

INTEGRAL EDUCATION, TIME AND SPACE: PROBLEMATIZING CONCEPTS

Abstract

*Despite being the subject of public policy agenda for some decades, integral education still carries disparities related to its concept. Thereby, this article aims to problematize not only the concepts of integral education, but also the categories time and space contained in the magazines *Em Aberto*. They were organized and published by the National Institute of Educational Studies Anísio Teixeira (INEP), numbers 80 (2009) and 88 (2012), respectively, entitled “Educação Integral e tempo integral” and “Políticas de educação integral em jornada ampliada”. The methodology is based on Bardin’s content analysis, following the steps of pre-analysis (corpus of the research formed by the articles in the journals); material exploration (reading of the texts with encoding of data by choosing the registration units for categorization); and processing and interpretation of results, based on Saviani’s Historical-Critical Pedagogy. The study reveals convergent and divergent conceptual multiplicity, provoking a discussion about a critical conception of integral education.*

Keywords: *Integral Education. Historical-Critical Pedagogy. Content Analysis.*