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Social outcomes of education: Experiences of three innovative schools

aligned with the integral education approach in Brazil

A dissertation submitted in partial satisfaction of the

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in Education

by

Aline Zero Soares

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ABSTRACT OF THE DISSERTATION

Social outcomes of education: Experiences of three innovative schools

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Doctor of Philosophy in Education

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Professor Richard Desjardins, Chair

Historically, traditional education systems and most scholarship have focused on the academic

outcomes of schooling as well as the economic benefits of education for individuals (such as

earnings) and societies (such as economic growth). While acknowledging the importance of such

outcomes, this study instead focuses on the *social outcomes of education,* including health,

wellbeing, citizenship, and civic engagement. Specifically, the research undertaken has sought to

understand some of the social outcomes associated with the educational experiences of three

innovative schools that align with the *integral education* perspective in Brazil. The latter

considers students as whole including multiple dimensions (e.g., social, physical, emotional,

political, and cultural) and emphasizes the role of education in promoting citizenship and social

justice. A qualitative multicase approach is adopted to explore the educational experiences of the

participant schools: EMEF Presidente Campos Salles and Centro Integrado de Educação de

Jovens e Adultos Campo Limpo (CIEJA-Campo Limpo) in São Paulo, and Escola SESC de

Ensino Médio (SESC High School) in Rio de Janeiro. Two focal points of the study are the contexts in which the schools function and the extent to which their strategies follow an expanded view of integral education emphasizing the social and citizenship dimensions of education, as well as the social outcomes of education that can be associated with their approach. The analysis draws upon the concept of (*citizen) integral education* which is developed based on the existing research literature in the Brazilian context, and also from what is known about the social outcomes of education as well as the *social quality of schooling*. The findings suggest that the participant schools are aligned with the citizen integral education perspective, and help to reveal that many social outcomes are generated by the educational strategies of the schools both at the individual and community levels, including enhanced health and wellbeing, autonomous, democratic and engaged citizens, and reduced levels of violence. Recognizing the challenges involved in implementing such innovative strategies on a large scale, several policy recommendations are put forth including the prioritization of citizen integral education across distinct educational policy areas, focus on intersectoral policies, prioritizing educators' work conditions and training, and the development of a system for monitoring and assessing the social outcomes of education as well as the social quality of citizen integral education schools.

The dissertation of Aline Zero Soares is approved.

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2023

To my beloved mother,

Dr. Maria Aparecida Zero (in memoriam),

my greatest example as a humanized and dedicated educator. Her unwavering commitment to public education and social justice has left behind an enduring legacy of inspiration. She embodies the countless dedicated educators who serve in Brazil's public schools and education systems.

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During my doctoral years, the world was hit by a pandemic, as well as significant political and democratic setbacks that resulted in numerous obstacles and widespread suffering. On a personal level, I had to navigate the challenges of dealing with the passing of my mother and the transition to motherhood during this period. After completing my dissertation, a friend commented that it took courage to accomplish it. While I agree with this sentiment, I am certain that this achievement would have been impossible without the support of my family, friends, partners, and educators.

I would like to begin by expressing my profound gratitude to my beloved husband, Sérgio. He not only made me believe that pursuing this dream was possible, but also provided the support I needed to make it a reality. There were many phases throughout these years which he put his own studies on hold to allow me to focus on mine. Thank you so much for your consistent partnership, unconditional dedication, and love.

My sweet son Otto, thank you for being this magical, smiling, and shining inspiration that helped me maintain my energy and faith in the fight for future generations. I hope you can forgive any absences during this period. It was not easy to hear you crying in the background of the interviews and writings, even though I knew you were being cared by others.

I do not have sufficient words to express my gratitude towards my mother (*in memoriam*), who made tremendous efforts to provide her daughters with quality educational opportunities. She was undoubtedly the greatest source of love in my life, and her career as an educator was my most significant inspiration. Her generosity, tireless dedication to others, and boldness have also taught me the significance of making a contribution towards social change. I miss you.

I feel privileged to have a sister like you, Flávia. Your love and encouragement have been essential supports throughout the years. I am grateful for your friendship, which has given me confidence and joy. I also appreciate the value of your medical support, which took good care of me and Otto since he was in the womb. Thanks also to my father for always believing in me, providing affection, and becoming a role model of emotional balance and honesty.

I am also grateful to many beloved family members and friends who contributed in distinct forms to this trajectory. They include my grandmother Cecília (*in memoriam*), my grandfather Hoircio, my aunt Nina, my godmother Onícia, my in-laws Elaine and Roberto, and my friends Carla, Rose, Vinícius, Eduardo, Renata, Vanessa, and Jill. Many thanks to those who provided support to my grandfather and father so that I could be far away to pursue the doctorate. This includes Regina, Carlos A.C., Carlos A.F., Cláudia, Magda, Maria, Fabiana, and Ana Paula.

Regarding academics, I would like to express my deep gratitude for the invaluable support from my advisor Professor Richard Desjardins. Your genuine interest in conducting research from a global perspective has helped to elevate the views of students from diverse backgrounds and parts of the world. I have learned a great deal from your academic excellence and dedication to advancing knowledge in the field of policy studies in education. Thank you also for consistently being understanding and responsive.

VITA

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CHAPTER 1. INTRODUCTION

Over the last two centuries, systems of education have emerged as one of the most distinguishable features of modernity. Education as a large-scale enterprise conducted by the State arose in the context of the Industrial Revolution (Becker et al., 2011 and nation-state formation in Europe (Epstein et al., 1990), culminating in being defined as a human right by the United Nations' Universal Declaration of Human Rights of 1948 (United Nations General Assembly, 1948)[1]. Indeed, in the second half of the 20th century, expanding access to schools for everyone became a global priority (Roser & Ortiz-Ospina, 2016). Nevertheless, progress toward increasing access to education has not necessarily been followed by substantial educational transformations to adapt to cultural, political, economic and social realities. Scholars analyzing distinct systems of education suggest that so-called traditional schools, which still prevail in most countries around the globe, have been historically based on discipline, hierarchical relationships, the control of bodies and content-based learning that discourages children's ability to think critically, autonomously and creatively (Freire, 2005; Apple & Bean, 2007; Robinson, 2016; Pacheco, 2019). This perspective neglects student preparation for the exercise of citizenship in a democratic society. Moreover, much research suggests that education has been ambiguously working as a factor of reproduction of all kinds of inequalities instead of working as an instrument for equalizing opportunities (Bourdieu, 1977).

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[1] The Universal Declaration of Human Rights (UDHR), signed by all 192 United Nations' members, affirms in its article 26 that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (…) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (United Nations General Assembly, 1948).

From this perspective, the analysis in this study addresses a need to understand educational experiences that seek to rethink the purpose and form of education toward a more comprehensive, democratic and social justice-oriented approach. It does so by focusing on the social outcomes of education, and particularly the experience of non-traditional approaches to schools which as will be unveiled are in some cases aligned with the integral education perspective in Brazil.

A focus on social outcomes and the integral education approach in Brazil

A look at the way how education outcomes are observed is helpful for elucidating how societies understand and justify the purposes of their education systems. Previous studies (Berhman & Stacey, 1997; Desjardins & Schuller, 2006) have cautioned that, over the second half of the twentieth century, the examination of benefits of education have predominantly been focused on its economic outcomes, such as earnings and economic growth. Similarly, school quality has primarily been understood as a function of academic performance. Nevertheless, there is another perspective that emphasizes a growing body of literature which contends that the benefits attained by individuals and societies through education go far beyond well-documented economic aspects. This approach advocates for the observation of the *social outcomes of education* (e.g., Behrman & Stacey, 1997; Desjardins & Schuller, 2006; Schulz et al., 2016; Campbell, 2022). Such literature emphasizes the importance of research that is framed to approach the associations between education and social aspects such as health, wellbeing, citizenship education, and civic engagement. Still, those authors highlight the limitations of data and methods commonly deployed in confirming causal connections. Specifically, research on the social outcomes of education, based on years of schooling or educational attainment are limited because different types of pedagogical approaches, school cultures, and other characteristics matter. Moreover, despite recent advances on the importance of contextual variables such as school curriculum and school culture

(e.g., Dijkstra et al., 2015; Campbell, 2022), a key focus has been on the social outcomes provided by traditional schools and approaches.

From this perspective, this study seeks to investigate the social outcomes of *another* kind of education, a more comprehensive approach that is not strictly focused on academic and economic outcomes – although it does not ignore their importance too. The meaning of *another* education draws from conceptual references to the *integral education* perspective in Brazil*,* which expands the narrowly defined focus of education on academic learning to include other aspects of human development, such as emotional, cultural, political, social, and physical ones (Moll, 2012). The conceptualization of integral education varies (as discussed in the next chapter), but the approach in this study draws on the literature that defines it as an approach committed to education for citizenship and to foster autonomy, as opposed to viewing students as passive recipients of knowledge (Gadotti, 2009). This perspective emphasizes an integrated relationship between the school and community and seeks to provide students with support to thrive in their educational and life trajectories (Arroyo, 2012; Menezes & Diniz Junior, 2018). In approaching this study, I emphasize an interpretation of integral education that I define as "citizen integral education". Elaborating on this interpretation, I draw upon the research literature as well as the data analyzed as part of this study.

Accordingly, the research design is focused on interpreting the social outcomes observed in the context of three Brazilian schools which are widely recognized for their innovative approach to education[2] (Brasil, 2015a). Another focus is to consider the extent to which they align with the integral education perspective. While the study led to observations of similarities and differences

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[2] The sense of *innovation* regarding the three selected schools participating in this study relates to their inclusion in a national mapping initiative promoted by the Ministry of Education in 2015 to identify "schools and other educational organizations that have dared to break with traditional educational standards to create a new school that forms integral citizens" (Brasil, 2015a).

among the schools, the objective is not necessarily to make comparisons. Instead, the aim is to consider the contribution of each in terms of their practices and policies, with the goal of advancing knowledge about the social outcomes associated with non-traditional educational experiences.

The participant schools are[3]:

i) *Escola Municipal de Ensino Fundamental Presidente Campos Salles* (Campos Salles President Municipal Basic Education School), a public primary school (grades 1 to grade 9) in São Paulo;

ii) *Centro Integrado de Educação de Jovens e Adultos Campo Limpo* (Integrated Center for Adult and Youth Education) (CIEJA-Campo Limpo), a public primary school (grades 1 to 9) for adult and youth education in São Paulo*;* and,

iii) *Escola SESC de Ensino Médio do Rio de Janeiro (SESC High School),* a tuition-free private non-profit high school in Rio de Janeiro, funded by the Social Service of Commerce (SESC), an institution fomented by the state which operates in the public interest.

Study purpose and research questions

A qualitative multiple case study is used to explore the links between educational approaches aligned with the integral education perspective and broader social outcomes such as citizenship education, civic and social engagement, and health. A key purpose is to consider school-related factors that can affect social outcomes, specifically in the context of the three schools chosen which are recognized for adopting a comprehensive approach to education. Such outcomes may be observed at the individual level (e.g., health and critical thinking), but they may also be reflected at the level of family, community or broader society (e.g., family relationships or

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[3] In identifying the schools, their actual names have been utilized. However, to maintain the anonymity of the participants in this study, pseudonyms have been employed throughout this document.

social improvements at the community level). Due to limitations imposed by the scope of the study, social outcomes at the societal level (e.g., social cohesion and health mortality) are only laterally observed and not a focus of this study.

Separately, the research is centered around two questions. The first is to reveal the stories and contexts of the three school cases, examining the motivations that led them to refuse a traditional perspective of education, and to explore how their approaches relate to the integral education perspective. The second revolves around the evidence of social outcomes that are related to the strategies of the participant schools, as well as the school-factors connected to them. In concluding, reflection is given to questions surrounding the challenges and potentials of implementation and sustainability of the innovative education projects developed by the schools.

The key research questions (RQ) are stated as follows:

RQ1: What are the contexts and educational strategies underlying the experiences of the participant schools and how do these relate to the integral education perspective?

RQ2: What are the observed social outcomes of education in the participant schools and how do these relate to the educational approaches adopted?

The research questions are addressed based on document analysis, field observations and interviews with school members – students, teachers, staff and administrators – and policymakers. I approach the interpretation of the data I collected by drawing from concepts and theories related to the literature on social outcomes of education and the integral education perspective. The lens I use is based on a conceptual framework drawing on previous scholarly relevant knowledge on how school-factors can be related to social outcomes.

Significance and limitations of the study

This research provides new insights for policies and practices. Specifically, on school factors which can generate social outcomes including wellbeing, civic and social engagement. In

focusing on the ways in which three schools – widely recognized for their innovative approaches in Brazil – generate such outcomes, the study contributes to a better current understanding on how such approaches can successfully contribute to the whole development of their students, and not only to their cognitive dimension. It helps to reveal how the implementation of integral education works in practice and how the contexts in which this approach unfolds can be related to social outcomes. Additionally, I provide suggestions on how to evaluate the social quality of schools which adds to this relatively under-researched area and may serve as an interest for the development of policies which aim to generate a wider set of educational outcomes. The adoption of a qualitative methodology, in contraposition to most studies on the topic, allows for an in-depth observation of the experiences of the schools studied. The views and narratives of the participants may inspire other schools and policymakers to develop strategies that aim to foster the social benefits of education.

This research addresses a gap in the literature which has primarily focused on the social outcomes of education in Western developed countries, as most of the available literature in English pertains to those regions. Consideration of the ethos, curriculum, pedagogies and other factors of the schools I studied as well as their relation to the integral education approach in Brazil may lead to a recovery of the original meaning of integral education as advocated by educators such as Anísio Teixeira. This contrasts with policies and practices which deploy an incomplete or partial approach to integral education. Situated within the Brazilian context which is characterized by striking and varied sources of inequalities and features manifold risks to democracy, this study stresses the valorization of the social roles of education such as producing democratic citizens and fostering their wellbeing and health.

It is important to note that the approach taken in this study does not imply that education is seen as a panacea to solve all of Brazil's complex social and racial inequalities. Research has shown that simply providing education to the population cannot effectively reduce poverty and inequality (Medeiros, Barbosa & Carvalhaes, 2019). To address these issues, a comprehensive social and economic approach is necessary, which may involve implementing measures such as raising the minimum wage, as well as implementing other redistributive economic and anti-discrimination policies (Medeiros, Barbosa & Carvalhaes, 2019). Despite the limitations inherent to the field of education, this study aims to explore the social outcomes of innovative educational experiences with the purpose of contributing to our understanding of the distinctive contributions these approaches may make in addressing social injustices in Brazil.

The study is subject to inherent limitations that are typically associated with in-depth qualitative case studies, specifically the restricted generalizability of findings to other contexts and to policies. To address this limitation, the study adopts a multiple-case design, which allows for the observation of key patterns and contextual factors that may be specific to each case. It is also important to note that the participating schools are in only two distinct cities within the same region of Brazil (Southeast). This was due to the COVID-19 pandemic, which disrupted the original plan of including one school from each of the five geographical regions of Brazil. The pandemic also served as another contextual factor that may have influenced the findings. Data collection occurred a few months after schools had been closed in Brazil for more than two years, at a time when students were still grappling with the consequences of isolation and coping with the serious economic and social impacts of the pandemic. To address the potential impact of these issues, the study implemented strategies such as conducting interviews with many former members of the schools who had experience with the participant schools at different stages of their trajectory,

including former administrators and students. Additionally, the study provided contextual information and encouraged interviewees to reflect on their perceptions of the impact of the pandemic on the current state of the schools.

Overview of chapters

Following this introductory overview, the study is organized in six additional chapters. **Chapter 2** explores the literature on social outcomes of education and on integral education in Brazil, providing a systematization of the main elements underlying this approach. **Chapter 3** sets out the conceptual and theoretical perspectives adopted for this study. **Chapter 4** presents an extended overview of the method and research design, including the rationale for the selection of schools and my own positionality. **Chapters 5 and 6** conduct a cross-case analysis to discuss and analyze the findings pertaining to each of the two research questions. **Chapter 7** concludes with recommendations for policy and practice in Brazil.

Chapter 2. A REVIEW OF SOCIAL OUTCOMES AND INTEGRAL EDUCATION IN BRAZIL

This chapter presents a review of the research literature on two major research topics related to this study, the *social outcomes of education* and the *integral education* perspective in Brazil. It seeks to provide an overview of the current state of research on those topics, identifying contributions and gaps in previous studies and key concepts that will be important foundations for the approach undertaken for this study. In order to differentiate the integral education perspective under investigation in this study, I will use the term "citizen integral education" as further detailed.

Social outcomes of education

The study of the impact of education on students and society draws from various areas of research, including education, political science, sociology, and anthropology. Historically, the dominant approach has been an economic perspective, specifically one guided by the Human Capital Theory (HCT), which focuses on the role of education in preparing students for the labor market and its economic benefits such as increased earnings and economic productivity (i.e., GDP). However, this narrow focus on the economic benefits of education may limit our understanding and overlook other important aspects, such as the cognitive and social development of students. Despite recognizing the importance of these outcomes, a growing body of research acknowledges the need to expand our understanding of the effect of education on the social domain (Behrman et al., 1997; Torney-Punta et al., 2001; Desjardins & Schuller, 2006; Dijkstra, 2018; Hamad et al., 2018; Campbell, 2022).

In line with this purpose, this section presents the literature on the *social outcomes of education*, understood as the social effects of education on individual lives and communities (such as improved health and civic participation) and society as a whole (such as social cohesion and enhanced democracy) (Behrman et al., 1997; Torney-Punta et al., 2001; Desjardins & Schuller,

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2006; Campbell, 2006; Dijkstra et al., 2018; Hamad et al., 2018). It first introduces the most frequently studied domains of the social outcomes of education. It then presents approaches developed by researchers to investigate social outcomes of education, and the main assessment challenges related to doing so.

Types of outcomes

The study of the social outcomes of education as a distinct field is still developing, with various outcomes receiving attention[4]. The most commonly studied social outcomes include health, well-being, citizenship, civic engagement, political participation, democratic behavior, crime prevention, family relations, social trust, social capital, and social cohesion (Behrman et al., 1997; Torney-Punta et al., 2001; Desjardins & Schuller, 2006; Dijkstra et al., 2018; Hamad et al., 2018; Campbell, 2022). The social outcomes described in the literature correspond to different levels of analysis, from individual to community to societal. The following subsections briefly present research on health and wellbeing, and citizenship and civic engagement, which are some of the most recurrent outcomes explored in the literature and constitute an important reference point for this study.

Levels of outcomes. Mainguet and Baye (2006) differentiate three levels of analysis for the social outcomes of education: micro (individual impact), meso (community impact), and macro (societal impact). To demonstrate how these levels can be used in analysis, the authors

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[4] Scholars researching the broader social impacts of education use various terminologies, which include "wider benefits of education" (Preston & Hammond, 2002, Schuller & Desjardins, 2010), "social benefits of learning" (Schuller et al., 2004; Feinstein & Vorhaus, 2008); and "social outcomes of education" (Dijkstra & Motte, 2014; OECD, 2020a). This study may use these terms interchangeably, but it primarily chose the term "social outcomes of education" because it conveys a closer connection between *education purposes* and its *social effects*. The belief is that these social outcomes are not just unexpected benefits, but are inherently part of the education system's goals.

give examples of education system objectives related to civic literacy[5]. In their example, while aspects such as *critical thinking* and *social engagement* refers to the micro level (individuals), *integration and participation in local community* is linked to the meso level (schools), and *enhanced democracy* and *social cohesion* apply to the macro level (society) (Mainguet & Baye, 2006). This distinction is a valuable reference for defining different units of analysis for both quantitative and qualitative research designs.

Preston and Green (2003) distinguish the social outcomes of education at the *micro-social* and *macro-social* levels. They indicate outcomes such as improvements in health and increases in individual civic participation as *micro-social*, which may impact individuals and perhaps communities, but not necessarily have an effect at the societal level. For the *macro-social* benefits of education, they define these as "(the outcomes) which occur at a societal level as construed separately from the aggregate of micro-social effects" (Preston & Green, 2003, p. 3), indicating examples such as social cohesion, crime rates, and active citizenship, civic and political participation at a societal level. Drawing from Preston and Green's work, Descy (2006) explains that some of these macro-benefits consist of an aggregation of micro individual benefits (e.g., reduction of crime, of poverty, improved health), while others do not (e.g., social capital, social cohesion). One of the reasons justifying this is that the latter kind of benefits cannot necessarily be attributed to individuals or particular communities rather than the national level and are thus system level benefits, "e.g., societal trust is more than the aggregation of expressed individual trust (…) it includes cultural and historical norms of trust which are particular to a society or a community" (Descy, 2006, p. 166).

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[5] Civic literacy is referred as an outcome of education in those authors' work and is defined as "as the set of knowledge, values, attitudes and practices that individuals acquire over the course of their life to become citizens participating in democratic societies" (Mainguet & Baiye, 2006, p.156).

The following three sections briefly present the conceptualization and literature on social health, well-being, citizenship, and civic engagement from a micro and meso perspective. The differentiation between these levels can provide insight into potential analytical paths for this study, as further explained when discussing methods in Chapter 4.

Health and Well-being. According to the World Health Organization (WHO), health is "a state of complete physical and social well-being, not just the absence of disease or infirmity" (World Health Organization, 1946). This definition is based on a biopsychosocial model that considers both the biochemical and sociocultural interactions between humans and social systems (Engel, 1977, as cited in OECD, 2007). Health is influenced by psychological, behavioral, social, and demographic factors, including education. The definition of well-being is typically less straightforward as it may include perspectives that comprise aspects from psychosocial and cognitive dimensions and views that focus on the observation of aspects such as life satisfaction and happiness (Gutman et al., 2010). UNESCO's indicator to measure well-being and health is presented to identify students' opportunities to participate in activities that foster their "psychological, cognitive, social and physical functioning and capabilities that they need to live a happy and fulfilling life" (UNESCO, 2022). Over the last decades scholars have noted a shift in the international research and policy agenda in replacing *survival* aspects to wider *well-being* elements, and considering not only aspects such as mortality rates, poverty, and disease but also elements that intentionally maintain and foster all dimensions of human development and well-being (Awartani, Whitman & Gordon, 2008). The complexification of health and well-being concepts reflects the challenges of observing and measuring their causal factors, such as education. The relationship between education and health has gained global importance and recognition over recent decades. In 2012, the WHO acknowledged that health

interventions alone are not enough to improve health and recognized the impact of social domains like education and social protection on health outcomes (World Health Organization, 2012). The literature on the effects of education on health includes numerous studies using quantitative methods to investigate the causal relationship between *years of schooling* and health outcomes such as mortality, obesity, mental health, well-being, and behaviors like smoking, food habits, and physical activity (Hamad et al., 2018). Despite the predominance of studies based on quantitative methods, existing research have also diversified the examination of this relationship using qualitative methods, analysis of intersectoral policy interventions, as well as the construction of indices (Hammond, 2004; Feinstein et al., 2006; OECD, 2007; Grossman, 2015; Shackleton et al., 2016; Shinde et al., 2018; Hamad et al., 2018).

Scholars recognize that the relationship between education and health is complex and involves challenges in observing and measuring causal factors (Grossman, 2015, Hamad et al., 2018). Traditionally, academic studies have predominantly interpreted socioeconomic status as a mediator of the education effects on health, as socioeconomic aspects are more consensually regarded as presenting a causal influence on health. While income and access to healthcare are important factors affecting individual health, a growing body of literature suggests that education can also impact health independent of socioeconomic status (Hammond, 2004; Desjardins & Schuller, 2011; Hamad et al., 2018). Despite evidence suggesting that education can impact health independently of other contextual factors, there are still debates surrounding the causal relationship between education and health (Helliwell & Putnam, 2004; Grossman, 2015).

