

INTEGRAL FORMATION AND THE SOCIAL FUNCTION OF SCHOOL: CONTRIBUTIONS TO CRITICAL AND EMANCIPATORY EDUCATION

**FORMAÇÃO INTEGRAL E FUNÇÃO SOCIAL DA ESCOLA: CONTRIBUIÇÕES
PARA UMA EDUCAÇÃO CRÍTICA E EMANCIPATÓRIA**

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ABSTRACT

This article aims to analyze, through an integrative literature review, the contributions of integral formation and the social function of school to the construction of critical and emancipatory education. It is an integrative review with a qualitative, exploratory-descriptive approach, based on studies published between 2020 and 2026 in national and international databases in the field of Education. Full-text articles in Portuguese, English, or Spanish were considered when they addressed integral formation, the social function of school, critical education, emancipatory education, and human formation in the school context. After applying the inclusion and exclusion criteria, 10 studies composed the review corpus. The results indicate that integral formation cannot be reduced to extending the school day, since it requires a pedagogical project committed to the democratization of knowledge, teacher appreciation, social justice, and the formation of critical subjects. The study concludes that the school fulfills its social function when it promotes access to knowledge, welcomes diversity, confronts inequalities, and contributes to full, critical, and socially committed human formation.

Keywords: Integral formation; Social function of school; Critical education; Emancipatory education; Integrative review.

RESUMO

O presente artigo tem como objetivo analisar, por meio de uma revisão integrativa da literatura, as contribuições da formação integral e da função social da escola para a construção de uma educação crítica e emancipatória. Trata-se de uma revisão integrativa, de abordagem qualitativa e natureza exploratório-descritiva, realizada a partir de estudos publicados entre 2020 e 2026 em bases nacionais e internacionais da área da Educação. Foram considerados artigos disponíveis na íntegra, em português, inglês ou

espanhol, que abordassem formação integral, função social da escola, educação crítica, educação emancipatória e formação humana no contexto escolar. Após a aplicação dos critérios de inclusão e exclusão, 10 estudos compuseram o corpus da revisão. Os resultados indicam que a formação integral não pode ser reduzida à ampliação da jornada escolar, pois exige projeto pedagógico comprometido com a democratização do conhecimento, a valorização docente, a justiça social e a formação de sujeitos críticos. Conclui-se que a escola cumpre sua função social quando promove o acesso ao saber, acolhe a diversidade, enfrenta desigualdades e contribui para uma formação humana plena, crítica e socialmente comprometida.

Palavras-chave: Formação integral; Função social da escola; Educação crítica; Educação emancipatória; Revisão integrativa.

1. INTRODUCTION

Contemporary school has been called upon to go beyond the restricted function of transmitting content, assuming a central role in the human, social, ethical, political, and cultural formation of subjects. In the Brazilian context, this understanding is supported by educational legislation and curricular policies, which link education to the full development of the learner, the exercise of citizenship, and preparation for the world of work. The Base Nacional Comum Curricular reaffirms this commitment by defending integral education aimed at welcoming students, recognizing differences, and promoting their full development (Brasil, 2018).

The discussion on integral formation becomes especially relevant in a scenario marked by social inequalities, democratic crises, precarious human relations, and challenges imposed by cultural,

technological, and economic transformations. In this context, the social function of school cannot be reduced to performance in external assessments or to instrumental preparation for the labor market. On the contrary, it must be understood as a formative practice oriented toward social participation, critical reading of reality, and the construction of collective life projects.

In the international debate, Unesco (2021) defends education as a public and common good, grounded in social justice, human dignity, solidarity, and collective responsibility. This perspective expands the role of school in contemporary society, since it reaffirms that educational processes must contribute to the construction of more just, democratic, and sustainable futures. Therefore, thinking about the social function of school requires recognizing its responsibility in forming subjects capable of critically understanding the world in which they live.

