in core subjects, as they continued, at the time of the research, to follow a planning similar to that of regular education.

It was observed that most teachers used a teaching methodology of traditional expository lectures or, in some cases, dialogical lectures, accompanied by a massive application of exercise solving for the students, without proposing differentiated activities, such as creating portfolios, case studies, concept maps, simulated jury trials, among various other teaching procedures that the teachers could adopt. Thus, it was perceived that the centrality in the teaching-learning process remained strongly marked in the teaching practice and not in the development of the student.

In Portuguese and Mathematics classes, for example, the main difference that Full-Time Education brought to the teachers was the inclusion of an additional class hour. In her testimony, one teacher described how Full-Time Education influenced her practice and professional performance,

For me, Wilma as a person, it didn't influence anything because I continue to teach my classes normally, just with an extra class. So, it didn't influence me; I don't see any changes in my subject; it's normal. The only change I see is the schedule itself; there are days when I am available all day for the school because I have classes in the morning and afternoon with the classes, because

it's full-time. I can say that I have only been working with full-time this year because last year I didn't work with it. But, I don't see much difference, in my case, in my area, it increased by 1 extra hour of class, in the regular it's 5 classes and in the integrated it's 6. But the issue of time comes into play; the issue we talk about is that regularly, there is not enough time to cover everything the way we want, and when integrated, it's better. I use the same resources that I use for the regular classes; what I use in regular, I also use in integrated. The government doesn't offer us resources, the resources are scarce, we, teachers, have to chase our resources (Prof. Wilma, Portuguese Language, E.E Nísia Floresta, our translation).

Another teacher expressed her opinion on Full-Time Education,

Inside the classroom, I don't see a significant change. I think the teachers of the core subjects are working the way they used to, and it's the teachers of the flexible part who have the most difficulty (Prof. Clara, Enem Deepening, E.E Nísia Floresta, our translation).

As seen, for significant changes to occur in High School and education in general, a policy of both initial and ongoing training for teachers is fundamental, which includes actions in which they can critically and constructively understand the established guidelines and discuss actions that can be put into practice, in other words, it is about transforming theoretical frameworks into classroom practices. Roos and Fritsch (2017) observed in their study that there was no specific training for teachers, meaning that the teachers were not prepared to implement this new paradigm proposed by the Department of Education (SEDUC) and the State of Rio Grande do Sul. The same was observed in the studies by Silva and Marçal (2015), whose results indicated some problems that justified the failure and end of REM, among them, the lack of teacher training and the lack of investment in resources for schools to adapt to the realization of practical classes and technical visits proposed in the project, issues very present in the current reform proposal.

It was also noted that one of the justifications for the lack of major transformations in teachers' practices was the lack of a change in the conception of education itself. Teachers did not receive training to understand that the reform is not simply about extending the school hours, but also presupposes changes in the way of teaching, learning, and assessing, with a focus on students' holistic, human, social, and cultural development. Some teachers understand this issue, as can be seen in the testimony of one teacher,

I evaluate it as a very rich proposal, from the moment it brings disciplines that develop this social aspect of the student, working on other issues beyond pedagogical knowledge, but I see some difficulties, such as the time the

student spends in school. I think this mindset of what school is needs to change so that this project can be better utilized (Prof. Clara, Enem Deepening, E.E Nísia Floresta, our translation).

It is worth noting that all interviewed teachers claimed to have received no training to work in Full-Time and Integrated Education. Moreover, many highlighted the importance of these formative spaces and times and their absence, as emphasized in the testimony of one of the teachers,

Teacher training, not just training, because I think they are trained. But a preparation to show what full-time is, to qualify us, to show, because we are actually here without knowing what the state, the federal government, what they want to do with this. Many have read about it, I have read about it, I know more or less what they are aiming for, but there are many who are not interested in it, now it's full-time, okay, but they are giving the same class they used to give in regular. So there needs to be a real qualification, a preparatory course to explain how it is, what to do, and really an investment, it's that thing of promising and really delivering, look, there will be robotics classes, so there has to be adequate material to do robotics, there will be computer classes, so there must be computers with internet, because we don't have internet here at the school to teach a class in a computer room with 30, 30-something students per class. So it's about fulfilling what was promised. Ah, let's make it nice and all, throw all the students into the school, they'll be here all the time, without adapting the space and for each discipline proposed in full-time school (Prof. Marcos, Physical Education, E.E Nísia Floresta, our translation).