A nuanced understanding can also provide valuable insights into this discussion. A comprehensive review by Feinstein and colleagues (2006) found evidence of significant causal links between education and health, as well as factors that determine health, such as health

behaviors, risk-filled environments, and preventative service use (Feinstein et al., 2006). The authors acknowledge the complexity of studying these relationships and suggest the presence of multilevel mechanisms, including individual, household, community, and national levels, that influence the connection between education and health. According to them, education affects various contexts and social connections, transforming these environments and improving resilience and agency, which can improve health. The self-in-context framework proposed by Feinstein and colleagues (2006) refers to the *ecological theory* of Bronfenbrenner (1979) to consider the effects of education on health as a result of features of the self, embedded in contexts, impacting aspects such as self-concepts and attitudes – as detailed later in this chapter.

Further scholarship that draws upon the ecological framework focuses on policy analysis and includes important references for comprehensively understanding the implications of context on individual wellbeing and overall development. Bishop and Noguera (2019) proposed a comprehensive framework to inform equity-based education policy that responds to environmental conditions undermining education policies aimed at improving academic outcomes. Through their analysis of the education funding formula in California, the Local Control Funding Formula (LCFF), they suggest that policy responses to persistent academic disparities in the United States are ineffective because they fail to address "the ways in which race, class, language, and culture, as well as implementation processes, reproduce and reinforce disparities in academic achievement" (p. 122). They emphasize the importance of collaborative policy designs that link schools and school districts, community service providers, and county offices of education to implement integrated education policies. This analysis serves as inspiration for the efforts in this study to understand the approaches of the selected schools and, by extension, the lessons that can inform broader policy contexts.

Moreover, it is worth highlighting that recent studies based on a qualitative approach to investigating the impact of education on health and well-being have provided a new perspective and enabled the examination of the effects of education on health in different contexts while considering student characteristics. A study on adult education in the UK used in-depth interviews and found that education improved psychosocial qualities such as self-esteem, self-efficacy, identity, communication skills, and social integration, leading to improved mental health, coping skills, and overall well-being (Hammond, 2004). Another illustrative qualitative study was conducted in a fifth-grade classroom in the US and explored Culturally Responsive Educational (CRE) practices, which involve teaching approaches that align with the cultural knowledge, experiences, and perspectives of ethnically diverse students. The study aimed to address the distress experienced by students of color due to marginalization in the classroom and found that CRE practices can serve as psychological interventions, reducing psychological distress and improving well-being among these students (Cholewa & Goodman, 2014). Both studies emphasize the importance of qualitative research in understanding the impact of education on different student groups, including adults and youth. This is relevant in the context of Brazil, for example, to help to take account of factors common to students such as racial discrimination and marginalization.

Citizenship and civic engagement. The understanding of citizenship varies across cultures and periods. In Brazil, educating for citizenship is stated in Brazil's federal constitution and consists of a recurring topic in the educational research agenda. When examining the legislative references to citizenship education in Brazil, Silva (2018) observes that the concept has evolved over time, moving from a focus on the *social* dimension of guaranteeing basic rights to also incorporating a *political* dimension, which involves active participation in decision-making affecting people's lives. The influence of Paulo Freire on the discourse of citizenship

education in Brazil is significant (Gadotti, 2012; Silva, 2018), and citizenship education is related to the rights and duties involving aspects of social justice, democracy, political participation, freedom, and autonomy (Freire, 1997, as cited by Gadotti, 2012, p. 2).

The implementation of citizenship education policies and practices, as well as the assessment of the success of a citizenship education approach, is a complex issue that goes beyond the demands of Brazil's federal constitution. Still, it is important to recognize the significance of the constitution in the education debate in Brazil, particularly in terms of the dedication and commitment of teachers and schools in implementing policies and practices and as such contributing to a consolidation of an understanding of citizenship education. Mesquita (2018) explored an important aspect of citizenship education in Brazil's debate when she investigated the education approach of EMEF Presidente Campos Salles (one of the cases being studied in this dissertation). Namely, the promotion of citizenship at the school in which students are active participants in constructing their citizenship. Focusing on younger children's experiences, the study revealed that "citizenship is learned by exercising it and citizenship is exercised by learning it" (Mesquita, 2018). This aligns with Freire's understanding of a "citizen school," which is also described as "a school that lives the tense experience of democracy" (Freire, 1997, as cited by Gadotti, 2010, p. 2). In that perspective, the promotion of citizenship through student engagement and active participation is crucial in the praxis of a citizen school. Moreover, in a Freirean perspective, the development of autonomy and critical thinking are crucial for the exercise of citizenship. The expression "to learn to read the world" before reading the words relates to the promotion of active and informed participation for the exercise of their citizenship.

The worldwide investigation into the relationship between education and citizenship has relied on the collaboration of researchers from various disciplines, using different methods, and

approaching the topic from different perspectives, including those examining the impact of education on voting and political participation, tolerance, social capital, and social reproduction. International scholars acknowledge the challenges involved in examining these outcomes but have also identified advances in recent decades. While, in the late 1990s, Behrman et al. (1997) observed that research on the topic had primarily explored the connection between higher levels of education and improved citizenship and civic engagement outcomes, recent years have seen a broadening of focus. Dijkstra et al. (2015) noted that the inclusion of citizenship education as a discipline in the curricula of many European nations had heightened interest in analyzing student learning and behaviors related to civic education. Campbell (2022) observed that significant progress has been made in the last decade in the examination of the relationship between civic education and civic engagement including voting through the adoption of rigorous and diverse methodological approaches. Wiksten (2022) called attention to the increasing complexity and diversification of stakeholders involved in shaping the agenda of civic education, mentioning the growing influence of international and transnational entities, such as the Organization for Economic Co-operation and Development (OECD) and the United Nations (UN), in shaping this agenda. The author stressed the importance of adopting humanizing approaches to gain a better understanding of the interrelationships between civic issues and participation at the local, regional, and global levels (Wiksten, 2022).

An important international study on citizenship and civic education is the International Civic and Citizenship Education Study (ICCS), which serves as a significant research reference and offers a comparative perspective on the topic at the international level. The study focuses on survey investigations to understand "the ways in which young people understand and are prepared to be citizens in a rapidly changing democratic and civic participation context" (Schulz et al.,

2022). In their assessment framework, the study collects data in three main dimensions: students'

conceptual knowledge of civic and citizenship education, their *attitudes,* and *engagement*. The first

dimension examines student *knowledge* and understanding in specific domains related to civic and

citizenship education, including civic institutions (e.g., state institutions and civic society),

principles (e.g., equity, rule of law, and solidarity), participation (e.g., decision-making and

community participation), and civic roles and identities (e.g., citizens' role within their civic

society and ethnic identity). The second dimension focuses on investigating student *attitudes*

towards civic principles, institutions, roles, and identities. This includes exploring student

perceptions of threats to democracy, attitudes towards gender equality, environmental

sustainability, equal rights for all ethnic groups, perceptions of discrimination, attitudes towards

homosexuality, perceptions of student participation at their schools, perceptions of good

citizenship behavior, sense of identity, and expectations for their individual future. The third

dimension refers to student experiences of *engagement* (such as in community groups or

organizations), as well as their dispositions toward engagement (such as their interest in political

and social issues) and their expected future engagement (such as expected participation in electoral

and active political participation) (Schulz et al., 2022). These dimensions were seen as relevant

when approaching the field work conducted for this dissertation. As detailed in Chapter 3, the

primary focus of this study in examining citizenship education is on the *attitudes* and *engagement*

dimensions, because a thorough examination of the knowledge dimension would go beyond the

scope of the qualitative research design that was adopted.

As societies become more complex, new concepts have been linked to the idea of

citizenship. The United Nations Sustainable Development Goals (SDGs) have brought attention

to the concept of Global Citizenship Education (GCED) in response to ongoing challenges such

as human rights violations, inequality, and poverty. According to Torres and Bosio (2020), GCED is an educational approach that recognizes the interconnected nature of global problems and promotes peace, addresses economic, social, and cultural inequality, and supports democratic societies by fostering civic virtues. This perspective has influenced research on social outcomes of education. For instance, in 2022, the International Civic and Citizenship Education Study (ICCS) assessment framework included GCED in its constructs and measures and expanded its scope to include topics such as sustainability, digital technology engagement, diversity, and young people's views of the political system (Schulz et al., 2022).

Despite the growing interest and diversity of approaches exploring the relationship between education and citizenship, findings do not necessarily converge and there remains a persistent lack of clarity about the school-level factors that influence these links (Dijkstra et al., 2015; Campbell, 2022). The so-called "paradox of participation" refers to the seemingly inconsistent fact that civic engagement, despite being positively impacted by education from a common sense view and part of the academic scholarship on the theme, is declining in many countries where education levels are rising (OECD, 2007; Mellet, 2022). Several studies have attempted to investigate and explain this paradox, particularly in light of the decline of voting and by extension democracy in different countries and contexts (Mellet, 2022). In a recent article providing a comprehensive review of the topic, Campbell (2022) suggests that future research should focus on the school ethos and innovative curricula and pedagogical practices to help address this issue. He states: "The fact that *conventional* classroom instruction has *generally* been found to have no effect on voting rates still leaves the possibility that *specific, innovative* curricula and/or pedagogical practices could make a difference" (Campbell, 2022, p. 130).

Approaches to understanding and studying outcomes

Despite progress, academic scholarship on the social outcomes of education is considered to be in its early stages in terms of both methodological and theoretical approaches (Dijkstra et al., 2018). To provide an overview on how previous researchers have approached the theme and related concepts, this section briefly presents three theoretical frameworks developed by scholars to guide their work. Additionally, the section examines the main challenges in evaluating the social outcomes of education.

Three general frameworks for approaching the study of the social outcomes of education. Unlike approaches designed for specific domains of social outcomes, such as health or civic engagement, the following are meant to inform the analysis of multiple social outcomes of education. They were developed as part of studies conducted in the first and second decades of the 2000s, representing recent advancements in the field. Although my study does not adopt a specific framework, the three reviewed here has influenced the analytical perspective I use to guide this research as indicated in Chapter 3 when discussing methods.

The first is the *three capitals framework* presented in the book "The Benefits of Learning" (Schuller et al., 2004). It is represented in the form of a triangle and includes three key concepts, which are distinct forms of capital: *human capital, social capital, and identity capital*. Human capital refers to the skills and knowledge that enable individuals to function effectively in both the labor market and society. Social capital, as defined by Putnam (2000, as cited by Schuller, 2004), refers to networks and norms that provide individuals with the tools to contribute to common goals. Lastly, identity capital consists of personality traits such as ego strength, self-esteem, or an internal locus of control.

Inside the triangle, learning benefits are related to each form of capital (see Figure 1). The framework suggests that learning involves a process where individuals build up their assets through the capitals (human, identity, and social), which then leads to improved health, stronger social networks, and other social outcomes as shown inside the triangle (Schuller, 2004). These benefits also feed back into the capitals, allowing them to grow. Thus, the outcomes can also be viewed as capabilities, or "the freedom to achieve" as defined by Sen (1992, 1999 as cited by Schuller, 2004). The framework encompasses the ability to define various outcomes and reveal the pathways connecting learning and outcomes. The authors highlight the potential of the framework to analyze the interactions between different types of outcomes (Schuller, 2004). It aims to integrate various concepts, facilitating a more comprehensive understanding of the phenomena and providing input for both quantitative and qualitative studies.
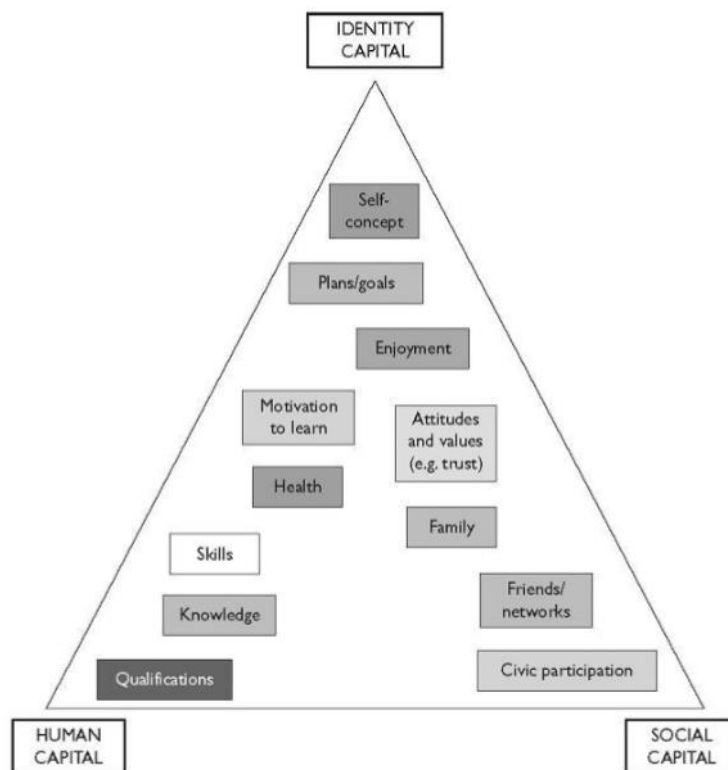
Figure 1- "Conceptualization of the wider benefits of learning" (Schuller, 2004, p. 12)

Another framework follows from the self-in-context model developed within the context of the OECD Measuring the Social Outcomes of Learning (SOL) project[6]. The model (see Figure 2) was created by Leon Feinstein and his colleagues (Feinstein et al., 2006) and applied to the health sector in the OECD report "Understanding the Social Outcomes of Learning" (2007).

The model is presented as a framework that could be used to study domains beyond health. The authors argue that education affects social outcomes by influencing the self, with the context playing a crucial role. Drawing on Bronfenbrenner's ecological approach, the framework considers the impact of multiple, multi-layered, and interrelated contexts that make up individual lives, such as family, work, community, and school. Important to clarify, the *ecological theory of human development* (Bronfenbrenner, 1979) is helpful for understanding the dynamic interactions between the developing person and the complex *ecology* in which individuals are embedded. This theory is based on a consideration of how human development is a product of synergistic interactions between the environment and the self, indicating four systems of influence on an individual. The first is the *microsystem*, which consists of a person's immediate environments, such as families, friends, schools, and communities. The second constitutes the *mesosystem,* which refers to the linkages established between distinct microsystems, such as family-school interactions. The third is the *exosystem*, which relates to factors that affect a person's development although non-directly related to her/him, such as family income and parents' stress levels. The *macrosystem* refers to the fourth system, which covers culture and societal aspects such as politics and economics.

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[6] The SOL project was launched in 2005 to contribute to research on the links between learning and social benefits such as health and civic engagement (Desjardins & Schuller, 2006)

In the self-in-context model, education impacts individual capabilities and agency, affecting their ability to make choices throughout their lives. For instance, features of the self, such as autonomy and resilience, may moderate the impact of contexts on the individuals, supporting them to overcome contextual barriers such as stresses and harmful environments (Feinstein et al., 2006). These assumptions can guide the selection of direct and indirect channels that explain the influence of education on social outcomes (Feinstein et al., 2006) and can also serve as a tool for both quantitative and qualitative research. The consideration of how environmental factors relate to human development seems particularly valuable in scenarios with high levels of inequality such as in Brazil and by extension the contexts in which the schools participating in this study are situated.
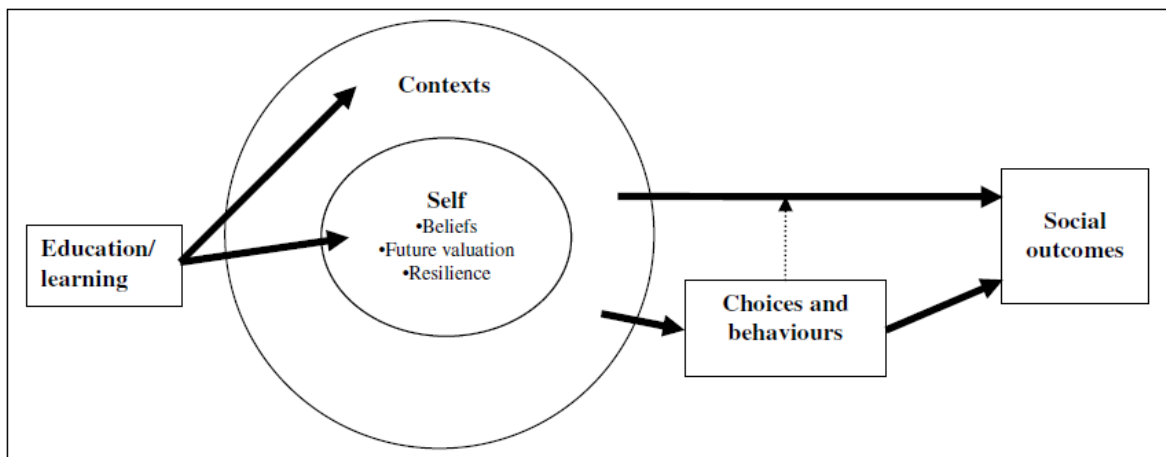
Figure 2 – "Basic conceptual model of the influences on social outcomes" (OECD, 2007, p. 56, as adapted from Feinstein, 2006)

The third framework was presented by Dijkstra, Motte & Eilard (2014) in "Social Outcomes of Education – The assessment of social outcomes and school improvement through school inspections" (Dijkstra & Motte, 2014). The authors define social outcomes of education as "its individual and collective benefits for interpersonal interaction in the non-economic spheres of

life" (Dijkstra et al., 2014, p. 39). Based on Dijkstra (2012), the framework distinguishes between direct outcomes of education, which are seen as the competencies learned through education, and indirect outcomes, which are the benefits generated by the effect on other domains of broader society. Their framework (see figure 3) categorizes the social outcomes of education into three main categories: social returns (individual benefits that impact the social domain, such as improved schooling attainment for the next generation, well-being, and health, and higher life expectancy), social capital/social cohesion (collective benefits that "keep things together," such as fostering social participation and trust), and social competencies (individual knowledge, skills, values, and beliefs linked to the social roles that affect how people live together). This model begins with school functions to reflect on education outcomes, highlighting the significance of the socialization role of education, which is often neglected compared to its qualification purpose. According to the authors, both cognitive and social competencies can impact the indirect effects of education, which are related to individual and collective social benefits. Using this framework, Dijkstra et al. (2014) explored how school inspections can measure school effectiveness in fostering these social benefits, including observing aspects of the school such as the class climate and opportunities for practice inside and outside schools.

FUNCTIONS OF EDUCATION

OUTCOMES OF EDUCATION

Direct effects — Indirect effects

QUALIFICATION

SOCIALIZATION

PERSONAL DEVELOPMENT

COGNITIVE COMPETENCES
(language, mathematics, etc.)

Complex skills
* metacognitive competences
* 21st century skills
etc.

Domain-specific knowledge
* health knowledge
* civic knowledge
etc.

Civic competences
* dealing with diversity
* democratic attitudes / skills
* civic values
  (e.g. tolerance, rule of law)
etc.

Interpersonal competences
* communication skills
* collaboration skills
etc.

SOCIAL COMPETENCES

ECONOMIC RETURNS
(productivity, technical advancement, economic competitiveness, etc.)

SOCIAL RETURNS
* life expectancy
* health
* crime prevention
etc.

SOCIAL COHESION
* social involvement
* political participation
* democratic behaviour
etc.

SOCIAL CAPITAL
* social trust
* effective norms & sanctions
* information access
etc.

Student / School — Society

Figure 3 – "Conceptual framework: Social outcomes of education" (Dijkstra et al., 2014, p. 38)

The three frameworks by Schuller (2004), Feinstein et al. (2006), and Dijkstra et al. (2014) are representative of recent theoretical and conceptual efforts to enhance the understanding and development of methods for studying the social outcomes of education as a broad field of research, not just specific social dimensions such as health or civic engagement. This general approach has significant policy implications, including the creation of instruments and indicators to evaluate the social outcomes of schooling and the philosophical issues surrounding the role of education and the strategies to achieve its goals. Previous research by Salganik (2006) has also highlighted the

potential benefits of these broad frameworks as they provide insight into the relationship between education and specific social outcomes and the extent of influence of education relative to other sources of effects.

Despite taking different approaches, the three frameworks reviewed (Schuller, 2004; Feinstein et al., 2006; Dijkstra et al., 2014) suggest common conceptual aspects in understanding the social outcomes of education and intersecting factors. For instance, both Schuller (2004) and Feinstein et al. (2006) recognize social outcomes as capabilities that influence an individual agency and decision-making. Both Feinstein (2006) and Dijkstra et al.'s (2014) frameworks incorporate major factors impacting social outcomes, with the former considering the individual's broader context and the latter focusing more on the school's impact. Additionally, the frameworks also converge on the types of social outcomes being studied, such as civic engagement and health (Schuller, 2004; Dijkstra et al., 2014).

Assessment challenges. In one of the first publications to systematically discuss the relevance and challenges of research on the social benefits of education, Arrow (1997) critically reflected on the concept and its measurement issues. The author challenges the adequacy of the economist tradition of expressing benefits in monetary terms for analyzing policies related to public goods. He argues that the complexities of comparing social benefits to money and the political nature of the decision-making process related to public policies render it only partially defined by quantitative cost-benefit analysis. The article highlights the *process* nature of the political process, which occurs over time and involves dialogue, and the possibility of clarifying values. Similarly, Schuller (2017) noted that some learning outcomes can be quantified and monetized, but stresses the importance of wider intrinsic effects that are crucial but not quantifiable. This underscores both the challenges and significance of this study, as it employs a

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qualitative perspective to capture the social benefits connected to real lives, which are not always quantifiable.

Connected to the aforementioned reflection, it is important to emphasize that assessing social indicators is inherently challenging, and using social statistics to support policy interventions is relatively new compared to using economic statistics (Hall & Matthews, 2008). Despite recent advancements in data collection, there remains a lack of data on social issues and inconsistencies in measurement. The choice of constructs and measurement used in well-being indicators is also criticized for often not capturing its multi-dimensional nature (Gutnam et al., 2010). Furthermore, connecting social indicators and education data is more difficult than connecting economic aspects such as earnings and productivity, which may be one reason why the social outcomes of education are overlooked compared to its economic outcomes, such as earnings and productivity (Grossman, 2015).

As briefly mentioned in previous sections, scholars also indicate as a major methodological problem of research on the social outcomes of education the lack of consideration for school quality, including aspects such as pedagogical perspectives adopted, curriculum content, and the ways of organizing and running schools (e.g., Behrman et al., 1997; Desjardins & Schuller, 2006; Feinstein et al., 2006; Schulz et al., 2016, Campbell, 2022). Despite progress, much of the evidence on the effects of education on social outcomes is still assessed in terms of years of schooling (Campbell, 2022). The focus on school attainment ignores the many aspects related to school quality and may not provide a wider understanding of the social outcomes associated with education, and may tend toward a dismissal of qualitative evidence and theoretical perspectives that could contribute to a better understanding of the links between education and social outcomes (Desjardins & Schuller, 2006; Grossman, 2015, Campbell, 2022).