In the field of Brazilian curricular policies, integral formation appears associated with the development of competencies, skills, attitudes, and values necessary for life in society. The BNCC states that Basic Education must consider the subject in intellectual, physical, affective, social, ethical, moral, and symbolic dimensions, breaking with fragmented conceptions of learning (Brasil, 2018). This perspective broadens the meaning of schooling, shifting the focus from an exclusively cognitive dimension to a more complex understanding of human formation.

However, recent literature warns that the notion of integral education is not always addressed critically. Andrade and Duarte (2023), when analyzing the implementation of full-time education in secondary education in Minas Gerais, identified the recurrent

association between integral education and the mere extension of the school day. This conceptual confusion weakens the formative meaning of the proposal, since more time at school does not, by itself, guarantee critical, emancipatory, and socially grounded formation.

Integral formation, when articulated with critical education, requires a conception of school committed to the democratization of knowledge and human emancipation. In this direction, Lima and Colares (2023) bring historical-critical pedagogy closer to integral education, arguing that emancipatory formation requires the critical appropriation of knowledge historically produced by humanity. Thus, the school fulfills its social function when it enables students to understand the contradictions of reality and act upon it consciously.

Classical authors of critical education also support this discussion. For Freire (2021), educating implies problematizing the world, fostering critical consciousness, and overcoming banking educational practices. Saviani (2021), in turn, understands educational work as an intentional mediation through which each subject appropriates historically elaborated culture. Thus, the social function of school is directly related to the formation of subjects capable of interpreting, questioning, and transforming social reality.

Despite the relevance of the theme, recent academic production still presents conceptual dispersion among integral formation, full-time education, the social function of school, critical education, and emancipation. Many studies analyze policies, curricula, or school experiences in isolation, without integrating these dimensions into a systematized synthesis. This gap justifies the development of an

integrative review capable of gathering, analyzing, and interpreting the literature produced over the last six years on the topic.

In view of this, the following research question is formulated: how has recent scientific literature discussed the relationships between integral formation and the social function of school as contributions to critical and emancipatory education?

Thus, this article aims to analyze, through an integrative literature review, the contributions of integral formation and the social function of school to the construction of critical and emancipatory education. To this end, studies published between 2020 and 2026 were considered, located in ERIC, SciELO, BBE/Inep, Redalyc, Web of Science, Scopus, and/or the CAPES Journal Portal, prioritizing productions related to the field of Education and contemporary debates on school, human formation, social critique, and emancipation.

2. METHODOLOGY

2.1. Type Of Study

This study is characterized as an integrative literature review, with a qualitative approach and an exploratory-descriptive nature. This type of review allows knowledge produced in different studies to be gathered, analyzed, and synthesized, enabling a broader understanding of a given educational phenomenon.

The integrative review was chosen because it makes it possible to articulate different theoretical, methodological, and empirical perspectives on integral formation and the social function of school.

This method favors the identification of consensuses, tensions, gaps, and contributions present in scientific literature.

According to Mendes, Silveira, and Galvão (2008), the integrative review is a relevant method for synthesizing knowledge, as it allows available findings to be organized and new research possibilities to be indicated. Complementarily, Souza, Silva, and Carvalho (2010) emphasize that this type of review contributes to the construction of a critical and systematized analysis of scientific production.

In this research, the review was organized according to the following stages: definition of the topic, formulation of the guiding question, selection of databases, definition of descriptors, establishment of inclusion and exclusion criteria, selection of studies, data extraction, and interpretative analysis of the results.

2.2. Guiding Question

The guiding question was developed to orient the process of searching, selecting, and analyzing studies. For this purpose, the need to understand how recent scientific literature has discussed integral formation and the social function of school in the context of critical and emancipatory education was considered.

Therefore, this integrative review was guided by the following question: how has recent scientific literature discussed the relationships between integral formation and the social function of school as contributions to critical and emancipatory education?