The students also recognize the importance of investing in the training of teachers and other school staff to be able to work in this new context, as is evident in the testimony of one student,

Underprepared, with proposals that are even interesting, but teachers, staff, and the school are without any preparation (Beatriz, 2nd-year EMTII, E.E. Nísia Floresta, our translation).

Through the testimonies of the teachers, it was also noted that Full-Time Education negatively influenced the practice and performance of the school's teachers, who felt overwhelmed by the workload, thus affecting lesson planning and studies. The teachers also raised the issue of salary. It is recognized in the literature that it is a common practice for teachers to work in two or even three different schools to complete their income; however, with the extension of the workload, teachers started to remain at the school for two shifts. As a result,

they could not take on another position, making it impossible for them to obtain salary improvements.

Also, the results of the research presented by Silva and Silva (2017) on the implementation process of Integrated High School in State Technical Schools of the Education Network of Pernambuco align with the results collected in the present research, which found that the extension of full-time workload in high school represents an overload of work, both for teachers and students, leading to a feeling of *imprisonment* for all, especially students.

As seen, Full-Time Education brought more problems and challenges for teachers, as is evident in the following testimonies,

But my teaching practice is compromised from the moment in which, if I have another school still, if I have in addition to this full-time here, if my workload here is 34 hours, I would have to have the rest of it dedicated, so that I could also study, research, lesson planning, prepare, bring the appropriate readings, but it turns out that I still have my house, I am still a family man, not everyone has the same, and it ends up that the teaching practice is left to a textbook, it affects a lot, or to create with the readings that I already have, reinvent, it turns out that my time also ends up being scarce, I don't have time to study, I don't have the opportunity to do a master's degree, I can't stop here, I have many costs, expenses, too much time at school as well, what I have most is school time, from 7 a.m. until 5:30 p.m. here, so it does influence negatively (Prof. Lucas, Introduction to Journalism, E.E Nísia Floresta, our translation).

Another teacher expressed her position in the following way,

Guys, there are many people who would prefer to have two positions, they worked in another school, so this deflated the salary a bit, I think it became more tiring, we're also almost obligatorily here at school for 10 hours a day, almost obligatorily. It's very rare to find someone who lives nearby; I live relatively close, but if I go home for lunch, it's a rush, so yeah, it's very hectic (Prof. Rita, English Language, E.E. Nísia Floresta, our translation).

The data show that the proposal to extend Full-Time Education arrived urgently in the network schools, and the individuals at E.E. Nísia Floresta noticed this. Teachers revealed that they were not consulted and included in its implementation, and therefore, they were not sure how the proposal would unfold in practice.

Thus, teachers, students, and the entire school had to adapt to the reform intuitively, without knowing exactly how to act, how to do it, without receiving clear guidance, without training, and without knowing how this change should occur in practice. During participant observation, it became clear how Full-Time Education was still a novelty for the school, and

gradually, it was still adapting and trying to make Full-Time Education better for students, teachers, and school staff. However, these are autonomous initiatives, without assistance from the administration, without the guarantee of the necessary investments to improve infrastructure, acquire pedagogical resources, and an adequate number of staff, among others. And especially, without listening to and engaging with the demands that students presented, including fatigue from the long daily school period.

It was observed at E.E. Nísia Floresta an extensive school workload, with different subjects and areas of knowledge, but without effectively promoting educational processes that would assist in the integral, integrated, autonomous, human, and cultural formation of young high school students, who were forced to spend more time inside a pedagogically "poor" school that did not effectively promote significant changes.

Such issues are present in the testimonies of the students, who indicated measures to promote better time management, with a possible reduced workload and space and time for students to rest, carry out proposed activities in the subjects, and participate in extracurricular activities, among others. One student expressed herself as follows,

It would be essential to reduce the workload and make subjects flexible to give us the opportunity to do homework, study, and engage in other activities (Júlia, 2nd-year EMTII, E. E. Nísia Floresta, our translation).