The literature has also raised the issue of determining the causal relationships between education and social outcomes. Although studies have found correlations between education and various social outcomes, such as life expectancy, life satisfaction, electoral participation, and social engagement (OECD, 2012), the task of establishing causality rather than association is widely recognized as challenging (Feinstein et al., 2006; Hamad et al., 2018). For example, the relationship between education and health can be complex, with the potential for reverse causality due to unmeasured factors like socioeconomic status. Establishing causal relationships can also be difficult when considering civic participation. Schuller (2004) highlights that it can be challenging to separate the *combination of interactions* between factors that contribute to a desire for engagement, the act of participating, and resulting outcomes.

To move beyond the constraints of the quantitative data used for researching the social outcomes of education, scholars suggest a better use of qualitative approaches. Expanding data to go beyond years of schooling to make connections between education and social issues has been seen as crucial support for a more comprehensive understanding of the subject (Desjardins & Schuller, 2006; Campbell, 2006; Schulz et al., 2016, Campbell, 2022). Scholars advocate for the importance of research focused on exploring the qualitative dimensions of learning and school experiences, capturing other features of learning contexts such as educational content and pedagogical method (OECD, 2007; Grossman, 2015).

Integral education

This section presents the debate on the concept of integral education in Brazil with an emphasis on the citizenship aspects. It is an approach that expands on the narrow focus of education on academic learning to include other aspects of human development, such as the emotional, cultural, political, social, and physical ones (Moll, 2012; Cavaliere & Coelho, 2017).

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In this study, the term "citizen" is used before the term "integral education" to emphasize the reference to a kind of integral education focused on educating for citizenship and promoting autonomy. This perspective is also consistent with the notion of integral education which rejects the idea of regarding students as passive recipients of knowledge (Gadotti, 2009). It also pursues an integrated relationship with the community where the school is located and seeks to provide students with the support to thrive in their educational and life trajectories (Arroyo, 2012; Menezes & Diniz Junior, 2018). To provide context for this review, the following section first briefly outlines the current state of education in the country across the distinct levels offered by the schools participating in the study. It then focuses on introducing the historical context of integral education in Brazil, exploring how it was influenced by Dewey's progressivism and Freire's legacy. Finally, the section draws on the work of current scholars (e.g., Maurício, 2004; Menezes, 2012; Moll, 2012; Cavaliere, 2014; Mazza et al., 2019) to discuss the main elements of the integral education debate and controversies around the theme.

A brief contextualization on the state of education in Brazil

A look at the current state of education by the three levels of education provided by the participant schools (elementary and middle schools; adult and youth education; and high school) helps to provide valuable contextual information for the review of the literature.

First, regarding the elementary and middle school levels (6 to 14 years old), it is important to highlight that access to this level was universalized in the late 1990s[7]. From the 2000s on, several policies aiming to improve the quality of education were implemented in the country, including curriculum guidelines, a federal funding mechanism (FUNDEB), national academic performance

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[7] In Brazil, education is mandatory for children between the ages of 4 and 17 years old and the federal constitution establishes the state must ensure that all individuals have the right to a basic education that is free.

evaluations, and several national and sub-national policies, such as the Mais Educação (More Education) integral education program, which will be further discussed. Additionally, also a factor related to the object of this study, several public policies were implemented based on a cross-sectoral approach, including the globally recognized Bolsa Família conditional cash transfer program. That initiative aimed to reduce poverty and has combined conditionalities that contributed to improve school enrollment and attendance among disadvantaged children (Morais de Sá e Silva, 2017).

Despite progress, distinct challenges persist. At the elementary and middle school levels, according to data from Brazil's Education Census and the Continuous National Household Sample Survey (in Portuguese, PNAD), in 2020, while 99.4% of children aged 6 to 14 are enrolled in school (Cruz & Monteiro, 2021), graduation and performance rates are still a challenge, as well as inequalities based on race/ethnicity, income and regions. The graduation rate for 16-year-olds is 82.4%, with a 12% gap between black and white students and an 18.5% gap between the top 25% poor and the richest 25% (Cruz & Monteiro, 2021). Additionally, the performance index for middle school years is 5.1, which is below the goal of 5.5.

Second, in relation to the *Educação de Jovens e Adultos* (EJA), or Youth and Adult Education, in Brazil, it is worth clarifying that it consists of a modality in basic education that aims to provide educational opportunities for young people (older than 15 years) and adults who were unable to complete their studies at the appropriate age. This modality seeks to address the country's illiteracy rate of 5.8% in 2020 and a significant rate of school incompletion (Cruz & Monteiro, 2021). Among people older than 15 years old who are not attending school, approximately 30% did not complete middle school and another 13% did not complete high school, in 2020 (Cruz & Monteiro, 2021). Data from São Paulo city reveals that, while the majority of people who did not

complete middle school are older than 60 years old, there has been a trend of "juvenilization" of the demand for youth and adult Education (Santos, 2021). In 2010, approximately one million young people had not completed middle school, which represented 12% of the total population of the city aged 15 years or more (Catelli, Pierro & Girotto, 2019). In this sense, youth and adult education represents an important strategy to guarantee access to education rights for the population who has never accessed it or who could not complete it, and to achieve the three main functions of education of youths and adults outlined in the National Curriculum Guidelines: "repair, qualify and equalize learning" (São Paulo, 2020).

Third, an overview on the high school (15 to 17 years old) landscape in the country shows that issues of access and completion rates at this level of education constitutes one of the most significant challenges of Brazil's educational system. According to INEP/IBGE (2019), only 68% of the population between the ages of 15 and 17 attend school, and there is a 26% discrepancy between age and grade level in high school. Dropout rates disproportionately affect black and pardo/as students, with a graduation rate of 62% compared to 77% for white youth in the same age range. Additionally, of those who do graduate high school, 82% do not go on to higher education and are not adequately prepared for the job market (Canci & Moll, 2022). These striking statistics reflect a long history of exclusion and marginalization of a significant portion of Brazil's population from their social and educational rights, particularly youth from low-income or poor families who face significant structural barriers in their ability to access and complete high school, such as the need to work to support their families and the impact of structural discriminatory practices.

Moreover, the current high school education scenario in Brazil is characterized by the establishment of the *Novo Ensino Médio* (New High School) policy, which involves significant

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changes in the high school curriculum design – for example, by incorporating learning itineraries divided by knowledge areas that can be chosen by students, and the option of pursuing vocational courses. The implementation of this policy in Brazil has been met with controversy, with criticisms that it was implemented in a non-democratic and top-down manner and that it may worsen disparities in the high school system. Recently, the research center Rede Escola Pública e Universidade (2022) (Public School and University Network) found that program implementation in São Paulo state was associated with negative effects such as limited options for students to choose learning itineraries (due to the reduced offer by the schools) and increased school hours through distance learning, which "precariously expands the educational offer instead of improving its quality" (p. 30).

In the aforementioned context, integral (time) education policies that extend school time in K-12 education have been appearing in the official discourse as a solution to improve the quality of education, but several limitations regarding the ongoing large-scale experiences are observed by the literature, as discussed in the next section.

The context of integral education in Brazil

The integral education debate in Brazil is complex and has evolved over time. Further detailed in this section, the original understanding of that approach goes back a hundred years and has inspired a couple of regional policies throughout the 20th century. These initiatives have expanded schooling time and school purposes to provide a type of education beyond the cognitive dimension of education (Maurício, 2009). The *Escolas Parque*, or Park-Schools, created by Brazilian educator Anísio Teixeira, are considered to be the first attempts to implement integral education in the public school system. In the 1980s and 1990s, educator Darcy Ribeiro implemented the *Centros Integrados de Educação Pública* (CIEPs) (Public Education Integrated

Centers), which were also based on the proposal of an education that focuses on the whole person in an extended school format. However, these initiatives, and a few other similar projects, have not been consistently or successfully disseminated in the long term (Coelho, 2009).

It was from 2007 onward that two federal initiatives reintroduced the concept of integral education to the country's education agenda (Ferreira, Bernardo & Menezes, 2018). The first one, in 2007, was a funding incentive included in the FUNDEB (Funding for Maintenance and Development of Basic Education and Valorization of Education Professionals), which provided a higher weighting factor for funding for primary schools that offered extended hours of education. Also in 2007, the federal government created the *Mais Educação* (More Education) program, which became the largest national program aimed at encouraging subnational entities to adopt an integral education approach. While a comprehensive analysis of the *Mais Educação* program falls outside the scope of this study, it is worth mentioning scholars have emphasized its success in reintroducing the concept of integral education to the government's agenda (Ferreira, Bernardo & Menezes, 2018). During the six-year period from 2008 to 2013, it reached approximately 87% of Brazilian municipalities.

Over time, Brazil's legal framework has also established the expansion of schooling time and the adoption of an integral education approach. The orientation for a comprehensive approach of education consistent with integral education is part of Brazil's Federal Constitution of 1988 and the Nacional Law of Education (N. 9394, 1996), as well as of more recent legislations, such as the current National Plan of Education (2014 through 2024), and Brazil's common core curriculum[8].

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[8] The recent published Brazil's common core curriculum, the *Base Nacional Comum Curricular (BNCC)* (Common Nacional Curriculum Base) affirms in its introductory section: "(…) the BNCC explicitly states its commitment to integral education. It recognizes, therefore, that Basic Education should aim at training and global human development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) or the

However, the unclear definitions and vague implementation strategies adopted by those regulations—which are also seen in scholarly work—suggest that integral education remains a contested concept (Zapletal & Machado, 2019).

Recent decades have witnessed notable limitations in how integral education is understood and implemented. The extension of schooling time is at the center of the discussion and is regarded by some scholars as an important condition for a school project committed to providing a multiple-dimensional education (Arroyo, 2012; Moll, 2012). Despite progress galvanized by national and subnational programs to effectively implement the integral education approach, many current initiatives expand schooling time and do not necessarily advance school functions (Messa et al., 2019). In some cases the additional hours are dedicated to a type of afterschool program that is disconnected from the academic curriculum and primarily conducted by not necessarily qualified philanthropic organizations, threatening the quality of education and its public ethos (Cavaliere, 2014). Other policies expand schooling time to offer more of the traditional curriculum, instead of effectively reverting an educational view restricted to academic content to another that considers the integral development of the subjects (Dutra & Moll, 2018). Additionally, recent literature on the topic highlights concerns about the increasing influence of private institutions working in public-private partnerships in shaping schools' pedagogy and practices in a top-down manner (Silva & Chagas, 2022). This critique is particularly emphasized in reference to the implementation of policies aiming at expanding school time such as the former Novo Mais Educação (New Mais Education) and to the recent Novo Ensino Médio (New High School) federal program, which

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affective dimension. It also means assuming a plural, unique and integral view of children, adolescents, young people and adults – considering them as subjects of learning – and promoting an education aimed at welcoming, recognizing and fully developing them, in their singularities and diversities. In addition, the school, as a space for learning and inclusive democracy, must strengthen itself in the coercive practice of non-discrimination, non-prejudice and respect for differences and diversities." (Brasil, 2018)

promotes the establishment of public-private partnerships to implement the new guidelines (Silva, 2017). Criticisms of these perspectives have highlighted that they contribute to the loss of opportunities to implement a broader understanding of integral education that emphasizes comprehensive human development and citizenship education (Arroyo, 2012; Messa et al., 2019).

The following section reviews conceptual frameworks that have contributed to the integral education ideals. The literature review discloses connections of the integral education approach to the Brazilian reformist movement *Escola Nova* (New School) and the work of the educators Anísio Teixeira and Paulo Freire as further detailed.

Progressivism and the theoretical roots of integral education. The origins of Brazil's integral education debate are associated with the Brazilian reformist movement *Escola Nova* in the early twentieth century (Brasil, 2009; Coelho, 2009). That movement was noticeably influenced by Deweyan progressivism in its critiques of traditional education assumptions and practices, such as the authoritarian teacher-student relationship, the passive memorization of knowledge, and the fragmented understanding of the subjects. The *Escola Nova* movement is an example of reformist educational initiatives in distinct parts of the world that sought possible responses for the complexification of economic, social, and demographic aspects of that time. Those movements aimed for an educational approach connected to the needs of liberal democratic societies, fostering values such as freedom, autonomy, and cooperation. They "*aimed at resuming the connection between learning and education, broken from the beginning of the modern era through schooling itself, and sought to reconnect the education to 'life'*" (Cavaliere, 2002, p. 252).

In 1932, a group of intellectuals leading the reformist movement in Brazil published the *Manifesto dos Pioneiros da Educação Nova* (Manifest of the New School Pioneers), which proposed new concepts for education and a democratization of access to schools. That manifest

argued for an integral education based on the *learning by doing* philosophy; importantly, it also emphasized the role of public schools in guaranteeing it. This excerpt of the manifest illustrates that intention: "[…] the right of each individual to their integral education logically implies, for the State that recognizes that right, the duty to consider education, in the variety of its degrees and manifestations, as a social and eminently public function […]" (Azevedo et al., 1932).

Previous studies indicate Anísio Teixeira as the scholar that first introduced Dewey's contributions to the education debate in Brazil (Moll, 2012; Nunes, 2000). He was one of the *Manifesto dos Pioneiros da Escola Nova*'s leaders and was influenced by his graduate studies at the Teachers College, Columbia University. An expert on Anísio Teixeira's legacy, Clarice Nunes (2000), explains that Deweyan liberalism provided the theoretical basis for Teixeira's first debates and practices on a new kind of education. Nunes also notes that Anísio Teixeira has not unconditionally assimilated Dewey. For instance, the latter believed that the education reforms would be more easily implemented in less developed countries due to the lack of cultural traditions that would inhibit reforms. Contrary to this premise, Anísio Teixeira's was aware of and has contributed to identifying the challenges imposed by Brazilian cultural traditions on implementing new ideas (Nunes, 2000).

A number of authors (Giolo, 2012; Coelho, 2009; Moll, 2012) have recognized two main initiatives of integral education in the 20th century in Brazil: the *Escola Parque* (Park School) founded by Anísio Teixeira in the 1950s in Salvador, Bahia; and the *Centros Integrados de Educação Pública – CIEPS* (Integrated Centers for Public Education), implemented by Darcy Ribeiro in the 1980s in Rio de Janeiro. These schools and centers represented architectural projects made for cultural, physical, and other activities devoted to integral education and were based on perspectives aimed at building democratic values and providing the students with the means for

being fully integrated into society (Moll, 2012). Nevertheless, neither have consistently succeeded over time (Coelho, 2009).

Part of the literature criticizes *Escola Nova*´s legacy. In his book *Escola e Democracia* (School and Democracy), Saviani (1999) argues that the *Escola Nova* movement has changed the focus on educational problems from the political aspects to the technical-pedagogical ones. This fact would have restricted the expansion of the traditional schools to the majority of the population and influenced the development of an educational view that responds to the dominant classes' interests. In this perspective that opposes the *Escola Nova*'s perspective, liberal reformist proposals do not advocate disrupting the current socioeconomic order that causes injustices but just look to accommodate the antagonisms (Cavaliere, 2002).

Despite recognizing that *Escola Nova*´s principles and proposals would not constitute the sole solution for Brazil's educational challenges, several other scholars studying integral education reject the criticisms above (Paro, 2014; Cavaliere, 2002). Cavaliere argues that, although democratic experiences inside the school cannot change society completely, they should not be interpreted as mere tools of the technical-pedagogical realm. "The experience of democratic relationships throughout school life is a collective experience with inescapable results on each individual, which can make important contributions to social life in general" (Cavaliere, 2002, p. 253).

Freire and Integral Education. Paulo Freire's critical pedagogy also manifests educational perspectives based on an integral approach to students as subjects, which has influenced scholars and practitioners of integral education in Brazil. His *liberation pedagogy* was certainly based on more radical and transformative ideals than Dewey's democratic liberal philosophy, but Freire's contributions present close connections to the integral education debate

in Brazil. The assumption of the multiple (*unfinished*) dimensions of the human being, the *dialogical* pedagogy, the potential of education for fostering critical *consciousness*, the importance of the *territory/city* to the educational processes are examples of his ideas associated with integral education.

In his work, Freire has emphasized the importance of education that is grounded in the idea of *inteireza*, or wholeness, recognizing that human beings' needs and interests are not compartmentalized or abstract. He states, "I am a wholeness and not a dichotomy. I don't have a schematic, meticulous, rationalist part and another disjointed, imprecise, simply wanting the world well. I know with my whole body, feelings, passion. Reason too" (Freire, 1995, p.18). According to Freire, education should be closely tied to life and take into account that the individual is a holistic unit, comprising cognitive, emotional and physical aspects.

An academic debate between Paulo Freire and the Brazilian educator Darcy Ribeiro at a conference in Rio de Janeiro in 1991 revealed Freire's perceptions on one of the most important policies of integral education in Brazil. The conference *CIEP – Crítica e Autocrítica* (CIEP – Criticism and Self-criticism) aimed at discussing the outcomes and challenges of the aforementioned *Centros Integrados de Educação Pública – CIEPS* (Integrated Centers for Public Education), which involved the construction of 500 integral schools implemented by Darcy Ribeiro in the 1980s. Freire's speech demonstrated a positive view of CIEP's assumptions and practices at that moment. In his understanding, the centers were able to carry out the curriculum development as a dynamic process that happened over different sequences of time and place in the school by avoiding a Manichean, or simplistic, way of learning and constructing knowledge (Zucchetti & Severo, 2020). Regarding CIEP's proposal of expanding school time in a more

comprehensive view of curriculum, he reiterated the importance of this perspective for the construction of a new perspective of education:

> Curriculum is more than just a big issue. After all, if curriculum for us means the everyday life of the school and the everyday thought of the school, if curriculum for us means the set of relationships that take place in the school's intimacy, and the school's relationship with its closest world, therefore, if curriculum means both the establishment of limits and schedules for the teaching activity and also a critical understanding of the teaching act and the learning act, it is impossible not to be concerned with school time when addressing curriculum intelligence (Freire, as cited by Zucchetti and Severo, 2020, p. 6).

On that occasion, Freire also rejected some scholars' perspective that the integral education approach adopted by CIEP would fail to accomplish the school's primary mission, which was, in their view, to teach the academic content. Freire evaluated that critique as an *immobilist conception of history*, which disregards the social conflict within schools and delays social transformation. In his view, the school's purpose does not refer to the transmission of stationary knowledge divided into curriculum courses but to constructing knowledge from a dynamic perspective of history (Zucchetti and Severo, 2020). Related to that, is the reaffirmation of the social role of the school by employing intersectoral initiatives—such as health and social services agencies—so that the student's physical, emotional, and cultural needs should not be ignored.

The connection between the school and the community and the territory or city where it is located is a significant aspect of Freire's work which is valued by integral education scholars (Brasil, 2009; Gadotti, 2009). In a book discussing the main concepts and ideas on integral education, the Ministry of Education (Brasil, 2009) considers the Freirean pedagogy's openness for dialogue as an essential foundational element for the relationship of the school and the local community. "In this way, the school can be positively affected by community practices, freedom, and autonomy present in informal education spaces, by the concreteness and by the movement of everyday life" (Brasil, 2009, p. 31). The director of the Paulo Freire Institute in São Paulo, Moacir

Gadotti (2009), understands Freire's work as crucial for the debate and the praxis contributing to a continued development of integral education, and he also emphasizes Freire's argument on the potential of the city and its distinct communities as educative spaces and relations. From this perspective, the idea of an educative city is intrinsically linked to the integral education approach (Gadotti, 2009). It involves the identification of the local community's potentials and limitations, exploring the territory's cultural facilities, and combining learning and actions towards the urban space and the environment.

Main elements (and controversies) of (citizen) integral education

In this section, I draw on contemporary scholars investigating integral education in Brazil to discuss the primary elements contributing to how integral education is interpreted—and some associated controversies. It is important to note that the literature on integral education does not provide a strictly defined technique or method (Ferreira & Pinheiro, 2018). However, the listed elements may reveal the emphasis adopted by part of the literature as important aspects to inform policies and practices. In doing so, I focus on the following six elements: (1) the whole student; (2) democracy and citizenship; (3) the community and the territory; (4) innovative pedagogy and practices; (5) intersectoral governance; and (6) (dignified and fair) times and spaces. These elements are interrelated and work together in a complementary manner to constitute an integral approach to education that I will refer to as "citizen integral education" throughout this study. This terminology helps to distinguish the type of integral education addressed in this research from policies that, despite extending time and incorporating specific initiatives still adhere to a traditional model of education restricted to academic content, neglecting a more comprehensive human development and the role of schools in educating for citizenship.

1. The whole student. Most scholars and educators discussing integral education agree on considering multiple students' dimensions such as intellectual, physical, emotional, cultural, ethic, ludic and political dimensions without establishing a hierarchy between them (Maurício, 2009; Moll, 2012; Ferreira and Pinheiro, 2018). In criticizing an approach that focuses solely on the cognitive development, Arroyo (2012) contends that we have limited our definition of learning to a form of pedagogical intellectualism, which places life - our bodies and our experiences of living, learning, humanizing or dehumanizing - in a secondary position. The author emphasizes the significance of this idea particularly in the context of distinct forms of inequality experienced by most Brazilian children and youth, and highlights that integral education must involve public policies, pedagogy, teaching and the school system that "recognizes that we deal with people who are life, body, space-time. People who since childhood are condemned by social, economic and political relations to very precarious forms of life-body-space-time" (Arroyo, 2012, p. 41). Gadotti (2009) also emphasizes the *whole student* aspect of integral education, observing that the comprehensiveness proposed by integral education is "a pedagogical principle where teaching language and math is not separated from emotional education and citizenship formation" (p. 41).

In exploring the philosophical foundations of integral education, Coelho (2009) highlights that the idea of a more comprehensive development and formation of the human being is not new and has been present since the dawn of civilization. The very origin of the notion of education relates to the Greek Paidéia, the ancient term used to synthesize the notion of education in classical Greek society. That author refers to Jaeger's work to explain that it was a wide notion of human formation, which characterized the Greek sophists understanding, including a formation related to intellectual, physical, spiritual and ethic, related to the individuals placed in the society.

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We believe that this way of seeing and perceiving the formation of human beings is consistent with the principles of integral education: a perspective that does not hierarchize experiences and knowledge. On the contrary, it places them as complementary and radically founded on the social. [As Jaeger states (2001, p. 342-343)]: 'the spirit is not considered through the purely intellectual, formal or content point of view, but rather in relation to their social conditions' (Coelho, 2009, p. 85).

This idea of considering the individual in their context relates to Coelho's understanding that "integral education is characterized by the search for a more complete as possible formation for human beings" (p. 90), although she acknowledges that "there is no consensus on what can be called of 'complete formation'" (p. 90). An important aspect that is widely supported in integral educational research is the integration of the perspectives related to the arts, culture, sports, and other areas into the existing curriculum, avoiding a fragmented experience for students.

When considering how to implement the concept of integral education, a controversial aspect relates to the question of the potential and limitations of schools in addressing the social and emotional needs of students. Scholars express concern that some integral education (and/or integral time) initiatives and conceptions may reduce the goals of integral education to an "assistentialist" approach, which aims solely to remove students from the streets, rather than expanding their educational formation (Cavaliere, 2014; Ferreira & Bernardo, 2018). While not disregarding the importance of social protection for children and youth, these scholars stress the relevance of ensuring that schools "do not deviate from their primary purpose of promoting teaching and learning" (Ferreira & Bernardo, 2018, p. 36). However, as this study understands it, this concern does not necessarily oppose the perspective of the literature advocating for schools to have a more direct involvement in addressing the social and emotional needs of students that impede their learning (Moll, 2012). Scholars highlighting this perspective suggest that intersectoral

approaches to public policies should be developed as a strategy for addressing these needs, as it will be further discussed (Moll, 2012; Leite, 2019).