The formulation of this question made it possible to delimit the focus of the investigation and establish more precise criteria for identifying studies. Thus, priority was given to publications that

approached the school not only as a space for transmitting content, but as a social institution committed to human, civic, critical, and emancipatory formation.

2.3. Databases

The searches were planned to include national and international databases in the field of Education, with the purpose of broadening the scope of the review and ensuring greater consistency in the bibliographic survey. Databases recognized for their academic relevance and for indexing studies related to the humanities, social sciences, and educational sciences were selected.

The databases defined for the research were: ERIC - Education Resources Information Center; SciELO - Scientific Electronic Library Online; BBE - Brazilian Bibliography of Education, maintained by Inep; Redalyc - Network of Scientific Journals from Latin America and the Caribbean, Spain and Portugal; Web of Science; Scopus; and the CAPES Journal Portal.

The choice of these databases is justified by their relevance in indexing scientific productions on educational policies, curriculum, human formation, the social function of school, critical education, and emancipatory practices. The combination of Brazilian, Latin American, and international databases made it possible to include different contexts of knowledge production.

2.4. Descriptors And Search Strategies

The search strategy was built from descriptors directly related to the object of this research. Terms in Portuguese, English, and Spanish were used, considering the scope of the selected databases and the

possibility of retrieving national and international studies on the topic.

In Portuguese, the following descriptors were used: "formação integral", "educação integral", "função social da escola", "educação crítica", "educação emancipatória", "formação humana", "escola pública", and "prática pedagógica crítica".

In English, the descriptors were: "integral education", "holistic education", "social function of school", "critical education", "emancipatory education", "human formation", "public school", and "critical pedagogy".

In Spanish, the descriptors were: "formación integral", "educación integral", "función social de la escuela", "educación crítica", "educación emancipadora", "formación humana", "escuela pública", and "pedagogía crítica".

The descriptors were combined using the Boolean operators AND and OR, according to the specificities of each database. The main combinations used were: "formação integral" AND "função social da escola"; "educação integral" AND "educação crítica"; "formação humana" AND "educação emancipatória"; "social function of school" AND "critical education"; and "integral education" AND "emancipatory education".

The search was limited to the period from 2020 to 2026, considering the maximum temporal cut-off of six years. This interval was adopted because it is a current topic related to contemporary debates on human formation, curriculum, social justice, public school, and the democratization of education.

2.5. Inclusion And Exclusion Criteria

Inclusion and exclusion criteria were defined to ensure greater rigor in the study selection process. These criteria made it possible to select publications directly related to the topic and exclude materials that did not answer the guiding question of the research.

Scientific articles published between 2020 and 2026, available in full text, and written in Portuguese, English, or Spanish were included. Studies published in peer-reviewed scientific journals and directly addressing integral formation, the social function of school, critical education, emancipatory education, or human formation in the school context were also considered.

Duplicate works across databases, texts unavailable in full, simple abstracts, reviews, editorials, book chapters, dissertations, theses, and institutional documents were excluded. Studies that addressed integral education only as an extension of the school day, without relation to critical, social, human, or emancipatory formation, were also excluded.

Another exclusion criterion adopted was low thematic adherence. Thus, studies that approached the school only from an administrative, technicist, evaluative, or managerial perspective, without discussing its social function or its contribution to the integral formation of subjects, were removed.

2.6. Study Selection Process

The study selection process occurred in successive stages, with the purpose of ensuring organization, transparency, and methodological coherence. Initially, searches were conducted in the selected

databases using the previously defined descriptors and combinations.