And also,

Activities, games, leisure, a bit of the young world. We are not robots; we are students with feelings and creativity (Otávio, 2nd-year EMTII, E. E. Nísia Floresta, our translation).

As a possible solution to the criticisms pointed out by teachers and students, especially regarding the fatigue and overload of full-time education, the creation of "free periods" is proposed so that students can engage in extracurricular activities. Even with the reform proposal and the implementation of Full-Time Education, the school continued to organize its schedules and pedagogical spaces according to an exclusively disciplinary vision, reserving 50-minute periods for each subject. The suggestion of free periods arose in the testimonies of the teachers,

Well, I find it very interesting, what I think sometimes could happen, maybe the students could, for example, it's hard for us to give homework to students, not even so much in my area, but even in my area, for students to have time to study. Because in full-time education they spend a lot of time at school and

they'll get home very late, they wake up very early, so they won't do any activities at home, it's to be done here, so I don't know, I believe there isn't a time within the schedule of subjects that would be a study time. I think maybe that would be interesting; I think maybe the school doesn't do it because they think they already have idle time at lunchtime, which is quite long, but it's also a rest time. They've been here since early, then after lunch, going back to the classroom wouldn't hold, they have this time. Perhaps what I think should exist is a specific time for them to be more relaxed about it (Prof. Pedro, Music, E.E Nísia Floresta, our translation).

Another teacher expressed her position,

The first thing I think is that this planning of the structure itself needs to be rethought, mainly because the teacher doesn't only work in the classroom, the planning time itself, if we indeed have it as part of our workload, understood in terms of our roles and salary, we have that more significant time for planning, for collective planning and even for being in the classroom attending to students who need it, I find that very important, especially that students could have in those hours, really vacant hours, but that vacant time could be designated, for example, for them to seek out the teacher who is available during that free time to bring up their issues and questions, I don't know, or for the teacher to be responsible for that class during that time and engage in dialogue and have something very close, I think that's very important. It would be a reorganization of the schedule because 17 modalities of, how can I say, 17 subjects I find very heavy, I think it has nothing to do with it; I think that's what has been happening, at least in my view, others may see it differently but, from what I have observed, it has become 17 subjects instead of being something that truly integrates, and I think that's lacking, it's not a lack of willingness from the teachers, because we do try, but we can't because the workload is too heavy, it doesn't allow it (Prof. Érica, Research and Intervention, E.E Nísia Floresta, our translation).

It is emphasized that this reform of High School, as well as the various reforms for this stage of education implemented by different governments, instead of improving accessibility rates, universalizing public offerings, quality, and its own identity in the educational system, increases the gap between students from public schools and private schools. It is perceived that governments use public Basic Education as a "laboratory," proposing changes in the curriculum and the student's school hours without effectively altering the teaching approaches, resulting in a discontinuity in the students' learning processes. Each year, they find themselves in a school organized in a different way, but internally, it remains the same, with the same persistent problems. What is noticed is the implementation of a policy of expanding the school day centered on a neoliberal logic that intensifies and makes teaching work precarious, which has its daily workload increased without government investment in a teacher salary reform.

Gadotti's (2009) assertion that for full-time education to be effective, it must be an *option* for schools and not an imposition is emphasized. The implementation of full-time education requires structure and conditions. It is considered relevant that from the outset, teachers, parents, students, and the entire educational community participate in discussions of this educational policy and monitor its development. It is essential that managers articulate political-pedagogical training for all professionals involved in the school.

Final considerations

This article intended to present results from research that investigated the implementation of Full-time and Integrated Education in a pilot school of the New High School, located in the Metropolitan Region of Belo Horizonte, Minas Gerais. The data obtained from the investigation were processed, and access to information generated together with their respective analyses was allowed. It is noteworthy that analyzing the Integral Education Program of SEE-MG contributed to verifying the effectiveness of this public policy.