2. Democracy and citizenship. Another core element of integral education is its purpose of promoting democratic values and citizenship (Maurício, 2004; Brasil, 2009; Moll, 2012). Ferreira and Pinheiro (2018) point out that, despite the emphasis on considering the multiple dimensions of each individual, one should not disregard the individual's relationship with society and the world. They state, "this leads us to view the person as a social and political being and, if we consider more recent perspectives, we can see that integral education is discussed within broader contexts, often incorporating explicitly political and emancipatory ideas" (p. 20). It is not without reason that Anísio Teixeira, the pioneering figure for integral education in Brazil, was also a leading intellectual reflecting on the connection between education and democracy. Therefore, the concept of integral education also involves education for (and in) citizenship, which is an important element distinguishing the concept adopted in this study from current understandings and policies that do not include that aspect. The term "citizen integral education" refers to this idea.

Previous literature on the links between education and democratic values emphasize that a participatory approach in organizing school practices and management represent an essential principle for the effective formation of democratic citizens (Pacheco, 2012). In that perspective, democracy and citizenship should not necessarily be taught as a specific subject in a fragmented perspective but experienced in the daily school routine. The concept of *democratic management of education,* established in Brazil's legal framework and playing a significant role in the country's educational debate, may offer valuable insights as it suggests creating forums for participation in schools and municipal councils that involve the entire community (Mendonça, 2017). Moreover, the notion of *democratic management of education* encompasses the expansion of participatory

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opportunities in school administration and planning, but also pedagogies, practices, and processes that foster more horizontal relationships and opportunities for developing students' democratic learning (Mendonça, 2017; Zero and Soares, 2020).

When discussing integral education, Padilha (2009) emphasizes the concept of *citizenship education*, which, influenced by popular education advocated by Freire, opposes to the neoliberal conception of development that focused on profits and promotes values such as competitiveness, and meritocracy. According to that author, a citizenship education involves the goal of an integral approach to education, which includes valuing aspects such as diversity, empathy, solidarity, respect for human rights, environmental protection, and emphasis on citizen and democratic participation. The legislation defining the objectives of the former integral education program *More Education* also included among its integral education goals the "education for citizenship, including thematic perspectives of human rights, environmental awareness, new technologies, social communication, health and body awareness, food and nutrition security, coexistence and democracy, sharing community and network dynamics" (Brasil, 2007, p. 14).

3. The community and the territory. The integral education perspective recognizes that education is not separate from culture, communities, families, and the local environment. Integrating the school with the local community allows for the development of collective actions to improve living conditions and enhance students' learning opportunities connected to their realities (Leite & Carvalho, 2016). The main idea behind this approach is that schools can often become disconnected and disconnected from the local community and be perceived as meaningless by students, families, and staff members (Costa, 2012). In this context, it is worth mentioning related concepts frequently cited by the literature on integral education, that are the *educating cities* and the *comunidades educativas* (learning communities).

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The idea of *educating cities,* considered closely related to integral education (Gadotti, 2009), refers to the mobilization of forces that drive education in the territories, promoting the engagement of distinct actors and institutions, and taking advantage of the city's multiple educative potentials. That concept originated from the 1st International Congress of Educating Cities held in Barcelona in 1990. City representatives from around the world agreed to work together to improve the quality of life for their citizens. The Charter of this agreement, which was first published in 1990 and revised in 1994 and 2004, aimed to mobilize the educational resources of cities and engage specific actors to take advantage of the city's multiple educational potentials (International Association of Educating Cities, 1990). Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is dedicated to promoting the Global Network of Learning Cities, an international network consisting of 294 cities worldwide. This network is designed to facilitate the exchange of experiences and knowledge among member cities in order to inspire policies. The ultimate objective is to establish a network in which local governments support each other in developing lifelong learning strategies and engage in exploring ways to achieve the Sustainable Development Goals (SDGs), particularly SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). Two Brazilian cities, Contagem and São Paulo, are among those that have adopted this strategy.

The concept of a *learning community* refers to the connections between various institutions, policies, and individuals within the local community where the school is located. Costa (2012) uses the example of the Bairro Escola program, developed in São Paulo, to illustrate that this approach aims to create conditions for the comprehensive development of individuals, as a single institution, such as a school, cannot alone respond to the complexities of educating the whole

student. According to Costa, "When institutions collaborate with new actors, times, and spaces, and develop strategies together that focus on the demands and needs of those involved, using the local resources, the educational process becomes more effective and meaningful" (Costa, 2012, p. 479). The idea behind this approach is that these types of local collaborations increase and diversify students' learning opportunities and also encourage engagement in social, cultural, and political issues that are relevant to their own community.

It is worth noting that some literature disagrees with the approach of removing educational activities from the school setting, arguing that the scarcity of public facilities in Brazilian towns or in the school's immediate neighbourhood, particularly in underserved areas of large cities, may impede the success of these proposals (Cavaliere, 2014). Additionally, scholars warn that in practice, this strategy may result in transferring the educational responsibilities of public schools to civil society organizations, philanthropic or private organizations that carry out activities that are disconnected from the school's curriculum (Cavaliere, 2014; Gadotti, 2009). The significance of these concerns is particularly accentuated when one takes into account the nature of education as a public good and the potential for distortion caused by the dominance of private interests and goals. However, despite the importance of these concerns, it is crucial to recognize that addressing the complex social challenges affecting students' contexts may require the engagement of civil society as a whole. Singer (2020) emphasizes this aspect by opposing the oversimplification inherent in the term "non-governmental organizations", which tends to create a dual interpretation between public and private interests that does not reflect the complexities of the profile and goals of civil society organizations. Moreover, the author cautions against the assumption that all civil society organizations are guided by neoliberal perspectives that restrict the role of the state. These simplifications may contribute to undervaluing innovative and locally valuable initiatives with the

potential to contribute to the public good which cannot necessarily be accomplished by the state. She states, "This is the space for social organizations with a public purpose that have always existed in modern nations to innovate, inspire and propose public policies" (Singer, 2020).

    4. Innovative pedagogy and practices. An integral education perspective requires transforming practices, curriculum, pedagogy, and several organizational aspects of schooling. A significant body of literature exploring an integral education perspective (Pacheco, 2004; Paro, 2014; Singer, 2014) disagrees that the learning process can be effective in hierarchical models of content transmission. They advocate for a more student-centered perspective, which relies on active methodologies anchored in strategies such as those based on student led investigative approaches and problem-based learning to foster students' interest and autonomy in researching and building knowledge. Also, it is about rethinking aspects like how students are organized by grades, how the curriculum is set up by sequences, how evaluations are used, and how grade retention disrespects the time of individual students (Arroyo, 2012; Pacheco, 2019). Demo (2010) also calls the attention to the fact that "classes have become sacred references" in our forms of organizing schools, and suggests that little is learned in the end (p. 869). Another perspective would imply, for instance, the use of a curricular design that presents more integrated and interdisciplinary subjects or areas, which make use of a broader range of social and cultural aspects and other educational territories (Thiesen, 2020).

    Paro (2014) reminds us that students only learn if they are motivated to do so, and therefore, it is essential to make education intrinsically desirable. "It is not a matter of falling into non-directivity or spontaneity [...] but of offering the student conditions so that he/she [...] can be aligned with the educator's educational objectives" (Paro, 2014, p. 31). Indeed, since the New School movement in the 1930s, the integral education perspective has emphasized an active

pedagogical approach. This approach values students' voices and interests, and uses them to develop a curriculum that incorporates diverse practices such as culture, arts, sports, and other elements that promote a more responsive and practical education. Another related aspect that should be more creatively explored by schools, emphasized by Maurício (2009), is the socialization role of education. The author states that the school is, in essence, a place for meeting (Maurício, 2009, p. 27), which should also make schools more appealing and learning more enjoyable.

Teacher training is another important element noted by the literature on integral education. Maia and Fagundes (2021) conducted a historical analysis of how Anísio Teixeira and Darcy Ribeiro contributed to these issues when implementing the integral education experiences of Escolas Parque (Park Schools) and CIEPs. According to the authors, Teixeira and Ribeiro's legacy regarding teacher training focuses on the fundamental element of utilizing the schools themselves as a crucial location for the training to occur. A significant portion of the training projects they designed for teacher training was dedicated to professional practice in school spaces. "There was an emphasis on 'practical training', connected to the school and its students as an essential factor to be considered in the context of teacher training and in the pursuit of building a popular, integral education for all" (Maia & Fagundes, 2021, p. 200).

5. Intersectoral governance. Implementing the integral education approach also requires integrated policy frameworks that connect distinct policy sectors or public schools to other social services. This assumption requires collaborative work between public agencies such as health, education, and social assistance as a solution for meeting the needs of children and youth more comprehensively (Leite, 2019). While schools should not be responsible for remedying the social, racial, and economic burdens placed on underprivileged groups, they should be part of integrated

policy structures that would prevent a fragmented perspective of children and youth. This view includes facilitating access to cultural resources, social assistance, health, and transportation, by organizing an integrated management approach to social policies (Leite, 2019).

The intersectoral or cross-sectoral approach to public policies has been gaining increasing attention in the public sector as the complexity and interconnectedness of social issues are more widely recognized (Menezes & Diniz Junior, 2018). In this regard, a fragmented perspective that separates policies and services into distinct categories is inadequate in addressing the multifaceted social demands. It's important to note that the cross-sectoral approach does not disregard the specific expertise of each sector, but rather seeks to coordinate them. As Menezes and Diniz Junior (2018) suggest, it encompasses methods of planning and executing public policies in order to maximize their impact and outcomes.

6. (Dignified and fair) Times and Spaces. The terms *fair* and *dignified* in the title of this section is borrowed from Arroyo's work on integral education (2012), in which he argues for the provision of spaces and experiences at school that contribute for fairer and more dignified childhood and adolescence in Brazil. In discussing integral education, that author stresses the importance of the reorganization of school structures, pedagogies and forms of organization "making them closer to a dignified and just life, at least in the totality of school time-spaces" (p. 43).

An introductory note is necessary when discussing the expansion of school time in Brazil's basic education context. The school system in Brazil was initially organized as a single-shift school comprising approximately four hours which was intended to be progressively expanded, as established by the National Law of Education (Brasil, 1996). However, this initial model eventually became the norm and the four-hour minimum became the maximum as a general

practice (Giolo, 2012), with schools implementing three shifts (or even four) so as to reach the country's goal of expanding access to basic education. Important to mention, the four-hour shift means a significantly shorter instructional time compared to other Latin American systems. For example, it is six hours in Chile (Titton & Bruscato, 2016) and seven hours in most developed countries (OECD, 2016).

In this context, a significant part of the literature on integral education which focuses on a perspective that considers the whole student, argues for the extension of the current school day and sees it as a crucial aspect for the implementation of integral education (Maurício, 2009; Cavaliere, 2002; Arroyo, 2012; Ferreira & Bernardo, 2018). They argue that the availability of more time enables schools to include additional activities, pedagogic resources, and integrated services which are not possible in the single-shift traditional model. Moll (2012) observes that extended time is necessary in order to provide to all students the conditions to access education that encompasses arts, culture, sports and skills for the job market which are generally not accessible to students' from low-income or poor families. Nevertheless, spending more time in school should not mean more of the same school activities but should result in the creative use of time for different activities, pedagogies, and ethos of time-spaces lived and learned at school (Arroyo, 2012). Recent studies have, for instance, criticized the program that reformulated the *Mais Educação* (More Education) to the so-called *New More Education*, which shifted the integral education perspective of the former program to an *integral time school*, in which the focus is performance improvement by means of extending Math and Language classes (Morgan et al., 2021).

In terms of the educational spaces, scholars emphasize the need for adequate infrastructure and material resources for the implementation of a policy intended to reach the whole student,

including, for instance, facilities and structures for students to have meals, practice exercises and develop cultural activities (Mauricio, 2009). The CIEPs project in Rio de Janeiro and the more recent Centros Educacionais Unificados (CEU) project in São Paulo (which is integrated with one of the schools examined in this study, the EMEF Campos Salles), are examples of public policies aimed at promoting comprehensive education by constructing physical infrastructure and investing resources. These initiatives have made significant investments in educational spaces that include multiple structures, such as sports courts, swimming pools, theaters, and labs. Monteiro (2009), when referring to the CIEPs experience, suggested that such a structure was crucial for the promotion of educational rights for those who have been historically marginalized. The author (Monteiro, 2009) emphasizes that providing a comprehensive structure like that of the CIEPs has the effect of improving students' relation with their educational experiences, and states that such a structure "strengthens the self-esteem of its students, through the possibility it offers to experience a school that, by the amplitude of the spaces, symbolically affirms the importance of activities and people who study and work there daily" (p. 37).

In conclusion, this chapter has explored the literature on social outcomes of education and citizen integral education in Brazil, which are two interrelated and important topics for exploring the research questions posed in this study. The discussion highlighted the significance of gaining insight into non-traditional educational experiences as a way to understand education's impact on social outcomes. The review also revealed that, although there have been theoretical advancements in understanding the social outcomes of education in recent decades, there are still many questions to be answered regarding their assessment, and a qualitative approach could offer valuable contributions. Thus, to contribute to gaps in the current literature, investigating non-traditional

school cases, their connection to citizen integral education, and the social outcomes resulting from their strategies may consist of a valuable research inquiry. Lastly, it is worth to mention that this chapter provides a foundation for the conceptual and theoretical approaches that will be explored in the following chapter. In particular, the study examined six components that set apart the concept of citizen integral education, encompassing elements such as education for democracy and citizenship, integration with the community and the local area, as well as innovative pedagogical approaches and practices.

Chapter 3. THEORETICAL PERSPECTIVES AND CONCEPTUAL FRAMEWORK

This study draws on a range of theories and concepts to orient the lens and approach used to address the research questions. In this chapter, I explore how the literature review on the citizen integral education perspective and on the social outcomes of education inform the research design and analysis though relevant concepts and theoretical perspectives. Additionally, I develop a conceptual framework focusing on the *school factors contributing to the social quality of schools* to serve as a basis for defining and organizing the elements of interest in this research. Finally, the chapter presents a visual representation of the conceptual framework that forms the basis for investigating the research questions.

Theoretical perspectives informing the approach to the study

The citizen integral education perspective forms an important conceptual point of reference for approaching several aspects of the study such as the selection of cases, interviews protocol, and other aspects of data production and analysis. Moreover, the six elements of citizen integral education discussed in Chapter 2 were used to identify patterns, key themes and categories to address the first research question (see Chapter 5). As further examined in Chapter 5, I delve into the observation of the extent to which the main educational strategies adopted by the three participant schools relate with the six elements of citizen integral education. For this purpose, I develop an inductive bottom-up appraisal of the main strategies in relation to the six elements and also provide a thematic analysis of the key strategies observed, seeking to contribute to the demonstration of how they occur in school praxis.

To address the second research question and the investigation of the social outcomes of education in the three participant schools, the study builds on three main aspects related to the literature on social outcomes of education discussed in Chapter 2. Firstly, the categorization of

outcomes in terms of their impact at different levels (i.e., micro, meso and macro) provided by previous scholars (Mainguet & Baye, 2006) informs the scope of analysis, namely a focus on outcomes at the level of individuals (micro) and communities (meso). The qualitative case study research design adopted helps to provide insights into smaller units of analysis and only suggest potential connections to larger societal outcomes. Secondly, this study draws on previous works reviewed in Chapter 2 to identify two outcomes as the primary focus of investigation: health and well-being, and citizenship and civic education. To explore the health dimension, the study references previous scholarship (Hammond, 2004; Feinstein et al., 2006; OECD, 2007; World Health Organization, 2013; Grossman, 2015; Shackleton et al., 2016; Shinde et al., 2018; Hamad et al., 2018) to adopt a broad definition of health and well-being and to consider the presence of mediating outcomes (Hammond, 2004; Shinde et al., 2018) that link education outcomes to improved health and well-being. To inform the field work and interview protocols, the study also references the topics from the literature review on citizenship and civic engagement explored in Chapter 2 (Freire, 1997; Schulz et al., 2022). The primary focus of the consideration of citizenship education is on the attitudes and engagement dimensions, as a comprehensive investigation of the knowledge dimension would exceed the scope of the qualitative research design adopted by the study. Thirdly, the three frameworks on social outcomes reviewed in Chapter 2, although not specifically developed for the study of non-traditional schools, provide a useful point of reference for research on the social outcomes of education. For example, Schuller's (2004) framework informs this study regarding the interconnection between different types of capitals to the generation of social outcomes (i.e., social capital, identity capital, and human capital); Feinstein's model highlights the importance of considering both the self and the multilayers of the ecology in which the individual is embedded (Bronfenbrenner, 1979) to understand social outcomes; and

Dijkstra et al.'s (2017) framework underscores the significance of different school factors, such as the class climate and the educational opportunities inside and outside schools.

It is worth clarifying that, although the concepts explored in the review of social outcomes of education and citizen integral education consist of relevant references for the theoretical approach adopted in this study, an inductive approach is used to analyze data to allow for further strategies and outcomes that have not necessarily been addressed in the literature review section. For instance, despite taking health and wellbeing, and citizenship and civic engagement as references for social dimensions as reference points to conduct field work and interviews, the construction of a more comprehensive set of social outcomes may be a product of codes and themes or categories interpreted by the analysis.

A conceptual framework of school factors relating to the social quality of schools

Since the publication of James S. Coleman's "Equality of Educational Opportunity" report in 1966, a significant amount of research has been dedicated to studying the effectiveness of schools in enhancing student learning. While numerous studies have provided compelling evidence that school-related factors influence learning outcomes (e.g., Scheerens & Bosker, 1997; Scheerens, Luyten, Steen, & Luyten-de Thouars, 2007; Townsend, 2007; as cited by Dijkstra, 2015), there has been limited discussion on the school factors that impact social outcomes. Specifically, there is a lack of research examining social outcomes from the perspective of citizen integral education.

To address this gap, I conducted a review of school factors related to the social quality of schools and formulated a conceptual framework that guides my investigation of the second research question. While emphasizing the focus on social outcomes of education, I adapt the concept of *social quality of schools* from previous studies (Dijkstra et al., 2014) to refer to the

school factors that contribute to the generation of *social* outcomes for students, teachers, staff, and the local community. I draw from prior research on social benefits generated by schools (e.g., Schulz et al. 2010; Scheerens, 2011; Janmaat, 2022) to develop a conceptual framework (Figure 4) that will guide my examination of the school cases. It is important to note that research on social outcomes of education typically focuses on regular schools, rather than innovative schools which are the focus in this study. To minimize this limitation and align with the inductive nature of this study, the model will not restrict the data collection and analysis processes and allow for the bottom-up emergence of other school factors. The following paragraphs discuss each of the school factors to be considered along with what is known about them in the research literature.

School climate and culture

Previous research has emphasized that school climate constitutes a crucial element fostering education outcomes in the social domain, particularly towards enhancing citizenship and civic competences (Schulz et al. 2016; Campbell, 2022). Experiences such as free and open discussion in class, democratic and collective processes of decision-making at the school, and positive experiences related to diversity that prevent bullying and other kinds of violence related to a person's identity or opinions may play an important role in promoting citizenship and related aspects such as respect for diversity. The school climate is closely related to the school culture, also a relevant concept for this study. The concept of school culture can be defined as follows: "the basic assumptions, norms and values, and cultural artefacts that are shared by school members, and which influence their functioning at school" (Maslowski, 2001, p. 5). Indeed, earlier research on the relations between education and civic engagement (Schulz et al., 2016; Mellet, 2022) suggest that an open school climate is even more important than conventional classroom instruction for the achievement of citizenship and civic outcomes. Studies focused on voter

turnout, for instance, attribute much less importance to civic content taught than on experiences related to the authority aspects within schools (Bruch and Soss, 2018). When examining disciplinary practices in high schools, Bruch and Soss (2018) found out that students who experienced punitive and arbitrary discipline demonstrated lower trust in government and lower propensity to vote when adults. Additionally, scholars discussing the democratic aspect of education (e.g., Apple & Bean, 2007) suggest that students who experience a participatory and inclusive school climate and culture are more propense to learn democratic values and behaviors.

Curriculum

One of the most investigated school variables possibly affecting social outcomes of education is the existence of civic and citizenship education as a specific topic in the formal curriculum. The ICCS 2016 study, which investigated civic and citizenship educational outcomes from several countries, observed at least three main approaches to the civic and citizenship theme implementation. Some educational systems present it as a compulsory or optional (stand-alone) subject in the national curriculum; other countries or regions have it in an integrated approach with other subjects; and a third approach include it as a cross curricular topic, which is called a "whole school approach" (Schulz et al., 2018). Available evidence reveals that the inclusion of the topic in the curriculum may present distinct outcomes depending on the civic and citizenship aspect, as well as on the student context. For instance, while earlier research has not found much evidence on the effectiveness of civic and citizenship conventional instruction specifically on voting (Campbell, 2022), a positive impact of it reported by the literature (Gainous & Martens, 2012) is on political knowledge and political engagement particularly among minority students.

"Extracurricular" (multidimensional) activities and service learning

The literature on the wider effects of education emphasizes that "extracurricular", or multidimensional, activities fostered by the school or created at the school environment – such as students' unions, discussion groups, and clubs focusing on sports or hobbies – may exert an important influence in youth civic and political engagement (Campbell, 2006; Mellet, 2022). Important to note, the term *extracurricular* is employed in the existing literature but, coherently to the integral education approach earlier exposed, this study's analysis does not understand these *extra* activities as disconnected from the curriculum. Therefore, this research prioritizes the use of the term "multidimensional" activities. Additionally, *service learning* – which is also referred in the literature as community voluntarism, or social services –, as a form of engagement in charitable or social activities to support social projects, may also result in learning opportunities related to the social domain. From these *multidimensional* and *service learning* activities, students may develop skills connected to aspects such as communication, socialization, and collective project implementation. Moreover, they may gain social sensitivity to better understand other people's experiences and points of view.

Teachers and relationships

The pedagogical and social-emotional quality of teachers (Jennings & Greenberg, 2009), as well as the relationships established at the school level between varied school members and the students (Gutman and Brown, 2008) are also important factors addressed by the literature as associated to social outcomes of education. Beyond the teacher competencies on the cognitive domain, which should not be disregarded as a relevant aspect of school quality, it is also crucial to highlight the social and emotional competencies of teachers to guarantee a positive school climate for social outcomes such as students' wellbeing and citizenship education. Teacher social and

emotional characteristics may provide the support students need to build positive relationships and deal with conflict situations, foster intrinsic motivation, encourage cooperation, as well as work as role models for cultivating respect and communicative skills (Jennings & Greenberg, 2009). Rinnooy Kan and colleagues (2021) also emphasize the relevance of teacher competencies for dealing with differences and fostering respect toward diversity. The authors make the point that further research is necessary on effective teacher training in the social domain, specially to consider the contextual differences that affect the effectiveness of training for distinct teachers and groups of students and contexts.

Pedagogies

The methods and practices deployed by the schools and teachers to reach their envisioned learning goals may deeply affect the school academic and the social outcomes. Evidence shows that characteristics such as the level of hierarchy in the interactions between teachers and students and in the construction of knowledge are illustrative of elements impacting schools' social outcomes. For instance, Hammond (2004) has found differences between outcomes for students' wellbeing and health generated by a more student-centered approach when compared to traditional teaching methods. Based on a qualitative approach to investigate wellbeing and health outcomes of adult learning experiences, the author suggests that the school pedagogies should meet the students' strengths, interests and needs to be effective and promote social outcomes (Hammond, 2004). In regard to the promotion of respect for diversity and other social issues, Janmaat (2022) asserts that a democratic approach that values open classroom discussions and interactions may have a greater impact on students' views and behaviors.