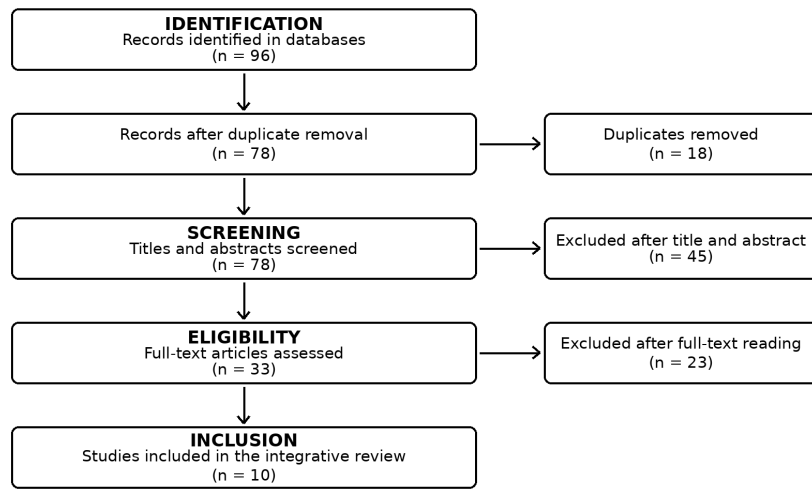
After identifying the records, duplicate studies were removed. Next, titles and abstracts were read in order to verify the initial relevance of the texts in relation to the guiding question of the review.

In the following stage, potentially eligible articles were read in full. This reading made it possible to assess the direct relationship of each study with the objectives of the research, as well as its contribution to understanding integral formation and the social function of school from a critical and emancipatory perspective.

After applying the inclusion and exclusion criteria, a preliminary sample of 10 scientific articles was defined. This number is justified by the need to work with a corpus sufficiently consistent for analysis, without compromising the interpretative depth of the discussion.

The 10 selected studies are presented in Table 1, containing information on authorship, year, identification database, title, journal, methodological focus, and contribution to this review. This procedure also served as a basis for organizing the results and for the subsequent interpretative discussion.

Figure 1. Flowchart of the study selection process



Source: prepared by the author (2026).

2.7. Data Extraction And Organization

Data extraction was carried out through an analytical matrix specifically developed for this review. This matrix made it possible to organize the main information from the selected studies and facilitate comparison among the findings.

The following information was extracted: author or authors, year of publication, article title, country of origin, journal, database, study objective, methodological approach, main results, theoretical contributions, and relationship with integral formation, the social function of school, and critical and emancipatory education.

The organization of the data made it possible to identify similarities and differences among the studies. It also allowed observation of which concepts appeared most frequently, which theoretical perspectives grounded the analyses, and which gaps remained in recent scientific production.

The extracted data were systematized in tables in order to facilitate visualization of the results and support the subsequent stage of analysis. This organization contributed to making the

methodological process more transparent, coherent, and reproducible.

2.8. Data Analysis

Data analysis was conducted in a qualitative, interpretative, and thematic manner. After the full reading of the selected articles, the findings were grouped according to recurring meanings identified in the literature.

The analysis considered three main axes: integral formation as a principle of human formation; the social function of school and the democratization of knowledge; and critical and emancipatory education as a pedagogical horizon. These axes were defined through the connection among the guiding question, the research objectives, and the main themes found in the studies.

The interpretation of the data sought to understand how the authors discuss the school as a social institution responsible for forming critical, participatory, and socially conscious subjects. Tensions among educational policies, pedagogical practices, curriculum, and social inequalities were also observed.

Finally, the results were analyzed in light of critical educational literature, considering contributions from authors who discuss human formation, emancipation, curriculum, public school, and the social function of education. This stage made it possible to construct an integrative synthesis oriented not only toward describing the studies, but toward critically understanding the contributions of recent literature to the educational field.

3. RESULTS

The initial exploratory search made it possible to identify studies published between 2020 and 2026 that directly dialogue with integral formation, the social function of school, critical education, and human emancipation. Priority was given to articles located in the databases and indexers defined in the methodology, especially SciELO, ERIC, Redalyc, BBE/Inep, and journals retrievable through the CAPES Journal Portal.

Overall, the retrieved studies show that integral formation cannot be understood only as an extension of the time students spend at school. The analyzed literature indicates that integral education assumes a broader formative meaning when articulated with the democratization of knowledge, social participation, curricular justice, and the formation of critical subjects.