Through the triangulation of data obtained in bibliographic, documentary, and field research, it was possible to perceive that education, since the 1990s, has been undergoing significant changes in its form, configuration, and function, induced by changes in the role of the State, in line with the demands for restructuring capital and the productive sector. However, it was found that when it comes to Brazilian High Schools, changes in legislation have occurred that were not effectively realized in the conditions of provision. In this sense, the main problems observed at E.E Nísia Floresta were: lack of funding in the maintenance process; lack of a teacher training policy, and lack of investment in the adaptation of physical space and pedagogical infrastructure. It is emphasized that these dilemmas faced by education in recent years are not limited to High School, but rather affect Basic Education as a whole.

Based on the results obtained in this study, it was concluded that the implementation of Full-time and Integrated High School at E.E. Nísia Floresta occurred through the extension of time without effectively meeting the assumptions of integral education, since integral education is understood within a humanistic and democratic vision, composed of a broad set of pedagogical practices and socio-educational actions aimed at the development of human potential. Therefore, for a full-time school to promote integral education, governments must ensure schools have conditions for the functioning of physical and material structures, as well as remuneration and ongoing training for teachers. These investments are not exclusive and are

necessary only for the implementation of Full-time High School. There are, therefore, priority investments to be made, primarily for the functioning of regular schools, before allocating them to full-time schools.

The increase in the workload implemented in the observed school for the realization of this research occurred only in a "quantitative" manner, where students are offered only "more of the same." In other words, it is a curricular reform that does not actually change teaching and learning practices, as teachers continue to act in the same way as in regular education. Thus, the increase in workload brought only precariousness to the individuals, as teachers were overloaded, lacked time and space to plan lessons to ensure teaching quality, and students felt tired and unmotivated to attend a school with an extensive workload. Furthermore, teaching methods have not been changed, and comprehensive, cultural, social, and emancipatory teaching has not been offered to students. The temporal organization proposed in the school's curriculum falls short of the needs of the integral model, exposing the fragility of the planning of the school day and the structured curriculum. Added to this are the students' testimonies that the intense workload in the school environment is causing them physical and psychological suffering.

In light of the foregoing, the results of this research attest that the focus of the problem lies in the relationship between the theory presented in guiding documents and the practice carried out within the school context, meaning that the reform imposed a structure that prevents teachers from making effective changes in their daily practice. This fact is attributed to the lack of investment in initial and ongoing training policies focused on the new demands and realities brought about by the technological changes of the 21st century, coupled with a restructuring of the teaching career, with a salary policy that ensures dignity for teachers and the guarantee of adequate working conditions. Additionally, the government's imposing nature is also considered, as it proposes changes to education without consulting the main agents involved, such as teachers, students, and managers. Thus, what we have are reform proposals that do not align with the school's reality, hindering effective changes and bringing negative issues for the involved individuals, who feel excluded from the process and do not see meaning in the changes undertaken.

Therefore, it is concluded, based on the testimonies presented by teachers and students, that the demands for the improvement of the quality of Full-time and Integrated High Schools in the schools of Minas Gerais are: investment in ongoing teacher training; offering a practical

project of Integral and Integrated Education; better utilization of the space-time of pedagogical activities; diversification of pedagogical resources.

Finally, based on the limitations and possibilities presented by this research, it is relevant to highlight that, as it is a current and ongoing reform, many questions remain to be raised through academic research on the subject. It is hoped that the results presented thus far can contribute to advancing studies on public policies for Brazilian High School education and to a better understanding of the process of implementing Full-time and Integrated High Schools to assist teachers and managers in implementing quality programs for all young people.

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CRediT Author Statement

Acknowledgements: We would like to thank CAPES for the funding.

Funding: Yes, CAPES. Research funded by the Coordination for the Improvement of Higher Education Personnel (CAPES).

Conflicts of interest: The authors declare that there are no conflicts of interest in this article.

Ethical approval: Research project approved by the Research Ethics Committee (CEP) of the Federal University of Minas Gerais (UFMG) Project: CAAE – 89650418.3.0000.5149.

Data and material availability: The data related to the research are available at the repository: <https://repositorio.ufmg.br/handle/1843/35482>.

Author's contributions: Author 1 - Field research, data collection and analysis, article writing. Author 2 - Research supervisor, data analysis, and article review.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