School members composition

This element refers to how diverse a school is in terms of its members' characteristics such as socioeconomic status, ethnic origin, and sexual orientation. Indeed, the literature discussing aspects that foster the effectiveness of citizenship education has been increasing attention to the variable of school composition and learning strategies to deal with differences (e.g., Preston and Green, 2003; Rinnooy Kan and colleagues, 2021; Janmaat, 2022). A review of the literature provided by Janmaat (2022) on the association between diverse school environments and respectful attitudes toward racial and ethnic minorities found divergence among studies, as some found no relationship (e.g., Kokkoen et al., 2010) and others observed a positive association between diverse school and respectful attitudes toward racial and ethnic minorities (e.g., Bubritski et al., 2018). The author stresses the role of future research in increasing rigorous endeavors to observe the effect of diverse environments dependence on aspects such as the frequency, kind and quality of interethnic contacts (Janmaat, 2022).

Informal activities and experiences

To elaborate on the concept of learning derived from "informal activities and experiences", Schreerens (2011) identified three archetypal scenarios that could produce significant incidents linked to these casual events. The first situation involves learning derived from conflict situations in schools, which can arise between students or may involve teachers and other members of the school community. The second scenario pertains to situations where students encounter cultural differences, which may involve various school community members – and I would add when they coexist in a diverse environment in distinct aspects, as discussed in the school's composition factor above. The author notes that learning can be achieved by encountering values that either clash or coincide with their own in these situations. The third scenario involves regulation and self-

organization when participating in collaborative student work or any other activity in school with peers. According to Schreerens (2011), students learn from informal activities and experiences through self-reflection, dialogue, and the observation of discourses from other school stakeholders. A critical theory perspective would probably also relate the informal activities and experiences notion with the concept of "hidden curriculum", which relate to unofficial values and norms that students experience at school and that end up deepening the reproduction of inequalities by schools (Apple, 1979). According to Apple, these social norms represent ideologies that restricts students' and teachers' capacity to challenge dominant forms of knowledge and social realities.

To summarize this chapter, the framework depicted in Figure 4 represents the interaction between key theoretical and conceptual approaches for addressing the proposed research questions. To address research question 1, the school strategies pertaining to the six elements of citizen integral education will be identified in a process in which the school factors framework will also work as a reference point for the definition of aspects to be examined. Therefore, an intersection between these two conceptual references will be observed. To address research question 2, social outcomes of education, including health/well-being, citizenship and civic engagement, and other relevant outcomes that may emerge from data analysis, will be examined. Lastly, a systematic organization of the significant school factors related to the strategies aimed at achieving the identified social outcomes in the participating schools will be provided. Important to note, the self-in-context framework and the ecology theory of Bronfenbrenner, as explored in Chapter 2, provide important elements for the consideration of how environmental factors relate to human development. This seems particularly valuable in scenarios with high levels of inequality such as in Brazil and by extension the contexts in which the participant schools are situated. Indeed,

this perspective is helpful to inform the analytical process developed to respond not only research

questions one (citizen integral education strategies) and two (social outcomes), but also to explore

policy implications explored in the concluding chapter of this study.
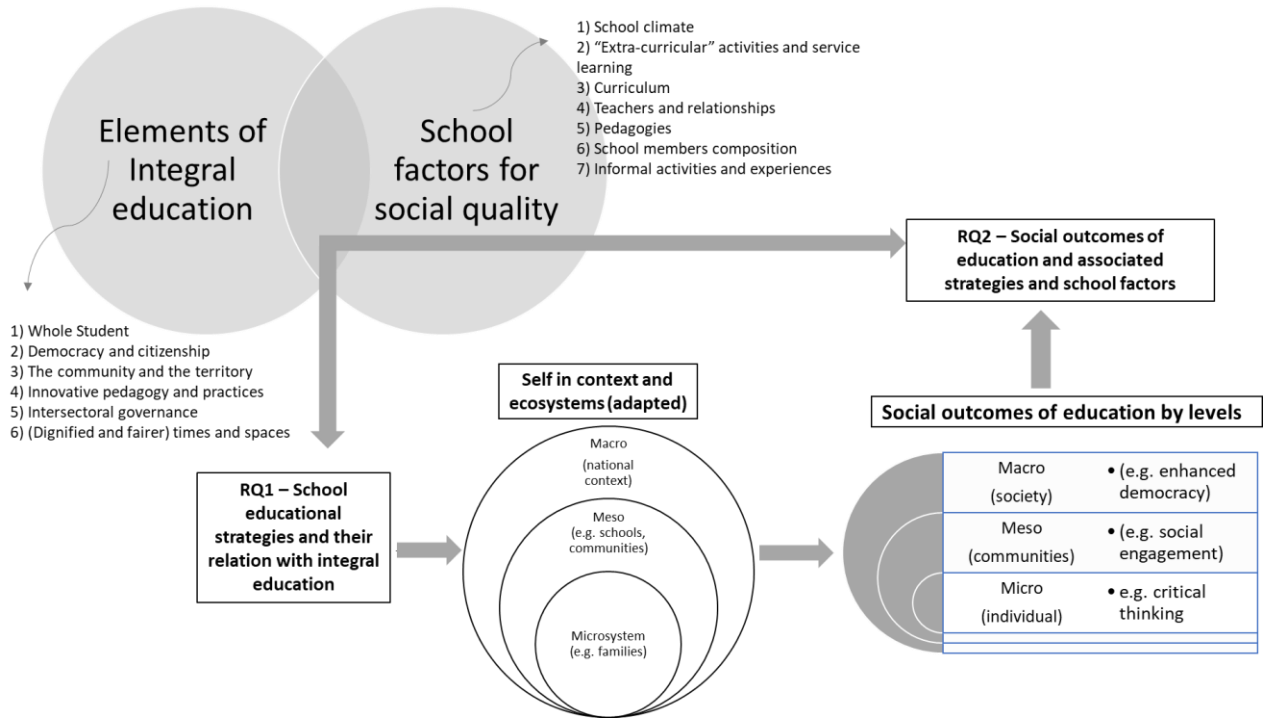
Figure 4 - Analytical framework

CHAPTER 4. METHODS

This study employs an exploratory multiple-case qualitative approach, encompassing three schools in Brazil that align with a comprehensive perspective on education. To describe the methods used, this chapter explains the criteria and process involved in identifying the cases that participated in the study, and provides information about the context of the schools in terms of their location, the characteristics of the surrounding communities, and the features of the school functioning and student population. Moreover, in this chapter, I present details on the data production and analysis process, and a reflection on my own positionality.

Cases Selection

I have employed a nonprobabilistic purposeful sampling to uncover and understand information-rich cases (Patton, 2015) that can provide valuable contributions to this study's inquiries. The school sample was selected based on the unique type of sample, as I intended to investigate atypical cases of schools that have implemented noticeable comprehensive approaches to education. The schools were selected based on their recognition as schools implementing a non-traditional approach to education, their public or non-profitable nature, the project's consolidation, and their diversity in terms of grades' levels offered.

To identify the participant schools, I have consulted the Ministry of Education's 2015 *Inovação e Criatividade na Educação Básica* (Innovation and Creativity in Basic Education) (Brasil, 2015b) award list, which recognized 178 innovative educational experiences in distinct regions of the country. From that list, I have initially selected about 10 public or non-profitable schools for further evaluation of their applicability to the study. I focused on public and non-profit schools for this investigation because I want to provide insights that can inform public policies and understand how this approach may be implemented and experienced by non-profit organizations

that have a social mission. Also, these school's students' cohorts are commonly more representative of the general population, particularly in terms of socio-economic, racial and cultural diversity. Another criteria for selection consisted of the degree of project consolidation, which I defined as a minimum duration of five years. This ensured that the cases included schools with a proven track record of accomplishments and sustainability. The selection also sought to pursue the purpose of involving schools offering distinct levels of education, including elementary/middle school, high school and adult education. This allows for the observation of potentials and limitations of implementing a comprehensive approach in various stages of learning. Next, I reviewed the available literature on those pre-selected non-traditional school cases to verify their minimal relation with the citizen integral education elements discussed in Chapter 2. I have then selected the three following schools, which have authorized and strongly supported the development of this study: *Escola Municipal de Ensino Fundamental Presidente Campos Salles* (Campos Salles President Municipal Basic Education School), a public primary school (grades 1 to grade 9) in São Paulo; *Centro Integrado de Educação de Jovens e Adultos Campo Limpo* (Integrated Center for Adult and Youth Education) (CIEJA-Campo Limpo), a public primary school (grades 1 to 9) for adult and youth education in São Paulo*;* and *Escola SESC de Ensino Médio do Rio de Janeiro* (Rio de Janeiro SESC High School)*,* a tuition-free private high school in Rio de Janeiro, funded by the Social Service of Commerce (SESC), a non-profit private Brazilian institution fomented by the state which operates in the public interest[9]. It is important to note that while the administrative characteristics of the schools differ - with the first two being public schools and the latter a non-profit private school - all three institutions are dedicated to contributing to the common good and do not charge tuition fees. While SESC High School does have an

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[9] For the purpose of clarity in communication, the three schools are also further referred to as EMEF Campos Salles, CIEJA Campo Limpo, and SESC High School.

entrance exam for its students, the selection process prioritizes students from families working in the commerce sector, and spots are also reserved for students from low-income families.

While my initial plan was to select one school from each of the five Brazilian regions, the COVID-19 pandemic and its impact on schools has made it necessary to modify my approach. The closures of schools between much of 2020 and 2021 due to health risks, as well as personal logistical challenges related to that context, have imposed a shift in my selection process, focusing on schools located in São Paulo and Rio de Janeiro as aforementioned. While this may not provide a truly representative sample of schools from across the country, it does offer a rich opportunity to explore the questions proposed by this research, given that these are widely regarded as some of the most non-traditional schools in Brazil (Brasil, 2015; Movimento de Inovação na Educação, 2022). Moreover, the focus on three schools allowed an in-depth examination of their projects, making it possible to expand the range of participants interviewed, the duration of field work and the possibility of gaining deeper insights on the cases' experiences.

Research setting

This section presents the setting of the three participating schools in this study, providing general information of the contexts in which the research was conducted.

First, the EMEF Campos Sales school is located São Paulo, within the neighborhood of São João Clímaco and Heliópolis, which is considered the largest favela in São Paulo in terms of its territory (UNAS, 2022). The school serves primarily the Heliópolis community, which presents a population of 220 thousand people, with over half of its population consisting of children and adolescents (UNAS, 2021). This region is considered a peripheric area, with more limited access to infrastructure and services compared to more affluent areas of the city. Despite progress seen in

recent decades, the community is still marked by significant social vulnerabilities and police violence that disproportionally affects the black and pardo/as residents (UNAS, 2021).

EMEF Campos Salles is one of the 502 public elementary/middle schools part of the São Paulo municipal educational system. It is also part of a smaller group of schools within that system, the ones with experimental projects'[10], which encompasses six schools approved by the Municipal Council of Education[11]. The school serves students from grades 1 to 9 in two distinct shifts during the day (grades 5 to 9 from 7am to 12pm; 1st grade from 11:40am to 6h40pm; grades 2 to 4 from 1:30pm to 6:30pm) and offers adult and youth education at night (7pm to 11pm) (EMEF Campos Salles, 2021). Based on the Education Census in Brazil for the year 2022 (INEP, 2023), the total enrollment was 848, with almost an equal proportion of female (423) and male (425) students and a significant proportion of students of color (37% of those who declared this information). The enrollment was distributed across different "color/race" categories (INEP, 2023), with 0.1% classified as yellow, 5% as black, 32% as pardo/as, and 42% as white. There were no students who declared as indigenous, and 175 students (21%) did not declare their "color/race".

Second, the *Centro Integrado de Educação de Jovens e Adultos Campo Limpo* (Integrated Educational Center for Youth and Adutl) (CIEJA Campo Limpo is also located in São Paulo, specifically in the Parque Maria Helena neighborhood within the Capão Redondo region. This area is characterized by a low-income population of around 296,000 people, of which 21% reside in favela areas as of 2020 (Rede Nossa São Paulo, 2022). The region of Capão Redondo is well-

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[10] The Municipal Secretary of Education has defined guidelines for the elaboration and approval process of special/experimental projects being implemented by schools of the municipal system of education. The guidelines can be found in the Municipal Secretary of Education/Municipal Council of Education Resolution SME/CME N. 3 of March 26, 2020.
[11] The Municipal Council of Education constitutes of an agency devoted to support the Municipal Secretary of Education in formulating, implementing and evaluation public policies. It is intended to consist of a participatory space involving civil society (São Paulo, 2023).

known for being the cradle of the rap movement in São Paulo and a place where several political-cultural initiatives unveil the strength of the peripheric culture in the city (Rocha, 2012). Despite the complexification of the urban structure that improved residents access to basic services and consumption, the region still faces significant social and economic challenges, exacerbated during the COVID-19 pandemic and the recent economic challenges faced in the country.

CIEJA Campo Limpo is one of the 16 CIEJAs established by the Municipal Secretary of Education of São Paulo as an educational initiative to provide access to education for youth and adults who missed the opportunity to attend school at a traditional age. The school offers elementary and middle school level education with a focus on addressing the issue of illiteracy and high dropout rates, which disproportionately affects the peripheral population (São Paulo, 2020). According to the Education Census in Brazil (INEP, 2023), in 2022, the school had a total of 1081 students enrolled, with a majority being women (62%) and students of color – 46% pardo/a, 14% black, 0.6% yellow, 0.1% indigenous, while 30% are white and about 9% of the students did not provide information about their color or race. Another noteworthy aspect of the student composition is the high number of students with disabilities, who make up about 18% of the total. The school also embraces a municipal program for trans woman, and a project for students in socio-educational measures.

Third, the *Escola SESC de Ensino Médio* (SESC High School) is located in Jacarepaguá, a neighborhood in Rio de Janeiro known for its large convention centers and its sports complex (which housed part of the structure for 2016 Olympic Games). The school occupies a 130,000 square meter area (SESC, 2010) and is situated near the neighborhood of *Cidade de Deus* (City of God), internationally known due to the 2002 film of the same name that depicted conflicts and violence resulting from poverty, drug trafficking, and social exclusion in the area. Unlike the other

schools participating in this study, which are required by law to enroll students who live in the local neighborhood, SESC High School holds admission exams open to students from all over the country and traditionally have a lower number of students from Rio de Janeiro and the nearby communities. According to data from the Education Census in Brazil for the year 2022 (INEP, 2023), a total of 412 students were enrolled in the school. Of these, 241 (58%) identified as female and 171 (42%) as male. In terms of ethnicity, 38% identified as white, 28% as pardo/as, 4% as black, and 0.5% as yellow. No student declared themselves to be indigenous. Additionally, 29% of students did not declare their ethnicity. As detailed in the next subsection, recent changes to the school's original project have led to an increase in the number of local students, including those from nearby neighborhoods like *Cidade de Deus* and other communities that experience social vulnerabilities in the city.

Data Production

The study adopts an exploratory approach that includes field observations, document analysis and semi-structured interviews with distinct participants related to the three selected schools or policymakers working with citizen integral education theme. The term *data production* is used in this research interchangeably with *data collection* in order to emphasize the perspective that data is not just passively collected in a neutral approach, but produced in a process involving the researcher's decisions and background's influences.

The document analysis is focused on the Political Pedagogic Plan (PPP) of each participant school, a document that is mandatory by law, which describes the political and educational objectives and principles of a particular school[12]. Important to note, given that SESC High School's Project Pedagogical Proposal (PPP) was created in 2014 and, as per participants, is not

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[12] The references for the PPPs are: EMEF Presidente Campos Salles (2021); CIEJA Campo Limpo (2022); and Escola SESC de Ensino Médio (2015).

entirely updated, I have also examined segments of their recent Courses Catalog from 2020 (SESC, 2019), as elaborated in Chapter 5. Additionally, for the purposes of reviewing the literature and informing the school's historical and contextual description, I have also accessed other kinds of documents such as reports produced by the municipal secretary of education, the schools and related partners' websites, reports of schools' activities, pedagogic materials and photos I have taken from the school's facilities.

The interviews for this study are semi-structured and focused on exploring the perceptions and experiences of participants on their education approach and its social outcomes. A total of 51 interviews were conducted, including an approximate proportional number of interviews per school (Table 1). The sample included 13 students, 12 teachers, 9 school administrators[13], 2 parents, 6 school staff members, 2 community members, and 4 government officials, and 3 well recognized individuals involved in formulating and implementing integral education experiences that align with the perspective of this study. To protect interviewees' privacy, each participant was assigned a pseudonym, which does not present initials or any other reference to their original name[14]. During the recruitment of interviewees, I recognized the necessity of providing a small financial compensation of approximately U$ 30,00 to the adult students, aged 18 or older, whom I intended to interview. This compensation was intended to offset any potential loss of income resulting from the time they spent on the interview. A total of six students benefited from this

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[13] In this study, the term "school administrators" refers to participants who are associated with various academic and managerial roles in schools, such as school principals, vice-principals, and pedagogical coordinators. To preserve the anonymity of the interviewees, I have assigned female names to all school administrators, irrespective of their gender identity. This step was taken because the number of school administrators is relatively small compared to other participant profiles, such as students and teachers.

[14] The only exceptions are the specialists Jaqueline Moll and Tião Rocha, specialists interviewed who have authorized the use of their real names instead of pseudonyms.

compensation, including five from CIEJA Campo Limpo and one former student from EMEF Campos Salles. I used the funds from my scholarship from Brazil to cover the cost.

The participants in the interviews were selected purposively to ensure a representative sample of individuals who were aware of their school projects and outcomes. To identify potential participants, I asked school administrators for the recommendation of individuals who were knowledgeable about the projects and demonstrated a strong engagement in them. Also, I requested a balanced rationale for interviewee recruitment in terms of gender, race/ethnicity, grade level, and age (mostly in the case of students and teachers). The interviews were conducted using a semi-structured format, with a prepared list of open-ended questions (see Appendice C for Protocol interviews) to allow new perspectives and topics to emerge (Merriam & Tisdell, 2016). They were audio-recorded with the participants' consent, and lasted an average of 1:35 hours each. Due to the COVID-19 pandemics' context, 44 interviews were conducted by online computer-based tools in this phase of data collection. I met the other 7 interviewees in-person in the period of field work at the schools setting. During the interview process, I have often noted the significant commitment of the interviewees to share their experiences and perceptions about the topics discussed in the interviews. They have consistently demonstrated a willingness to go into detail and to speak openly, even after long interviews that have lasted for more than two hours in many cases, unveiling their strong commitment to their projects and to education.

Table 1 - Interviewees per case study

	Students		Teachers	School staff	School administrators		Community members	Parent/ guardian	Gov. officials	Specialists	Total
	Current	Former			Current	Former					
Campos Salles	2	2	5	0	1	3	1	1	2		*17*
CIEJA CL	2	3	3	2	2	1	0	0	2		*15*
SESC HS	2	2	4	4	2	0	1	1	0		*16*
										3	*3*
Total	*6*	*7*	*12*	*6*	*5*	*4*	*2*	*2*	*4*		*51*

In addition to documents and interviews, this study also included field observations conducted during student learning activities or classes; extra-curricular activities at the school and externally developed; participatory meeting such as the School Board and the Students' Associations' meetings; teachers' and staff's training and planning meetings; activities developed in partnership with the local community and others. I attended a total of 129.5 hours in the three participant cases, which means approximately 43 hours of activities per school (Table 2). Field observations took between seven to ten days per school, in addition to specific events I attended in distinct times, such as the Heliópolis Walk for Peace discussed in the next chapter. The focus of the observations was on emerging topics and practices related to this study's research questions and the theoretical frameworks discussed in Chapter 3. In other words, topics connected to the six elements of citizen integral education, the social outcomes and the school factors for social quality. During the observations, I manually registered in my notes behaviors, interactions, classroom dynamics, participants' discourses and opinions, and other aspects related to the school climate, curriculum, school composition, and others. I took photos as a way of documenting the environment.

Field observations were conducted between April and June 2022, when the COVID-19 pandemic context was considered safer in Brazil. Most public schools in the country have partially reopened around September 2021 and fully reopened (for all students and staff members) in February 2022.

Table 2 - Field observations per case study

	Classes	School board meeting	Students' association meetings	Teachers' training / planning sessions	Extra-curricular classes	Multi-dimensional activities at the school	Multi-dimensional activities in the territory	Class council meeting (teachers)	Total
Campos Salles	25 hours	2.5 hours	2 hours	3 hours	2 hours	1 hour	8.5 hours		*44 hours*
CIEJA	19 hours	2 hours		3.5 hours	2 hours	4 hours	15 hours		*45.5 hours*
SESC High S.	20 hours		2 hours	1.5 hour	8 hours	6.5 hours		2 hours	*40 hours*
Total	*64 hours*	*4.5 hours*	*4 hours*	*8 hours*	*12 hours*	*11.5 hours*	*23.5 hours*	*2 hours*	*129.5 hours*

Data analysis

The study's analysis relies on an inductive approach, which was implemented through a bottom-up coding process to generate categories and themes (Saldaña, 2016). The analytical approach for the data sets aimed at identifying the prevailing educational strategies of the three participating cases and their relationship with citizen integral education (research question one), as well as the social outcomes associated with those strategies (research question two). Additionally, the study aimed to identify lessons that could be drawn from the experiences of the cases that could be helpful for other cases or policies. Guided by Saldaña's (2016) and Merriam and Tisdell's (2016) work, I conducted an analytical process that involved several phases. To become more acquainted with the data, I first read through the data sets (interviews' transcripts, field observation notes, field work memos, and documents) and took notes for future reference. I then begun with a *pre-coding* phase, in which I have identified segments that could respond to the research questions; I have then begun the first coding phase by using a *structural coding* strategy (Saldaña, 2016), i.e., the application of "a topic of inquiry to a segment of data that relates to a specific research question" (Saldaña, 2016, p. 84), in which I labelled the segments of data – as an indexing device – related to each of the two research questions (the labels included the following terms: "educational strategy", "social outcome" and "challenges"); to respond to research question 1, I approached the codes in two main forms: a third coding phase, which involved the efforts of grouping the codes into the six elements of citizen integral education, and a fourth coding phase, which involved grouping them in several categories, which have then been grouped main themes; finally, to discuss research question 2, the fifth phase referred to the identification of categories (which I refer to as "intermediate outcomes as discussed in Chapter 6), which have been grouped in themes (the "primary social outcomes" of education identified).

Positionality and research ethics

   In qualitative research, the researcher is considered the primary instrument for data collection and analysis, and the literature acknowledges both advantages and limitations that stem from the researcher's subjectivity (Merriam & Tisdell, 2016). To address my own positionality in this research proposal, I adopted a critical research approach that highlights three interconnected dimensions in the researcher-participant relationship: insider/outsider dynamics, positionality issues, and researcher reflexivity (Merriam & Tisdell, 2016).