It was also observed that the social function of school appears associated with the defense of public school as a space of social protection, meaning-making, cultural mediation, civic formation, and confrontation of inequalities. From this perspective, the school is no longer viewed only as an institution for transmitting content, but as a space of humanization, dialogue, emancipation, and social transformation.

Table 1. Key studies identified in the initial exploratory search

Study	Database or indexer	Methodological synthesis and contribution to the review
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CAFFAGNI (2024) What is the social function of school?	SciELO / Ensaio	Theoretical essay on the historical, social, and political meanings of school. It contributes to delimiting the social function of school as a political, cultural, and social issue.
SANTOS; LIMA; VALE (2020) Decalogue of the school as a space of social protection	EccoS / Educ@ / CAPES	Theoretical study on school, social protection, and democratization. It reinforces the school as a space of inclusion, social protection, rights guarantee, and democratization.
LIMA; COLARES (2023) Historical-critical pedagogy and integral education	Redalyc / Acta Scientiarum Education	Bibliographic study grounded in historical-critical pedagogy. It connects integral education and emancipatory human formation through the critical appropriation of knowledge.
ANDRADE; DUARTE (2023) Full-time education in secondary education	SciELO / Educação & Realidade	Documentary and empirical research on full-time education policy. It problematizes the difference between extending the school day and promoting integral formation.
CAMPOS (2022) Integral education in the policy of extending the school day	RBPAE / CAPES	Study with a critical perspective inspired by Paulo Freire. It contributes to understanding integral education as a critical, consciousness-raising, and democratic practice.
ALVES et al. (2024) Omnilateral and emancipatory formation	Educação UFSM / CAPES	Research with teachers on omnilateral and emancipatory education. It broadens the debate by relating integral formation, work, emancipation, and the overcoming of reductionist perspectives.

ESTEVES; CZERNISZ (2026) Integral education in public school	Roteiro / CAPES	Qualitative, bibliographic, and documentary research. It highlights the limits of proposals centered only on school time and defends emancipatory integral education.
FRANZI (2025) Integral education in Latin America	Horizontes / CAPES	Bibliographic research on integral education in Latin America. It points to the influence of neoliberal agendas, curricular standardization, and large-scale assessment.
RIANAWATY et al. (2021) Model of Holistic Education-Based Boarding School	ERIC / European Journal of Educational Research	Qualitative case study on holistic education in secondary education. It contributes an international perspective on curriculum, school culture, and integral human development.
MARGARITO GASPAR (2025) Teachers' Challenges in Implementing the New Mexican School's Educational Model	ERIC / Journal of Educational Research & Practice	Academic essay on curricular reform and teaching challenges. It discusses integrated curriculum, contextualized learning, inclusion, and implementation conditions.

Source: prepared by the author based on the exploratory search in the selected databases and indexers (2026).

The analysis of Table 1 shows that the selected studies are distributed into three main groups. The first group concentrates investigations on the social function of school, emphasizing its relationship with social protection, democratization, cultural mediation, and the confrontation of inequalities. The second group brings together studies on integral formation, omnilateral education,

and human emancipation, with a strong presence of critical, Freirean, and historical-critical foundations. The third group discusses full-time education policies, integrated curriculum, and implementation experiences, highlighting tensions between the formative project and educational management.

The results indicate that recent literature recognizes integral formation as a necessary educational horizon, although it remains crossed by conceptual disputes. In some studies, integral education appears linked to the development of multiple human dimensions. In others, it is tensioned by policies for extending the school day, curricular standardization, large-scale assessment, and institutional performance demands.

Another relevant finding refers to the centrality of teachers and school organization. The studies indicate that the realization of critical and emancipatory education depends on concrete working conditions, teacher education, democratic management, collective planning, contextualized curriculum, and participation of the school community. Thus, integral formation is not achieved merely through normative prescription, but through intentional and socially committed pedagogical mediations.