   The insider/outsider status of a researcher can significantly affect their rapport with study participants, the type of information they gather, and their interpretation of the data. Upon reflecting on my relationship with public schools in Brazil and the three schools participating in this study, I acknowledge that I embody characteristics of both an insider and an outsider. As a career member of the Brazilian civil service, I have worked in the Brazilian Ministry of Education and have acquired knowledge and experiences of the country's educational context. Furthermore, my attendance at a public school in Brazil for a substantial portion of my own education has given me valuable lived experiences in this context. However, I have not worked directly within schools as part of my daily routine, and I have had no prior contact with the three schools participating in this study. Therefore, I am aware that this combination of familiarity and distance from school realities in Brazil may impact my interpretation of data, as well as the narratives, and behavior of study participants. This is the reason why it was crucial to critically reflect on my position as an insider/outsider throughout the research process.

   The researcher's positionality with regards to gender, race, social class background, and other aspects is another crucial factor that impacts research development and analysis. As a cisgender woman who has not experienced color-based prejudice in my country, I was mindful

that I have not undergone many of the prejudices and life situations that some of the participants have. Also, I originate from a working-class family with limited financial resources, but I was privileged to have parents who imparted me with a cultural background, particularly my mother who was a teacher, principal, and supervisor of public schools, and later pursued an academic career. The prioritization of a humanized and comprehensive education that I was fortunate to receive due to her is a facet of privilege that I must be mindful is not the reality for other working-class and low-income students participating in the research. Ultimately, it is the inequitable access to social rights, cultural and social capital that deprives unprivileged Brazilian children, youth and adults of a dignified life that motivates my interest in comprehending the development of education perspectives such as citizen integral education.

Lastly, it is worth noting that reflexivity is a complex notion that refers to the reciprocal impacts that exist between the researcher's presence and interactions with participants (Merriam & Tisdell, 2016). In seeking to understand the meaning that participants give to their educational experiences, I was certainly also impacted and had my hope reinforced on the role of education in promoting a fairer society. In the same vein, I sought to value the powerful knowledge and culture created and experienced by the participants, seeking to honor the trust they demonstrated by sharing their narratives and establishing a rapport with me.

CHAPTER 5. AN ANALYSIS OF CONTEXTS AND STRATEGIES IN RELATION TO THE CITIZEN INTEGRAL EDUCATION PERSPECTIVE

This chapter introduces the educational experiences of the three participating schools by uncovering their contexts, trajectories and the main educational strategies adopted by them to construct their innovative perspective on education. Additionally, it analyzes how their educational strategies relate to the concept of citizen integral education, particularly regarding the school factors indicated in Chapter 3 (e.g., school climate, pedagogies, curriculum). This is done by focusing on what can be revealed by documents and interviewees, and by exploring the data collected with reference to the six elements of citizen integral education discussed in Chapter 2. In doing so, I draw from previous scholarship on the theme of citizen integral education to understand the extent to which the participating schools are aligned with that perspective and how their experiences can contribute to the debate on integral education in Brazil. The discussion and analysis of the findings in this chapter address the first research question: *What are the contexts and educational strategies underlying the experiences of the participant schools and how do these strategies relate to (citizen) integral education?*

Contexts, trajectories and main educational strategies of the selected schools

Through the lens of school administrators, teachers, students, community members and other participants involved in the selected schools, as well as based on document analysis and field notes, this section presents the stories and education perspectives of the schools and associated stakeholders, highlighting the triggers that led them to adopt non-traditional perspectives and stressing the main educational strategies deployed by them for this purpose. The term "educational strategies" refers to practices, values, policies, and initiatives that were identified from the data related to school factors discussed in Chapter 3 (e.g., curriculum, pedagogies, and multidimensional activities). As mentioned in Chapter 4, the participant schools are as follows:

i)   *Escola Municipal de Ensino Fundamental Presidente Campos Salles* (Campos Salles President Municipal Basic Education School), or EMEF Campos Salles;

ii)   *Centro Integrado de Educação de Jovens e Adultos Campo Limpo* (Integrated Center for Adult and Youth Education), or CIEJA Campo Limpo*;* and

iii)   *Escola SESC de Ensino Médio do Rio de Janeiro* (SESC High School)*,* a tuition-free private non-profit high school in Rio de Janeiro.

Important to note, the objective of this section is to provide a general overview of trajectories and educational perspectives of the selected cases, as a more detailed appraisal and analysis of the schools' strategies and their relationship to citizen integral education will be presented in a subsequent section.

EMEF Campos Salles

The *Escola Municipal de Ensino Fundamental Presidente Campos Salles*, or EMEF Campos Salles, is an elementary and middle school in the São Paulo municipal education system that operates under most of the same regulations and policies as other public schools, but has been designated as an experimental project by the Municipal Department of Education due to the changes it has implemented in its practices and approaches in recent decades. This school is also distinct from other elementary public schools in that it is part of one of the 58 *Centros Educacionais Unificados* (CEUs) (Educational Unified Centers), which are educational and cultural complexes created by the São Paulo municipal government to provide integral education to children and youth by integrating education, culture, sports, and leisure in the region (São Paulo, 2022a). Located near the community of Heliópolis, the largest favela in São Paulo in terms of territory (UNAS, 2022), the school has established a strong connection with its local community and transformed the negative stigma of being a "school of *favelados*" into making Heliópolis to be

known as a *Bairro Educador* (Educative Neighborhood), which embraces education as a priority in the community. The trajectory of the project has been first characterized by an effort to integrate with the community, and then focused on the implementation of several innovative pedagogic strategies, as examined in the following two subsections.

A focus on school-community relations. EMEF Campos Salles' history dates back to 1957. The main document of the school analyzed in this study, the Political Pedagogic Plan (PPP), outlines the school history in three distinct phases as follows (EMEF Presidente Campos Salles, 2021a):

• Phase One (1957-1970): Founding year (1957), students were from families in local farming and brickmaking factories.

• Phase Two (1970-1995): Emergence of Heliópolis favela with state neglect and context of violence and poverty.

• Phase Three (1996 onwards): Innovative approach with construction of *Bairro Educador* (Educative Neighborhood).

Given the data produced within the scope of this dissertation, a fourth phase beginning in 2020 can be conceived as relevant for this study as it represents important points of reflection related to the potentials and the limitations of the sustainability of this kind of project, as discussed later.

To gain a comprehensive understanding of the project's background in the late 1990s, the analysis of interviews and documents reveals that during the 1970s and 1980s, when children from the Heliópolis community began attending EMEF Campos Salles, the area faced significant challenges. These obstacles included land grabbing, food insecurity, and a lack of basic government services, as well as significant impacts from drug-related violence and police

repression. Referring to that context, distinct interviewees emphasized that the main factor that led to the school's innovative approach and its connection with the community was the scenario of violence and violation of social and human rights affecting the local population, including their children and youth (Cecília, Interview Transcript, 2021; Laura, Interview Transcript, 2021).

In 1995-1996, a new principal, Braz Rodrigues Nogueira, arrived at the school and began to promote the integration of the school with the local community. Important principles that guided the construction of community-school relations are closely related to the focus of this study. According to the PPP document and interviews, principal Braz aimed to spread two key principles he brough from his previous experiences: "The school as a center of leadership" and "Everything goes through education." The first highlights the school's significance as a social hub and an agent of social transformation in the community. The second broadens the narrow view of education that limits it to solely the role of schools. A former member of the school administration shared in our interview:

> When we say that everything goes through education, the school is just one of the places where it can happen. The school does have to do a good job, but education is something that must take place beyond the walls of the school, including formal, non-formal, and informal education. The school, along with the community, must make this transforming, liberating education a priority for everyone in the community (Cecília, Interview Transcript, 2021).

To achieve this, the new administration's first initiatives, as revealed by the school's PPP and interviews, were to promote the "Education and Citizenship" course and create commissions with involvement from parents, community members, teachers, and school staff. Also emphasized in the data collected is the school initiative to approximate to the local residents' association, União de Núcleos, Associações dos Moradores de Heliópolis e Região (UNAS), to establish partnerships and get the school to better know the community and vice versa. According to the PPP, by 1998, the School Board (a collegiate in which financial, administrative and pedagogic decisions are taken

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in public schools) had become an active participatory body, transforming the school's image from "school of *favelados*" to "school of the community" (EMEF Presidente Campos Salles, 2021a).

The context of the school, including incidents within the community, have had an impact on the impetus to strengthen the school's integration with the community. On the basis of data from interviews and documents, at least two incidents stand out in this regard. First, in 1999, the tragic murder of 15-year-old student Leonarda, a student at EMEF Campos Salles, led to an initiative to challenge the normalization of violence in the community. Under the articulation of the principal Braz, the school proposed a demonstration in Heliópolis. A former member of the school administration stated, "We couldn't ignore her death, because this is against the kind of education we advocate for" (Cecília, Interview Transcript, 2021). The initiative was well-received by teachers, school members, and the Heliópolis residents' association (UNAS), despite potential risks from traffic leaders and police. In that same year, the school and its partners organized the first Walk for Peace, gathering thousands of people in the streets of Heliópolis.

Second, in 2002, a theft at the school resulted in the loss of 21 computers. Information from interviews and documents reveal that, in an unprecedented way, thanks to a cooperative effort between the school and the community, the stolen items were returned by the robbers a few days later. In response to the incident, at a time when schools were investing in fences and technology for security measures, the school made a bold move by tearing down its external walls, to symbolize and inspire trust between the school and community.

These incidents have been previously studied in research that examined the case of EMEF Campos Salles school (Mesquita, 2018) and were interpreted in light of Freire's concepts of *situações-limite* (limit-situations) and *inédito viável* (unprecedented viabilitiy), in the sense that these challenging situations (limit-situations) were not taken as unchangeable and were addressed

by previously unforeseen strategies (unprecedented viability). Mesquita (2018) explained that instead the school members and the community saw those situations as opportunities to drive transformation by avoiding a deterministic view of history. In line with the theories presented in this study, as discussed later, it appears that the educational perspective that does not disregard students being connected to their contexts, as well as emphasizes the collaboration between the school and community to alter "limit-situations" and generate "unprecedented viabilities" are crucial elements for the success of effective educational experiences.

Changing pedagogy and practices. Despite the improvement in the school-community relationship, some of the interviewees reported that the school was still struggling with its traditional teaching methods and the low engagement and academic performance of students (Laura, Interview Transcript, 2021; Viviane, Interview Transcript, 2022). In response, in 2004, a group of teachers proposed the *Escola da Ponte*[15] (The Bridge School) as model for transformation, and the municipal school EMEF Desembargador Amorim Lima in São Paulo also became a reference point. These schools were known for breaking away from traditional education and inspired new educational strategies adopted by Campos Salles (EMEF Presidente Campos Salles, 2021a).

To achieve the implementation and acceptance of the innovative changes, according to one interviewee (see quote below), an extensive preparation strategy was developed, involving discussions with the school's teachers and leaders in the Heliópolis community. The support of the community was essential for the project's approval and its sustainability, as reported by a former member of the school administration team.

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[15] Located in the district of Porto, Portugal, *Escola da Ponte* is worldwide recognized as one of the most important references that break the traditional model of education with measures such as abolishing the separation of students by grades or ages, and the idea of lectures and classrooms.

The project was also being constituted externally to the school as the former school's principal joined the community to produce an educational project with strong foundations and sustainability to future changes that would be necessary. (…) From this union, the community incorporated the school and the school, the community (Laura, Interview Transcript, 2021).

Additionally, according to another interviewee, one of the most emphasized challenges in the project implementation was transforming teachers' traditional hierarchical teaching style, in which students are seen as passive learners. To overcome this, the school removed internal classroom walls and replaced traditional classrooms with interdisciplinary "Study Rooms" featuring three teachers and a research-based methodology (Cecília, Interview Transcript, 2021; Viviane, Interview Transcript, 2022). As stated by Melissa, a teacher interviewed for the project, "The physical barriers were broken in order to break down the internal barriers. So the rooms were broken down, the walls were broken down, the external walls were broken down, but with a greater objective for us to break down these barriers of ours" (Melissa, Interview Transcript, 2021). As further discussed, this illustrates how the implementation of an integral perspective of education may require innovative pedagogic strategies to be effectively implemented.

The Campos Salles school underwent gradual changes starting in 2005, incorporating the principles of autonomy, responsibility, and solidarity into its practices. The students began to work in a collaborative manner at shared tables and use learning scripts and workshops to aid their education process. Citizenship education related aspects (such as political and civic engagement, respect for diversity, environmental issues and others) became often addressed in learning scripts and in the discussions students had with peers and teachers in their routines. To handle conflict resolution in a non-punitive way, the school established a student-led *mediation commission*. Additionally, a closer support, both academically and personally, started to be developed through a tutoring relationship which involved a teacher being responsible for a smaller group of students.

Evaluations became focused on the overall development of the student, including self-evaluation and a collaborative *class council*, where the *student commission* also participates. The school also invested on promoting democratic learning through *student assemblies*, where they discuss and decide themes for the learning scripts. These and other strategies reported by participants and that can be ascertained from documents consist of changes implemented at the Campos Salles school. They can be summarized as follows:

- **School principles**: The school adopts five principles to guide attitudes and practices: "autonomy", "responsibility", "solidarity", "the school as a center of leadership" and "everything goes through education."

- **Shared tables**: The students work collaboratively at shared tables (4 students per table) rather than individually.

- **Study rooms with multiple teachers and interdisciplinary support**: The school replaced traditional classrooms and lectures with larger rooms called *Salões de estudo* (study rooms) of about 75 students for students to develop a research-based approach to learning. Students work collaboratively, with teachers from various fields providing support as needed.

- **Learning scripts**: Instead of using handbooks, teachers prepare materials called *roteiros de estudos* (learning scripts), which consist of a sequence of activities based on students' interests and the municipal curriculum bases on an active methodology that involves students researching content on computers, cellphones and books and discussing with their peers before requesting teachers' assistance.

- **Elected themes and citizenship education:** The themes guiding the production of the learning scripts come mostly from suggestions made by students and themes they elect in their assemblies.

- **Workshops**: In addition to the learning scripts, smaller groups of students (about 1/3 of the study room) participate in workshops focused on subjects such as arts, English, computer skills, reading and writing, or interdisciplinary themes.

- **Students' Mediation Commission**: A commission led by students to address issues such as misbehavior, student conflicts, and lack of academic engagement.

- **Student Assembly:** Consist of a participatory forum used for discussing various school functioning issues and approving themes to be addressed in the Learning Scripts.

- **Tutoring**: Each teacher within each study room takes on the role of tutor for a smaller group of students (approximately 25 students) in order to provide more individualized support. The teacher-tutor and the students develop closer bonds as the students share the specific challenges they are facing and receive support from the teacher to overcome cognitive, emotional, and social barriers.

- **CEU Thematic Calendar:** Consists of calendar including cultural and sportive events, activities and opportunities for mobilization that seeks to conjugate important dates for the school and the community. It is developed by members of the CEU team on the basis of inputs of the school and community members.

- *Trabalho Colaborativo de Autoria (TCA)* **(Collaborative Authorship Project):** It is a policy created by the Municipal Secretary of Education of São Paulo. It involves students from 7th to 9th grade who work on research-based projects related to topics they find interesting. These issues may be connected to real-world concerns in their communities and can be addressed through social interventions in the local area.

- **Students' Republic:** This initiative involved electing student representatives for school mayor and other positions in order to promote democratic learning through practice.

- **School Board:** The school boards in Brazil's public schools are mandatory collegiate forums for discussion and decision-making about various aspects of school organization. At EMEF Campos Salles, they have been a historically active platform for the school community to voice their opinions and contribute to the school.

- **Conversation Circle:** Refers to conversation circles, also called "culture circles", which consist of a space for students and teachers listening each other, debating, and promoting reflection aiming at citizenship education.

- **Evaluations and Class Council:** The assessment of students' performance is not only focused on academic performance, but also takes into account a student's overall development, including their relationships and adherence to school values such as autonomy and solidarity. Instead of individual grades per subject, students receive one overall grade. This evaluation includes a self-evaluation and a collaborative Class Council to define the grades, in which members of the Student Commission also participate.

It can also be surmised from interviews and field observations that significative challenges were involved in the process of implementing the school transformation, particularly the resistance imposed by some teachers that did not agree with the project and difficulties related to the structure of the public system of education. Progress has been made over the years in addressing those issues. For instance, in 2015, when the Municipal Council of Education approved the school as an experimental project, prospective teachers were officially informed about the projects' characteristics, and this helped to reduce resistance. The Municipal Secretary of Education also authorized a reduced student-teacher ratio (meaning 75 instead of 100 students per salon) – which is still considered insufficient by teachers that I interviewed. Moreover, a notable accomplishment highlighted in the interviews pertains to the establishment of a Unified

Educational Center (CEU) (namely, CEU Heliópolis Professora Arlete Persoli[16]) as part of a municipal public policy initiative, which involves constructing an educational and cultural complex comprising several public facilities (e.g., early childhood centers, elementary schools, sports courts, swimming pools, artistic theaters, a Fablab[17], and libraries). The goal is to integrate education, culture, sports, and leisure by enhancing accessibility to resources and facilities and integrating the school into the community, adopting an integral education perspective as the first experiences developed by Anísio Teixeira in the 1950s. In collaboration with the residents' association UNAS and the Municipal Secretary of Education, the school has actively participated in the construction process of the Heliópolis CEU (Cecília, Interview Transcript, 2021). This demonstrates the belief that a community-integrated approach can generate social benefits beyond the school walls.

Additionally, analysis of the data collected suggests that support for the project's implementation has come from the community, which has backed the implementation of measures that might have been perceived as controversial by the Municipal Secretary of Education. The former principal's (Braz) bold and democratic leadership has also been acknowledged by interviewees as being significant, as well as the commitment and hard work of numerous teachers and staff members to "deconstruct" themselves and their traditional attitudes (e.g., Silmara, Interview Transcript, 2021). Pedagogical coordinators, who hold a crucial role in Brazil's public schools, have also frequently been cited in interviews as key players for the project's pedagogical

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[16] It is worth noting that the educational and cultural complex CEU was named after Arlete Persoli, a teacher and school principal in the region of Heliópolis who was considered an essential figure in promoting democratic and participatory education management in the area (UNAS, 2015).

[17] The Fablab is part of a municipal program called Fablab Livre SP, which provides "spaces for creativity, learning and innovation accessible to everyone interested in developing and building projects, through collaborative creation processes, knowledge sharing, and the use of digital fabrication tools" (São Paulo, 2022b, About Section). It has available tools such as 3D printers, and woodworking tools.

sustainability, in the form of educators such as Rose Schmidt (who served as principal from 2015-2019), and Amélia Arrabal who worked for many years as part of the school project.

To provide context in terms of the national index for evaluating academic performance, it is worth mentioning that the school has experienced many years of increased IDEB rate[18] since the project's inception. A recent report elaborated by the school informs that the results were higher than the goal between 2015 and 2018, but has not reached the goal in 2019 due to impacts mostly brought by the new regulation established by the Common Core curriculum (EMEF Presidente Campos Salles, 2021b). Data extracted from the IDEB platform indicates that, for 2021, while not reaching the established goal of 5.5, the school's IDEB rate is slightly above the São Paulo average, at 5.2 for the final years of elementary school, compared to 5.1 in São Paulo (INEP, 2022). As highlighted in a report produced by Campos Salles in 2021 (EMEF Presidente Campos Salles, 2021b), the school presents outcomes that go beyond academic performance, which are also the subject explored in Chapter 6 of this study.

Finally, it is important to note that recent data obtained from interviews and field observations indicate that EMEF Campos Salles is facing new challenges starting from 2020, brought on by external factors such as the COVID-19 pandemic and the reduction in education funding and policies by the Bolsonaro government, as well as internal issues such as changes in school administration. For example, during my field observation, I observed a member of the school administration using a disciplinarian approach to students that remarkably differed from the posture I observed from teachers and other school members who have been there longer. Despite these challenges, it was also noticeable the existence of numerous efforts from all parties

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[18] The *Índice de Desenvolvimento da Educação Brasileira* (IDEB) refers to the Index of Development of Basic Education, and includes data on flow rates and performance of students in national assessments at the end of school levels of basic education (4/5th, 8/9th and 11/12th grades).

involved to preserve and enhance the benefits of the *Bairro Educador* (Educative Neighborhood) project.

CIEJA Campo Limpo

The Centro Integrado de Educação de Jovens e Adultos Campo Limpo (Integrated Center for Youth and Adult Education), or CIEJA Campo Limpo, distinguishes itself from the traditional night-time education programs provided at public schools for youth and adults who did not receive an education at the appropriate age. CIEJA Campo Limpo operates in a dedicated building and offers classes in the morning, afternoon, and night shifts with a shortened school day to accommodate the daily responsibilities of youth and adult students. Additionally, the school adopts a Freirean-oriented pedagogical approach and creates experiences that can be linked to an integral educational perspective. The school is located in the region of Capão Redondo, which is marked both by its social vulnerabilities and its lively political-cultural movements. It is based on significant integration with local organizations and residents. The development of this school project was greatly influenced by a process of implementation that involved the direct participation of educators, students and the community. The trajectory of CIEJA Campo Limpo helps to reveal important inputs for the understanding of non-traditional projects in practice, although it is marked by difficulties related to its formal consolidation and sustainability.

A need to innovate and integrate. CIEJA Campo Limpo began its operations in the year 2000. As briefly introduced in Chapter 4, CIEJA Campo Limpo is one of the 16 units of the CIEJA modality[19], which consists of an educational initiative run by the municipal government for

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[19] The CIEJAs initiative was approved by legislation in the early 2000s. However, from an administrative perspective, they were considered a "project", which meant that their continuation required annual evaluation and authorization from the Municipal Council of Education (São Paulo, 2020). It was not until 2008 that the initiative was classified as a "modality," providing greater stability for the CIEJAs, as they no longer needed to undergo annual authorization.

offering education for youth and adults. The CIEJA initiative evolved from a previous initiative to reduce adult illiteracy in São Paulo called the *Centros Municipais de Ensino Supletivo* (Municipal Supplementary Educational Centers) (CEMES). According to data collected from interviews and documents, the motivation underlying the creation of the CIEJAs in the place of the CEMES can be linked to the citizen integral education perspective. According to an interviewee who participated in the formulation of the CIEJA initiative, the goal of this modification was to address some of the limitations faced by its predecessor, including a lack of community involvement and a learning approach based solely on memorization, disconnected from students' daily lives (Luana, Interview Transcript, 2021). Based on interviews with former and current members of the school (Luana; Theo, Interview Transcripts, 2021), as well as an analysis of relevant documents such as the Political Pedagogical Plan (PPP), at least two key aspects of the school's trajectory have emerged, providing insights into the effectiveness of innovative projects. Firstly, the experience has demonstrated that Brazil's education legislation allows for innovation and that changing the prevailing traditional perspective is essential to meet legal obligations. Secondly, as highlighted by the specific case of CIEJA Campo Limpo analyzed in this study, effective education can only be achieved when it aligns with the needs, realities, and participation of students.

Regarding the first aspect, it is important to highlight a phrase that is associated with Eda Luiz, the former principal of CIEJA Campo Limpo who served as the school's leader for 20 years and is credited with playing a crucial role in introducing innovative elements to the CIEJA modality (São Paulo, 2020). According to interviews with school members and a report by the Municipal Secretary of Education on the history of CIEJA (São Paulo, 2020), Eda would respond with a smile and ask, "Who said it's not allowed?" whenever someone questioned proposed innovations. The participants explain that this phrase embodies hers' and CIEJA's understanding

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that the National Law of Education in Brazil allows ample room for schools to innovate and exercise their autonomy. In fact, the innovations at CIEJA modality have been analyzed and approved without restriction by educators and experts from the Municipal Council of Education (Luana, Interview Transcript, 2021). Participants interviewed emphasized the importance of political support for these innovations and noted that resistance is a hallmark of the initiative. In 2007, under the risk of the the discontinuation of the whole CIEJA initiative, educators and administrators from distinct units of CIEJAs came together to develop a proposal to transform the CIEJA into one that would not require annual approval as it had previously (São Paulo, 2020). With political support and engagement from school members, they succeeded in transforming the administrative characteristic of the initiative in 2008 (from a "project" to a "modality"), improving the project's sustainability.

The analysis of participants' perceptions – particularly stakeholders from CIEJA Campo Limpo I interviewed who have participated in the first years of the school implementation – may suggest that the school had no choice but to change its traditional educational format in order to meet the constitutional requirement of providing education that leads to "full development of the person, preparation for citizenship, and qualification for work" (art. 205). An account from an interviewee reporting how the changes were initiated illustrates this perceived need for innovating the school model:

> When we got at Capão Redondo and opened enrollment for CIEJA (Campo Limpo), nobody showed up, nobody wanted to go to school (…) One day we opened CIEJA's gates and called the community through advertising in local flea markets, stores and others, and I said "we are going to listen to them. How do you imagine a school?". (…) Some of them – and this came mostly from teenagers, who were instigating – said "Okay. So you want to start a school? We want a school without students, without teachers and without discipline, we want to see what are you going to do". And then I learned over all these years, and I heard this in some places I went, even outside Brazil, that either you are afraid or you are daring and you trust. I told "Okay then, we're together. Let's do it." (Luana, Interview Transcript, 2021)

The current enrollment of over a thousand students, as well as recognition from scholars such as Singer (2014) and international organizations like UNESCO (2017), suggests that the changes made to the school have drawn attention and may provide a more appealing educational experience. Over the years, the school has collaborated with various civil society organizations, community collaborative groups, and cultural movements such as the hip hop movement in the region of Capão Redodo. Earlier research has also explored and played an active role in forming "networks of social protection" that brought together CIEJA Campo Limpo and local organizations (Justo & Hardagh, 2015). The objective of those initiatives was to facilitate access to social services for students and to strengthen these organizations.

Regarding the second aspect of CIEJA's journey discussed here, the above quote reflects the belief that students' needs should be met and their learning experiences should be connected to their interests and concrete lives to be meaningful – a perspective that aligns well with the citizen integral education perspective. According to the school's PPP, when it opened for enrollment, students expressed a desire for less hierarchical relationships, a learning experience that is more relevant to their lives, and shared the challenges in their personal contexts that caused them to drop out (CIEJA Campo Limpo, 2022). These students inspired to the development of a non-traditional school that prioritizes its students' needs and potentials. Since then, the school has taken a democratic approach that involves both students and the community in shaping a school where they want to be.

"A welcoming school". As noted during my field work, an in-person visit to CIEJA Campo Limpo confirmed its reputation as a "welcoming school" as described by previous scholars (Singer, 2014), official documents (São Paulo, 2020), and online participant interviews.

Collectively, the data help to reveal that the school prioritizes creating an atmosphere of affectionate relationships and inclusiveness and considers its physical spaces a crucial aspect of education. This is demonstrated by the abundance of greenery and plants, a well-kept garden, and artistic interventions on the walls that symbolize the educational perspective. The social impact of the educational approach is reflected even in the expressions of wellbeing and joy evident on the faces of the students and staff members present in the space.

The school of CIEJA Campo Limpo prioritizes strong community connections and partnerships. When the project was initiated, the school engaged in a mapping of local organizations and leaders as potential partners and pursued partnerships which it continues to do. For instance, they forge partnerships with other public entities when teachers or school administrators determine that it is necessary to connect students with those services, such as those in the fields of social assistance and health. Also, whenever possible, meals are also served to people in the community who are experiencing food insecurity. The school is recognized for its active involvement in community matters, including offering support during emergencies such as flood relief or fires. It also participates in housing rights and public transport and health decision-making processes (Luana, Interview Transcript, 2021). This strategy not only relies on community member support for the school's needs, but also strives to establish the school as a well-respected community institution that engages in intersectoral collaboration within the region.

The strategies developed by the school over the years reflect its commitment to creating a welcoming environment. To guide attitudes and behaviors of the school members, the school has established values such as respect, inclusiveness, happiness, and trust, which were chosen through participatory means. The classes are organized into four knowledge areas, with students rotating through each area for four weeks and presenting monthly about their learning experiences. The

class methodology is organized on problem-based learning and themes chosen by students, and includes reflective exercises like the "Phrase of the Day" and "Student journals", detailed below. The aspects of citizenship education (such as political and civic involvement, appreciation for diversity, and environmental concerns) are frequently addressed in the problem-based discussion and in several other opportunities such as the various events and activities (e.g., the Indigenous Meeting and Racial Ethnic Seminar), which are meant to enrich students' cultural formation and respect for diversity. Evaluations are distinct from traditional models, including a well-rounded (or 360-degree) individual assessment conducted via a conversation with each student. Data produced through interviews, field observations and the PPP document analysis indicate the following main strategies adopted by the school:

- **Reduced school hours**: To accommodate working students, the school day has been shortened to 2 hours and 15 minutes.

- **Flexible class scheduling**: To prevent dropouts due to conflicting work schedules or family obligations, students have the option to attend classes at one of six different times throughout the day.

- **Established school values:** To guide the attitudes and behaviors of school members, the following values have been established through participatory means: respect, inclusiveness, happiness, transformation, trust, freedom, love, well-being, responsibility, teaching, learning, and caring.

- **Shared tables:** To foster collaboration and teamwork, tables are shared by four to six students.

- **Knowledge-based class organization:** In place of traditional academic subjects such as Math and Language, the school has organized classes into four knowledge areas[20]. Students rotate through these areas, spending four weeks in each.

- **Monthly student presentations:** Prior to moving to the next topic, students give presentations to peers and teachers about their monthly learning experiences and processes. The purpose relates to improving their presentation skills and express their knowledge through various forms, such as performance, poetry, and art.

- **Assemblies**: These serve as a platform for students and other school members to address organizational matters, and to resolve any problems that arise. They provide a space for students to propose and vote on the themes for the upcoming academic year.

- **Generative theme election**: Inspired by Paulo Freire's concept of generative themes, the school conducts a democratic process for electing the themes that will guide the pedagogical work of each academic year. Students discuss and vote on their preferred themes within their classrooms, and then present these choices to the wider school community during the assemblies.

- **Problem-based learning:** The class content is based on themes chosen by students and their relations with the municipal curriculum, serving as the foundation for the development of didactic sequences organized around problem-based discussions and investigations.

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[20] The knowledge areas are: i) Languages and Codes (LC), involving the subjects of Portuguese Language and English; ii) Human Sciences (CH), which includes the subjects of Geography and History; iii) Logical and Artistic Essays (ELA), encompassing the subjects of Mathematics and Arts, and iv) Natural Sciences (NC), which involves the subjects of Science and Philosophy (CIEJA Campo Limpo, 2022).

- **Phrase of the day:** This is a reflective exercise that involves discussing phrases from various authors, aimed at exploring students' emotions and abilities to make connections and abstractions.

- **Student journals and extra classes:** Students write at home about their learning processes or daily experiences, to complement the 2 hours and 15 minutes of in-person class time and to acknowledge the knowledge and life experiences of each student.

- **Active School Board:** Members of the school community, including students of all ages, teachers, staff, and administrators, participate in this decision-making and democratic forum to address school-related matters.

- **Events and activities:** The school holds traditional events they develop over time such as the Indigenous Meeting, CIEJA Campo Limpo's Literary Fair, Café CIEJA Campo Limpo, Community Snack, and Racial Ethnic Seminar. These aim at providing opportunities for dialogue among students, teachers, guests, and organizations.

- **Architecture and (political) physical spaces:** The school views its physical spaces as a vital component of education and recognizes the political significance of these spaces as a welcoming and inclusive environment. The school is located in a home-like setting and implements various initiatives, such as gardening, cleaning, and artistic projects on the walls, to encourage students to engage in critical thinking and contribute to the maintenance of the welcoming environment.

- **Evaluation:** Student evaluations include a 360-degree individual assessment in the form of a conversation with the teacher. Assessment mapping is a participatory council that assesses learning in three areas: "Recognizing and Respecting Differences," "Impact of Actions on Environment," and "Discriminatory Relationships."

- **Urban Excursions:** The school frequently enhances its educational and training opportunities by arranging visits to various city venues, such as parks, museums, art shows, theaters, and cultural experiences such as trips to indigenous communities residing in the outskirts and venues that host events related to Brazilian-African culture.

- **Teacher Planning and Training:** the school dedicates Fridays for teacher training and planning to enhance educational practices. This allows for continuous reflection and improvement and supports the goal of providing flexible class schedules. On Fridays, students are required to write (known as am extra class) instead of attending in-person classes.

The school has faced (and continues to face) challenges in implementing the project, such as convincing politicians of its importance, and forming partnerships to improve conditions for students. An exceptional feature of the project is its authorization to facilitate a selection process for admitting teaching staff from the group of teachers employed by the municipal government.

In 2018, CIEJA celebrated its 20th anniversary, and the occasion marked a change as the previous principal, Eda, retired and Diego Elias Santana Duarte became the new principal. Diego, a geographer who was already a teacher at the school, expressed his commitment to preserving and enhancing the school's innovative approach. Interviewed school members believe Diego's strong commitment to the school, as well as his background as a black male from the area who has been involved in local cultural and social movements bodes well for CIEJA's continued pursuit of its original goals.

Escola SESC de Ensino Médio

The *Escola SESC de Ensino Médio* (SESC High School) in Rio de Janeiro is a robust project of an innovative high school designed to provide integral and full-time education. Run by the Social Service for Commerce (SESC), a private organization fomented by the state and

operating for the public interest, the SESC High School was initially designed as a boarding school where students and some teachers and staff reside on campus. The school's focus on integral human development and its mission to provide tuition-free access for low-income students sets it apart from traditional private high schools that present educational perspectives strictly focused on preparing students for entrance exams in higher education institutions. As can be revealed from the documents, the project was triggered by the sponsors' wish to generate an innovative experience which could contribute to the discussion surrounding policies for the high school level. This discussion remains crucial in light of Brazil's ongoing and controversial reform of high schools and the growing number of states that are expanding their full-time schools to enhance education quality. The experience of SESC High School can offer valuable insights to the citizen integral education perspective. Moreover, the variations in the approaches, contexts, and strategies of SESC High School in relation to the other two participating schools can provide insights regarding their shared goal of addressing the shortcomings of traditional education.

Project development and design. SESC High School was established in 2008 through a project envisioned by a team of educators and executives from the SESC National Department, with the objective of creating a 500-student model high school in Rio de Janeiro that would "provide students with the skills they need to succeed in the knowledge society, while placing a value on education for life" (SESC, 2010, p. 5). A report on the school's history by SESC highlights that one of the main motivations behind the project was the desire to introduce innovative experiences aimed at enhancing the quality of high schools in Brazil. The report emphasizes that although access to high school had expanded, the same level of quality had not been achieved. The proposal aimed not only to improve academic excellence but also to promote education that develops ethical and humanistic values (SESC, 2010). The initiative is credited to

Antonio Oliveira Santos, the former President of the SESC National Department, who stated that the project aimed to create a school that "includes Brazilian youngsters in the knowledge society with an emphasis on education for life" (SESC, 2010, p. 3). Also, the report stresses the school purpose of promoting cultural diversity and educating students both for the job market and the exercise of citizenship (SESC, 2010, p. 3). These goals align with the objectives of education stated in Brazil's federal constitution and can be related to the citizen integral education perspective.

In order to develop the project, a team conducted technical visits to high schools in Brazil and abroad[21]. In addition, a feasibility study by a private consultancy was conducted to analyze necessary investments and operational costs, and a consulting commission developed the school's academic project, curricular and organizational structure, management model, and student and faculty selection processes (SESC, 2010). The school project resulted in the construction of a physical and technological structure that includes apartments for students and part of the faculty and staff members, a 600-seat theater, a dining hall with capacity for 700 meals at once, a comfortable multimedia library, several sports courts, a maker space[22] and natural sciences labs. The school was designed as a national project, to select students from all over the country, with admission criteria that prioritize low-income students and those from families in the goods, services, and tourism industry. Admitted students receive a 3-year full-tuition scholarship,

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[21] The schools visited in Brazil included Colégio Bittencourt, Instituto de Tecnologia ORT, and Escola Técnica Estadual Juscelino Kubitschek in Rio de Janeiro; Colégio Militar and Escola SESC in Brasília; Escola SESC in Goiania; and Instituto de Educação Ivoti in Rio Grande do Sul. The team also visited Suffield Academy in Connecticut, Williston Northampton School and Deerfield School in Massachusetts, as well as full-time boarding schools in Cuba (SESC, 2010). That team included Claudia G. Fadel, who served as the school principal from 2008 to 2018, and was succeeded by Luiz Fernando de Moraes Barros.
[22] The maker space is a technology laboratory associated with the maker culture, which emphasizes learning through hands-on experience and the use of technology. It provides equipment such as 3D printers, robotic tools, and woodworking tools, among others (Raabe & Gomes, 2018).

including accommodation, food, healthcare, and materials. Until 2019, about 500 students and around 50 teachers with their families lived at the school.

The analysis of the report cited above and data from interviews and field observation suggest at least three main characteristics of SESC High School's project origin and design that distinguish it from the other two schools participating in this study and may affect how social outcomes in a citizen integral education perspective are observed. Firstly, SESC High School was established as a full-time, integral education project from the outset, with a well-equipped infrastructure and intersectoral support. Having these resources enables SESC High School to overcome some of the challenges faced by the other two cases, which often struggled with limited resources and formal barriers to innovation. Secondly, in contrast to the other schools which serve their local communities, SESC High School's student population comes from various regions of the country and, until recent changes, all students lived on campus with reduced contact with external barriers and influences, which may also affect the outcomes. A third aspect consists of the distinct kind of relationship established with the surrounding community/territory. Until recent modifications to the project, few students were from the surrounding communities, which influenced the kind of connection possible with the local area. One possible interpretation is that the kind of community integration generated by the school is more related with their multicultural experience of integrating students from distinct regions than to the local territory. Additionally, it is important to highlight that the project was formulated by a group of experts, in contrast to the other two schools where community engagement determined the features and education strategies of their projects. This difference is not intended to diminish the significance of expert involvement, but rather to suggest that the way an integral education project is designed can influence the kind of community relationship produced.

"A dream school". Participants interviewed often referred to the project as a "dream school," (Rafael, Interview Transcript, 2021; Estevão, Interview Transcript, 2022) praising aspects such as its physical structure, the quality of its teachers and staff, the services it provides (such as meals and health support), and its feature of bringing together students from distinct cultural backgrounds. Indeed, the in-person visit to the school reveals an impressive structure, including its beautiful architecture, lush green campus, theater, multi-sport gym, and high-tech equipped classrooms and labs. As mentioned, the school has been designed to offer an integral education approach that includes both full-time education (from about 8am to 5pm) and comprehensive human development through a variety of classroom and laboratory classes, art, dance, music, theater workshops, sports, and service learning projects. Students also have the opportunity to participate in vocational courses.

SESC High School is organized in class sizes of about 20 students. The school counts on full-time or exclusively dedicated teachers who receive better compensation compared to regular public school teachers. According to teachers interviewed, the continuous training and research incentives provided by the school, as well as the remunerated time for planning and developing pedagogical activities outside of class, are crucial for ensuring the quality of education at the school (Guilherme, Interview Transcript, 2022; Lidiane, Interview Transcript, 2022). Because the students at the school are mostly between the ages of 14 and 17, strict rules regarding their mobility are in place. They are not allowed to leave the campus without the authorization of their parents. Additionally, those who enter the school are subjected to thorough security procedures.

Some strategies noted through interviews and field observations seem to distinguish SESC High School from other regular high schools. For instance, the school includes aspects related to the formation of citizenship both during regular class discussions and extra-curricular activities.

Their Scientific Initiation program (in which students learn the first steps of research) and the Social Commitment Project (in which students develop social initiatives with the local community) have also been stressed in interviews as important initiatives to foster integral education (Felipe, Interview Transcript, 2022). The school encourages active learning methodologies, but allows teachers to choose the approach they feel is most effective. "We believe in the model of practical learning, action-reflection, and action again, but this does not mean that we will necessarily eliminate lecture episodes, even if they are followed by debates and the promotion of critical thinking" (Virgínia, Interview Transcript, 2022). Additionally, school data reveals the strong connection between culture, arts, and education at the SESC High School, evidenced in the robust theater structure with an active agenda that also involves the students and their curriculum. A crucial point highlighted in the interviews with various participants is the idea that SESC High School is a "community of learners" where not only teachers but also students, administrators, and staff members are considered educators (Samuel; Virgínia, Interview Transcripts, 2022). SESC High School main educational strategies, as drawn from interviews and document analysis, include:

- **Full-time education:** The school day involves activities from about 8am to 5pm, including classes on the common core subjects in the morning and learning itineraries in the afternoon period.

- **Cultural Pedagogical Project (CPP):** The school has renamed its Political Pedagogic Project (PPP) to Cultural Pedagogical Project (CPP) to emphasize that it recognizes culture as a fundamental aspect of the educational process. The CPP incorporates arts, knowledge, culture, and critical thinking into its curriculum. The school also has a well-equipped cultural space,

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including a theater, dance room, dressing room, and artistic labs. The cultural agenda offers artistic shows on a bi-weekly basis.

- **Active Learning Pedagogies:** The school uses various methods aligned with an active learning approach.

- **Learning Itineraries:** In 2022, the school adapted its curriculum to the new guidelines established by Brazil's "Common Core" Curriculum and the national High School Reform. The school offers over 100 learning itineraries for students, which are organized by the following actions: Advanced Studies, Scientific Initiation Program and Entrepreneurial Training, Qualification Professional, Social Project, Emotional Intelligence Program, Intellectual Autonomy Program and Volunteer Program.

- **Health support team and structure:** The school provides a health support team and structure, including an industrial kitchen that produces nutritious meals for students and a weight monitoring project run by a nutritionist in collaboration with other health professionals. Students also have access to a local health unit on campus and private health insurance while enrolled.

- **Tutoring:** Each resident teacher and staff member is assigned to a group of 10 students through a program called Tutoring. This program provides support and guidance for students' academic, social, and emotional well-being.

- **Service Learning - Social Projects:** The school has a long-standing tradition of fostering social projects in the nearby communities, which have taken various forms over the years. Recently, these projects have become optional learning itineraries through a service learning approach. The teacher acts as an advisor, but students have a central role in developing the project, including the diagnosis, planning, and execution.

- **Student Assemblies:** There are opportunities for students to discuss any aspect related to the school's organization.

- **Student-Teacher Meetings:** These meetings allow students to provide input for teacher planning.

- **Student Collectives:** The school has fostered the promotion of groups to engage in discussions and work as safe places for minority students to support each other and organize initiatives related to topics such as racism, homophobia, and sexism. Examples of current student collectives are the "Se-lo Negro" (a play on the words "Being Black" and "Black Stamp"), a collective for black and pardo/as students to address issues of ethnic and racial discrimination, and "Tres Marias" (Three Marias), which addresses gender discrimination.

- **LEVE Program (Light program):** LEVE stands for "Laboratory of leisure, experiences, and emotions". This program promotes cultural and leisure activities both on and off campus, with a focus on providing opportunities for rest and enjoyment for students. This includes culinary events, cultural tours of Rio de Janeiro, and a leisure room equipped with games for students to relax and have fun.

- **"Tournament of Houses"**: This is a sports competition organized by the students with the support of physical education teachers. It is inspired by the "Harry Potter Tournament of Houses".

- **Evaluation:** There is no single format for the evaluations and the teachers may have flexibility in using distinct approaches such as the traditional written exams, but also seminars, papers, oral exercises and others. The school also avoids the traditional "Week of Tests" adopted by many traditional high schools.

To provide context regarding the school's results on tests evaluating academic performance, it is worth noting that SESC High School does not have a specific IDEB rate (Index of Development of Basic Education), because this rate is calculated through sampling in the case of private schools in Brazil. However, the school participates in the OECD's Programme for International Student Assessment (PISA) for schools, which provides insights into academic performance compared to international standards, as well as PISA results from Brazil regarding academic and socioemotional aspects. The 2020 PISA report for SESC High School (OECD, 2020b) revealed that that school performed significantly better in Reading, Math, and Sciences than both Brazil and OECD countries[23]. The report also indicated findings correspondent to assessments of students' socioemotional aspects. For instance, it identified that students' perceptions on *motivation* for learning at SESC High School were higher than the national and OECD averages, as well as reported incidents of bullying were much lower (OECD, 2020b). Additionally, data from SESC High School informs that 100% of students who graduated at SESC entered higher education, with 72% already completing it and 28% currently in progress according to a survey conducted with students who graduated between 2008 and 2018 (SESC, 2018).

From 2020 on, SESC High School has been going through administrative changes and format modifications of its original project. The major modification reported in interviews refers to the discontinuation of its residential format, which also implies that the profile of students is now going to be mostly local, once that students will start to travel daily from their homes to the campus. According to a note published by the National Department of SESC, this change started in the student admission process of 2019 and will be gradually implemented until 2024 (SESC,

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[23] The student sample for SESC High School was composed by 80 students, who achieved an average Reading score of 547, a Math score of 539, and a Sciences score of 546. In comparison, Brazil's scores were 413 for Reading, 384 for Math, and 404 for Sciences, while the OECD's scores were 485 for Reading, 478 for Math, and 486 for Science (OECD, 2020b).

2021). The main concern expressed by interviewees is the possibility of teachers and staff not being able to relate with and support students more closely, as well as the loss of educational and cultural opportunities resulting from the multicultural diversity of the campus, which included a variety of accents, cultural practices, and other characteristics from students from all over the country. The changes have been criticized in a newspaper article by former students that experienced the residential format and valued its relevance (Marques, 2021). On the other hand, interviewees have also highlighted the positive aspect of the project reformulation, which is the significant expansion of spots and the consequent inclusion of low-income students from Rio de Janeiro. The school intends to double its enrollment capacity, aiming to reach 1020 students by 2025 (SESC, 2021).

An analysis of references to the (citizen) integral education perspective in data sources

The three schools participating in this study have significant differences in their trajectories and strategies, but they also share important similarities that reveal their close connections with the citizen integral education perspective. In order to provide context for understanding how the participant schools' experiences relate to integral education, this section examines the use of the term in documents that reflect the schools' educational perspectives. Additionally, it explores the perceptions of the interviewed teachers and administrators on the relationship of the concept of citizen integral education with their respective schools. The significance of this analysis is that it provides insights into how the schools and their members invoke the concept of integral education and in many cases its perceived value.

Reference to integral education in documents

The term "integral education" is present in the documents analyzed[24] from the participating schools as well in the interviews with participants. When aligned with the concept of citizen integral education discussed in Chapter 2, the term appears frequently in Campos Salles' PPP (over 10 times), three times in CIEJA's PPP, and three times in the (one-page) presentation section of SESC High School's Courses Catalog. The following excerpts demonstrate the references to the concept of integral education in these documents:

Campos Salles' PPP excerpt:
[Project significance] It (the project) creates a new culture of education, which transcends the school, but is associated with it in order to seek, explore and develop all the educational potential of the community, aiming at the **integral education** of its children and young people, adults and the elderly. (…) seeking alternatives for communication, awareness, reception, thinking of the student as an **integral** being (cognitive, physical, social and emotional) (EMEF P. Campos Salles, 2021, p. 5, 40).