The search also revealed an important gap: although there are studies on integral education, the social function of school, curriculum, and critical pedagogies, fewer publications articulate these dimensions simultaneously in an integrative synthesis. This finding reinforces the relevance of the present review, since the topic requires a joint analysis of human formation, the social function of school, educational critique, and emancipation.

4. DISCUSSION

4.1. Integral Formation as a Principle Of Human Formation

The analysis of the selected studies allows us to understand integral formation as a formative principle that goes beyond the cognitive dimension of learning. The results show that educating integrally does not mean only expanding content or increasing the amount of time spent at school, but recognizing the student in intellectual, social, affective, cultural, ethical, and political dimensions.

This understanding dialogues with the BNCC, which states that Basic Education must consider the student in his or her integrality, overcoming fragmented views of the educational process (Brasil, 2018). However, the analyzed studies indicate that this conception still faces limits when appropriated by pragmatic, managerial, or merely organizational policies.

One of the main tensions identified in the literature concerns the confusion between integral education and full-time education. Andrade and Duarte (2023), when analyzing the experience of Minas Gerais, point out that extending the school day does not always guarantee the realization of integral formation. More time can represent progress when accompanied by a critical pedagogical project, integrated curriculum, and adequate institutional conditions.

Esteves and Czernisz (2026) also contribute to this discussion by analyzing integral education in public schools in Paraná. The authors show that proposals for integral education may be limited when they are restricted to the organization of school time, without

addressing the curricular, pedagogical, and social foundations of human formation.

The notion of omnilateral formation, discussed by Alves et al. (2024), strengthens the argument that integral education must overcome unilateral and utilitarian perspectives. This conception considers the human being in his or her totality, including the relationship with work, culture, science, ethics, and social life.

4.2. The Social Function Of School And The Democratization Of Knowledge

The analyzed studies demonstrate that the school remains one of the main social institutions responsible for the democratization of knowledge. This finding reaffirms the role of public school in a society marked by economic, cultural, and educational inequalities.

Caffagni (2024), when discussing the social function of school, emphasizes that this institution cannot be understood outside the social and political disputes that historically shape its existence. Thus, the school is both a space of reproduction and a possibility for social transformation.

In the same direction, Santos, Lima, and Vale (2020) understand the school as a space of social protection and democratization. This perspective broadens the school function, since it recognizes that the school does not act only in the transmission of formal knowledge, but also in the construction of bonds, the welcoming of subjects, and the guarantee of rights.

The social function of school, therefore, is not limited to generic socialization or the development of practical competencies. It

involves ensuring that students have access to the scientific, artistic, philosophical, and cultural knowledge necessary for a critical understanding of reality, especially in contexts marked by historical exclusions.

In this sense, defending public school means defending its funding, quality, democratic management, and commitment to human rights. The school fulfills its social function when it becomes a space of access to knowledge, social participation, and the confrontation of inequalities.

4.3. Critical And Emancipatory Education as a Pedagogical Horizon

The contribution of Campos (2022) is especially relevant because it brings integral education closer to the Freirean critical perspective. From this viewpoint, integral formation cannot be separated from consciousness-raising, dialogue, and critical reading of reality. Educating integrally means enabling subjects to understand the world in which they live, identify its contradictions, and participate in its transformation.

The Freirean perspective helps problematize school models centered only on performance, social adaptation, or preparation for the labor market. For Freire (2021), education should not domesticate subjects, but contribute to their critical autonomy. Thus, a school committed to integral formation must create conditions for students and teachers to participate actively in the production of knowledge.

Lima and Colares (2023), grounded in historical-critical pedagogy, broaden this debate by relating integral education to emancipatory

human formation. For the authors, emancipation does not occur spontaneously, but through the critical appropriation of knowledge historically produced by humanity.

At this point, the discussion approaches Saviani's (2021) contributions, for whom educational work consists of intentional mediation between subjects and elaborated culture. The school, therefore, should not renounce systematized knowledge, since through it students can expand their understanding of social reality.

Critical and emancipatory education requires the curriculum to dialogue with the concrete life of students without impoverishing their access to elaborated knowledge. This articulation among experience, knowledge, and social critique is one of the conditions for integral formation not to become an empty discourse or a mere adaptation to external demands.

4.4. Tensions, Limits, And Contradictions In Integral Education Policies

The analyzed literature also reveals important tensions in integral education policies. Franzi (2025) draws attention to the risks of appropriating integral education through neoliberal agendas, especially when associated with curricular standardization, performativity, and the centrality of external assessments.

This critique is fundamental because it shows that the idea of integral formation may be emptied when subordinated to accountability, productivity, and control policies. In such cases, the language of integrality remains in discourse, while school practice continues to be marked by fragmentation, adaptation, and reduction of educational meaning.

The selected international literature broadens this understanding. Rianawaty et al. (2021), when analyzing a model of holistic education in secondary school, show that integral formation depends on the articulation among curriculum, school culture, institutional values, and everyday practices. Thus, integrality is not achieved only in the formal curriculum, but also in relationships and school organization.

Margarito Gaspar (2025), when discussing teachers' challenges in implementing the new Mexican educational model, shows that integrative curricular proposals require teacher education, collective planning, institutional support, and pedagogical clarity. Without these conditions, educational reforms with critical intentions may face difficulties in school implementation.

The centrality of teachers therefore appears as a recurring element in the studies. Integral formation and the social function of school are not realized only through official documents or curricular guidelines. They depend on concrete working conditions, pedagogical autonomy, continuing education, and the collective construction of the political-pedagogical project.

4.5. Interpretative Synthesis Of The Discussion

The synthesis of the studies allows us to state that integral formation acquires emancipatory meaning only when linked to the social function of school. It is not enough to form adaptable, productive, or competent subjects to respond to immediate market demands. It is necessary to form subjects capable of thinking critically, participating in public life, recognizing injustices, dialoguing with differences, and acting in the transformation of reality.

The findings also show that conceptual dispersion still exists in recent scientific production. Although there are studies on integral education, the social function of school, critical pedagogy, public policies, and emancipation, fewer studies articulate these dimensions simultaneously in an integrated analysis.

Thus, this integrative review contributes by bringing together different perspectives and showing that integral formation should not be understood as a time policy, but as a historical, pedagogical, and social project. The school fulfills its social function when it democratizes knowledge, protects rights, welcomes diversity, promotes critical consciousness, and contributes to full human formation.

5. CONCLUSION

This integrative review made it possible to understand that integral formation and the social function of school are inseparable dimensions when thinking about critical and emancipatory education. The studies analyzed show that the school cannot be reduced to a space for transmitting content or preparing students for assessments, since its broader task is to participate in the human, social, ethical, and political formation of students.

The results showed that integral formation is realized only when there is commitment to knowledge, to listening to subjects, to social justice, and to overcoming inequalities. Extending time at school may be important, but it is not sufficient. What gives meaning to integral education is the pedagogical project that guides that time, the relationships built in everyday school life, and the critical intentionality of educational practices.

It was also found that public school occupies an essential place in defending the right to education. In many contexts, it represents one of the main possibilities of access to knowledge, culture, democratic coexistence, and the construction of new life projects. Therefore, thinking about its social function also means reaffirming its importance as a space of welcoming, protection, participation, and emancipation.

The study concludes that truly integral education must form subjects capable of understanding reality, questioning injustices, and participating in social transformation. This task is not simple and requires teacher appreciation, a critical curriculum, democratic management, and concrete working conditions. Even so, it is precisely in this challenge that the school reveals its strength: educating not only to adapt subjects to the world, but so that they may understand it, inhabit it with dignity, and transform it collectively.

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