CIEJA Campo Limpo's PPP excerpt:
The key question that arises is how to enhance an education that actually serves the person in its **integrality**, involving mental, affective, intellectual, bodily, existential aspects, in addition to offering elements and subsidies for facing challenges in their community and in the market. Of work. (…) This path, gradually, moved towards the discussion and understanding of the concept of **Integral Education**, to mobilize spaces in the community, strengthening the teaching-learning process (CIEJA Campo Limpo, 2021, p. 6).

SESC High School's Courses Catalog:
SESC High school, founded in 2008, offers an **effectively integral education** for a community of students representing the vast Brazilian cultural diversity (…) Our commitment, already expressed in the institutional mission, is to carry out an **integral education**, anchored academic excellence, work ethic, intellectual and investigative curiosity, physical and emotional balance, creativity, social responsibility, dialogue and respect for differences, be they of any kind, individual or collective (SESC, 2019, p. 3).

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[24] The documents analyzed are the Political Pedagogic Plan of EMEF Campos Salles and CIEJA Campo Limpo, and the opening section of SESC High School's Courses Catalog. In the latter case, I preferred not use the schools' PPP because I was informed that it is not updated (the current version was elaborated in 2014).

The analysis of the documents of the three schools helps to reveal a tendency to primarily relate the term "integral education" to the idea of viewing students as a whole, taking into account their various dimensions beyond just the cognitive aspect. Although this recurrent definition of integral education is present and aligned with the literature discussed in Chapter 2, it does not include other elements that constitute the concept (and are also present in the educational strategies of the participant schools) such as education for citizenship. Another important aspect is that the PPP documents of EMEF Campos Salles and CIEJA Campo Limpo have explicitly connected integral education to their communities and territories, while the SESC High School document has emphasized the significance of their internal community, which is however marked by a diverse group of students from all regions of the country.

Additionally, it should be noted that the presence of explicit references to the concept of integral education in the documents of certain schools that adopt innovative approaches may indicate that the concept is gaining greater currency in educational discourse. This trend corresponds with the interpretation offered in the literature, which suggests that the approach to citizenship integral education has regained a place in the educational debate in recent years, especially following the implementation of national policies such as the Mais Educação program (Menezes, & Diniz Junior, 2018).

Reference to integral education in interviews

With regard to participants' perceptions[25] as drawn from interviews, SESC High School's participants promptly recognize the term as part of the school's educational perspective, given that the school was established specifically as an integral education and full-time institution.

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[25] With regard specifically to this question, it is important to clarify that I focused on speaking with school administrators and teachers because they are typically more directly involved in discussions and training on the school's pedagogical approach.

Interviewees from EMEF Campos Salles and CIEJA Campo Limpo also confirmed this understanding, providing justification connected to the conceptualization of citizen integral education adopted in this research. Only one interviewee from CIEJA Campo Limpo expressed that the term was not necessarily ideal for referring to their experience, as the concept "has been co-opted by a more neoliberal perspective of education" and that "many full-time schools have had problematic experiences as they don't offer structure and human resources, but just expand time" (Helen, Interview Transcript, 2022). This suggests that the understanding of the concept of integral education is still evolving and is a matter of debate, as already discussed in Chapter 2. But the results also suggest that for most participants, the notion of integral education is more closely associated with the approach adopted in their schools than with full-time schools or other forms of understanding it. This evidence may indicate the significance of incorporating the idea of "citizenship" into the concept of integral education, as adopted in this study, through the use of the term "citizen integral education". Important to note, I have not discussed the use of the term "citizen" with participants interviewed, but only the notion of integral education.

In line with the school's documents, the interviewees also commonly associated the concept of integral education with the notion of considering students as a whole, but they have also added further details to this concept, highlighting some of the other elements of integral education. For example, participants from all three schools emphasized the need for education that is aligned with students' interests and helps prepare them for active citizenship (ideas that are aligned with the *Democracy and citizenship* element discussed in Chapter 2). Several interviewees also stressed the importance of addressing students' social and emotional well-being (which can be seen as another facet of the *Whole student* element). The following excerpts provide representative examples of

their responses to the question about the use of the concept of integral education in relation to their

schools:

Campos Salles:

Yes, the project develops all students' potentials, because it sees the student as a whole, even because of the Tutoring that the teachers develop, so each teacher has their pupils, and there will be this analysis as a whole of the student. I see it as an integral education (Liz, Interview Transcript, 2022).

[We seek to develop] the most important thing in the life of an educator, which is to understand that the student is an integral being, the student is a competent being, who is capable of organizing himself individually and collectively to learn and live (Cecília, Interview Transcript, 2021).

CIEJA Campo Limpo:

We don't exactly call it [an integral education school], but we should be seen as part of this discussion of integral education because we welcome everything the student needs (...) CIEJA integrates this individual and his life as well. Personal, professional, social (...) So, yes, I consider it integral education (Luana, Interview Transcript, 2021).

Yes. We even have some official guidelines that reports the integral education approach as a goal (...) It is already a very common practice at CIEJA. It is precisely when you look at this student as a whole (...) in an educational perspective that goes beyond pedagogical issues, towards a much more citizen education (Milena, Interview Transcript, 2021).

SESC High School:

We say that our school presents an integral education teaching proposal not just because it is integral time. Our proposal is integral education because we work with all subjects, we present a very comprehensive view of what is being worked on in the classroom (…) It is integral because of the cultural resources we have available (…) It refers to the formation of an integral human being. With the least limited view possible, with an expanded view of life and the world (Patrícia, Interview Transcript, 2022).

Something essential for a quality education is to be focused on the integral formation of the student and the globalized formation of that student. So, he graduates, so he can be an active citizen in society and observe what is happening in the world (Lidiane, Interview Transcript, 2022).

Interviewees from Campos Salles and CIEJA Campo Limpo more frequently stressed the

importance of the socioemotional aspect and the challenges related to supporting students in

dealing with different types of violence they face daily, although this was also a concern from

SESC High School's school members. An aspect that was only mentioned by teachers from SESC

High School was the perception that integral education is also connected to a more "globalized education", which expands students' knowledge, engagement and opportunities beyond the local context. Indeed, it would be a worthwhile topic for further research to examine the alignment of SESC High School with a *global citizenship education* perspective, as mentioned in Chapter 2. Notably, data from SESC High School seems to indicate that the school incorporates these themes into its curriculum through class discussions, promoting student engagement with citizenship values that extrapolate the local dimension in a multicultural and socially engaged view. This is probably related to SESC High School's possibilities of promoting a more internationalized education perspective that offers incentives such as academic international exchange opportunities, lectures with external guests on multicultural perspectives, and resources to inform students about pursuing higher education abroad.

Most participants I spoke with regarding the concept of integral education were familiar enough with the concept to relate it to their schools. Only one teacher expressed discomfort, stating they would need to learn more about the topic before discussing it. In this vein, a policymaker from the regional directory of the Municipal Department of Education noted in our interview that he has observed an increasing familiarity among teachers with the idea of integral education "as a way to transform traditional education", as it is being discussed more frequently in official documents such as the Municipal Curriculum and in teacher training initiatives (Lauro, Interview Transcript, 2022).

An analysis of educational strategies in relation to the six elements of citizen integral education

This section examines the relationship between the educational strategies implemented by schools and the six key elements of citizen integral education already discussed in Chapter 2. The

educational strategies were identified through a *structure coding* process (Saldaña, 2016) in order

to search for key themes and patterns in the data related to "education strategies", as discussed in

Chapter 4. To identify the education strategies, I looked at participants' perceptions, activities,

behaviors, school documents and my own analytic memos regarding various school factors such

as pedagogies, curriculum, and school climate, as indicated in Chapter 3. This analysis generated

60 codes representing education strategies, which have been approached in two main ways. First,

the codes (strategies) were organized in relation to the six elements of citizen integral education,

as presented in Table 3. Secondly, I sorted the codes into eight categories and grouped them in

three primary themes from a thematic analysis of the data to provide a summary of the main

emphases of schools in their educational perspectives and praxis. These themes are: "The Whole

Student (and their Needs)", "Ethical, Democratic, and Citizen Education", and "School-

Community Collaboration". The themes and their respective categories will be further developed

in the following subsections. The aim is not to classify these schools as either "(citizen) integral

education schools" or not, but rather to gain a deeper understanding of their approaches, which

may be helpful to the formulation and implementation of other experiences and policies related to

integral education.

It is worth clarifying that, while the first section of this chapter offered a broad introduction

to the trajectories, contexts and strategies adopted by the participating schools, the following

considers the educational strategies in more depth and includes school-factors not previously

detailed such as those referring to school climate, member composition and to informal activities

and experiences. Additionally, it considers the educational strategies listed in Table 3 in the context

of a thematic analysis of the data as previously mentioned.

All three of the participating schools have strategies in place that are specific to each element of citizen integral education, even though some strategies may vary from one school to another as outlined in the table. For instance, the Students' Mediation Commission and Tutoring are vital strategies for addressing socioemotional aspects of students at Campos Salles and SESC High Schools respectively. For CIEJA Campo Limpo, it is the use of classroom resources by teachers on a daily basis, such as the Phrase of the Day and the Students' Journal, which provide opportunities for students to discuss their realities in a manner that ensures they are heard and supported by the school. To provide clarity on these aspects, whenever a particular strategy was not universally adopted by all three schools, I have indicated the names of the schools in brackets that primarily incorporate those strategies as part of their educational perspectives and practices. Additionally, it is worth noting that the table constitutes an effort at systematization but it does not neglect that multiple elements and strategies are strongly interrelated and interdependent in order to achieve citizen integral education.

Table 3 - Participating schools' strategies in relation to citizen integral education

Elements of citizen integral education	Strategies adopted by the participating schools to implement their educational perspectives
(1) The whole student	• Affective and empathetic teacher-student relationships • Teachers get to know their students individually and their life contexts • All employees considered educators • Resources for vulnerable students • Respect for student learning pace • Meals provided • Avoidance of (pseudo) meritocratic and middle-class values • Curriculum-integrated activities/classes and projects for various aspects of human development • Schools and teachers are strongly committed to the learning process of every student • Tutoring *(Campos Salles and SESC High School)* • Student-led mediation commission *(Campos Salles)* • Students' Journals and Extra classes *(CIEJA CL)*
(2) Democracy and citizenship	• Education for citizenship in an interdisciplinary and transversal approach • Fostering critical thinking

	• Centrality of shared values (e.g., autonomy, solidarity, respect) • Empowerment, diversity, and empathy promotion • Horizontal relations with students • Belief in student competence to participate in decision-making processes • Collective problem-solving and Assemblies • Open access to school administration • Democratic and socially commited leaderships • Collaborative learning approach • Learning based on student-elected themes *(Campos Salles and CIEJA CL)* • Active Student Association *(Campos Salles and SESC High School)* • Active School Board *(Campos Salles and CIEJA CL)* • Students' Republic *(Campos Salles)* • Student-led collectives for identities' related discussions and mutual support *(SESC High School)*
(3) The community and the territory	• Organic relations with the local community *(Campos Salles and CIEJA CL)* • Community social projects and service-learning approach *(SESC High School)* • Partnerships with social movements, individuals, and civil society organizations • Cultural activities such as theater and art exhibitions • Open communication with parents • Partnership with local residents' associations • Recognition that education is not disconnected from culture, social issues and the environment of the community • Recognition of education as a community issue *(Campos Salles)* • Reduction of security measures *(Campos Salles and CIEJA CL)* • Building an "educative neighborhood" / Walk for Peace *(Campos Salles)* • Promoting or engaging with collective social rights (e.g., Walk for Peace) *(Campos Salles and CIEJA CL)* • Building a "community of learners" *(SESC High School)*
(4) Innovative pedagogy and practices	• Active learning pedagogies • Research-based learning process • Collaborative work and shared tables • Teachers work collaboratively • Multi-teacher classrooms/study rooms *(Campos Salles and CIEJA CL)* • Study Rooms instead of traditional classrooms *(Campos Salles)* • Workshops *(Campos Salles)* • Rotating curriculum by knowledge areas *(CIEJA CL)* • Innovative leadership • Remunerated teacher training and planning time • Continuous teacher training and research incentives
(5) Intersectoral governances	• Integration with other teams, resources and spaces of the educational complex CEU *(Campos Salles)* • Integration with other teams, resources and spaces of the educational complex SESC Polo Educacional *(SESC High School)* • Partnerships with public agencies for health, housing, and transportation *(Campos Salles and CIEJA CL)* • Collaboration with local community organizations

	• Partnerships with civil society organizations
(6) (Dignified and fairer) Times and spaces	• School infrastructure for science labs, sports, culture, and arts activities
	• Physical and technological structure for hands-on learning
	• Kitchen and dining facilities
	• Meaningful architecture and visual atmosphere
	• Flexible use of time and spaces to meet student needs

While Table 3 provides a list of educational strategies which can discerned to be associated with each of the schools, it does not imply that schools have not or do not continue to face challenges in implementing such strategies. For example, access to necessary resources or lack of engagement and resistance are a reality as previously mentioned, as well as out-of-school factors that constitute structural barriers for students' development. In this vein, the following discussion also includes reflection on the importance of certain resources so that citizen integral education strategies can be put in place, and seeks to analyze how the differences between the cases may indicate paths and necessary conditions for their implementation. Related to that, a discussion on the school factors pertaining to the strategies will be further explored in an analysis in the next chapter.

The following sections discuss the three themes that represent the most emphasized strategies in the educational practices and beliefs of the participant schools, namely: (i) whole student development (and their needs); (ii) ethic, democratic, and citizenship education; and (iii) "school-community contamination". For each theme, an examination of its respective categories as identified in the data analysis is also presented.

The whole student (and their needs)

The initial theme pertains to the strategies associated with promoting an educational perspective committed to *the whole student,* which consists of a crucial element in the citizen integral education perspective. The analysis of the data from interviewees, documents and field observation indicates that the participating schools emphasized two key aspects that translate the

understanding of this commitment to the *whole student* in their contexts: one refers to the school's role in addressing students' "social and emotional needs" to support an integral development, and the other focuses on the "development of individuals' multiple dimensions" (intellectual, physical, artistic, political, etc.). As noted earlier, these are recurring topics of controversy in literature – particularly due to questioning of the school role in assuming those functions –, but the data can clearly be seen to suggest that the three schools demonstrate a strong commitment to both aspects.

The first aspect refers to the "social and emotional needs" of students. It is connected to the emphasis placed by participants from all schools on strategies listed on the table such as knowing their students individually in order to recognize the particular challenges and strengths of each student, respecting their learning paces and providing support accordingly. This category is also closely tied to the establishment of affective and empathetic relationships between school members, particularly between teachers and students, where teachers are able to put themselves in the shoes of their students and create a safe space where students feel valued and heard. Indeed, teachers and school members interviewed frequently emphasized that students' social and emotional aspects should come first so learning can happen. A former administration member of EMEF Campos Salles stated:

> Students do not come to school with only their heads, but they come with their whole bodies, and, when their come with their whole body, they bring all their emotions, all their histories, their knowledge, as they are an integral being, in all their dimensions. So, this is not possible that we educators say "Well, I'm going to teach my math class only" and forget about this complexity. It is not possible, because there is no learning if the child is starving, suffering violence, being repressed, not being heard and with no opportunity to manifest their ideas (…) We should look at them as integral citizens, complete beings, in their entirety, who don't go to school just to learn Portuguese and Math. It's for much more." (Laura, Interview Transcript, 2021)

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This perspective is in line with the literature on citizen integral education, which highlights the importance of not reducing learning to a pedagogical intellectualism that disregards the complexity of human beings, including their bodies and minds (Arroyo, 2012). The experiences of the three participating schools suggest that innovative pedagogies and practices are important for creating the conditions for the consideration of the whole student, including the reorganization of times and spaces, such as the changes in the traditional 50-minutes model class with one teacher. For instance, EMEF Campos Salles and CIEJA Campo Limpo have implemented a shared teaching model (with 2 or 3 teachers per class/study room) that allows teachers to spend more time with their students, getting to know them as individuals. At SESC High School, although classes follow a more conventional format with a single teacher in a shortened timeframe, the tutoring program has been praised for allowing teachers to understand their students' families, backgrounds, and needs. In this sense, the discontinuation of the tutoring program as it is conducted in the residency model has raised concerns among some school members as reported in informal conversations during my field work. The school is now exploring alternative strategies to replace the tutoring program, and further research would be valuable to evaluate the impact of these changes on students' academic and social development.

Strategies adopted by the three schools include structure and intersectoral support to address students' needs, particularly those related to health and social assistance. Interviewee from SESC High School have valued the existence of a robust support network for tutors to aid in their role. Experiences at Campos Salles and CIEJA Campo Limpo also highlight that teachers and school staff adopt the strategy of connecting or establishing partnerships with external stakeholders for support related to health and social assistance to students and their families. However, the comparison between the cases highlights the advantages of SESC High School in counting on

intersectoral strategies and support, suggesting that a structured cross-sectoral approach with resources at school for social, mental, and physical health support would be extremely beneficial. This draws attention to the importance of the citizen integral education elements (stressed in Chapter 2) of *Intersectoral governance* and *(Dignified and fair) times and spaces*, which are crucial for observing the multiple dimensions of human development in citizen integral education.

While conducting field observations in all three schools, I noticed another strategy, which was also highlighted by interviewees from EMEF Campos Salles as essential for the perspective of *serving the whole student*: "One should not impose middle-class values on students from the *favelas* or *periferias* (outskirts)" (Cecília, Interview Transcript, 2021). This means avoiding discourses and practices anchored in the meritocratic perspective that disregard students' contexts, structural barriers, as also emphasized by teacher Davi from EMEF Campos Salles (Interview Transcript, 2022). The *self-in-context* framework introduced in Chapter 2 and 3 reinforces this perspective by emphasizing that an individuals' agency is influenced by the structures and contexts that surround them (Feinstein et al., 2006). Therefore, when teachers and other school staff look at students through middle-class and meritocratic-based lenses, they may not fully understand their students' attitudes and may not be able to properly identify their strengths.

The other key aspect that reflects the commitment to the *whole student* in their contexts is the "development of an individuals' multiple dimensions". This is primarily achieved with an emphasis on promoting activities and projects – mostly integrated with the curriculum – which enable the exploration of various dimensions of human development, such as artistic, cultural, and physical. For example, at EMEF Campos Salles, data from interviews revealed that the Educational Unified Centers (CEU), which are educational and cultural complexes mentioned earlier, significantly improved opportunities to integrate the school curriculum with cultural,

artistic, and sports activities (Viviane, Interview Transcript, 2022). However, participants from that school also noted the importance of more time as a precious resource for effectively implementing integral human development (Silmara, Interview Transcript, 2021; Viviane, Interview Transcript, 2022). SESC High School provides an interesting contrast as the school has always had extended time, which it has used to provide students with a significant variety of artistic, sports, cultural, and social/civic engagement activities. Time and structure have been reported by interviewees from that school, including former students, as important for their comprehensive development (Alice; Felipe, Interview Transcripts, 2022). This is an important point of attention, which is related to the citizen integral education element of *(Dignified and fairer times and spaces)*. Specifically, it supports the argument in the literature that expanding the school day in Brazil is essential for (citizen) integral education (Moll, 2012).

In relation to the debate found in the literature surrounding the establishment of partnerships with civil society organizations to enhance students' educational opportunities, two key points have been identified. Firstly, interviewees from EMEF Campos Salles and CIEJA Campo Limpo emphasized the benefits that their schools had gained from partnerships with external organizations, including access to resources and integration with the community context. Secondly, it is crucial to note that the partnerships developed by these schools are formed with grassroots movements or civil society organizations that are connected to, or make efforts to understand and integrate with, the local community. They do not establish partnerships with organizations linked to private interests that are disconnected from the concrete experiences and needs of the community.

It is also worth noting that the participating schools in this study implement student assessment strategies aligned with a citizen integral education perspective. These assessment

strategies seek to minimize traditional standardized tests which have been suggested to disregard students' paces and characteristics (Joice; Paula, Interview Transcripts, 2022). Innovative practices such as Campos Salles' global grade system and CIEJA's assessment mapping approach help assess students' progress in various areas and importantly, not only the cognitive domain. SESC High School, when avoiding the traditional "Week of Tests" often seen in high schools and using various assessment forms seem to provide a more comprehensive understanding of their students' learning processes despite entrance exam pressure, as reported by students interviewed (Samia; Felipe, Interview Transcript, 2022). Indeed, interviewed students in all three schools have reported that these distinct approaches to evaluation contributes to their feeling that the schools are not only concerned with their intellectual achievements, but with their development as a whole (Celina; Kátia, Interview Transcripts, 2021; Maíra; Miguel; Samia, Interview Transcripts, 2022). However, it's important to highlight that academic and cognitive development are also priorities, as evidenced by interviewees who highly emphasized the strategy related to the commitment of schools and teachers to the learning process of every student.

In summary, the participating schools have demonstrated a strong commitment to approaching the student as a whole, considering their multiple dimensions – such as intellectual, physical, emotional, and cultural. The strategies implemented for that purpose were twofold – addressing students' social and emotional needs and promoting learning experiences that fostered their development in multiple dimensions – reinforcing previous scholars' argument that schools should be involved in strategies that address the social and emotional needs of students (Moll, 2012; Arroyo, 2012, Ferreira, Bernando & Menezes, 2018). The strategies were connected not only to the *Whole Student* element of citizen integral education, but can also be linked to distinct others elements, namely *Innovative pedagogy and practices, Intersectoral governance and*

(Dignified and fairer) times and spaces. These strategies involved, for instance, developing empathetic and closer teacher-student relationships, providing resources and connections to health and social services, reorganizing schedules and physical spaces to better suit students' needs, and incorporating curriculum-integrated activities and assessment approaches that also promote cultural, artistic, physical and intellectual development.

Ethic, democratic and citizen education

The second major theme, "Ethic, democratic and citizen education" relates mainly to the citizen integral education element of *Democracy and Citizenship*. An analysis of the data helps to reveal that the three participating schools place a strong emphasis on their educational strategies regarding three aspects: "the establishment of an ethic system", "the implementation of democratic strategies and practices", and "education for citizenship and critical thinking".

With regard to the "establishment of an ethic system", it can be noted that the participating schools attribute great importance to defining the values and principles that they want to be part of the school culture and students' education. This was referred to as an "ethic system" by an interviewed participant from EMEF Campos Salles (Cecília, Interview Transcript, 2021). Indeed, the five principles of EMEF Campos Salles previously mentioned have been spontaneously cited by almost all participants interviewed for this case, and are also recognized by members of the community of Heliópolis. During my visit to the community library in Heliópolis, I observed the school's values painted on the walls and one interviewee reported that local leadership constantly refers to those values in their discourses (Cecília, Interview Transcript, 2021). Similarly, CIEJA's values are frequently referenced by different school members and newcomers. Community members engaging with the school are constantly reminded of those values. In both cases, the values have been chosen democratically with the participation of all

school members. It is worth noting that this strategy of establishing a clear system of values is not commonly highlighted in the literature on citizen integral education, but these schools have demonstrated social outcomes associated with this approach, as will be discussed in the next chapter.

The SESC High School case reveals another aspect of the values that are underlying a school culture that can be linked to the citizen integral education perspective. Teachers who I interviewed recognized that they end up serving as role models for their students in their simple actions and reactions in different situations. Something that is reinforced while living with students for an extended school day. As one teacher stated, "We spend a lot of time with students, so there is a significant pedagogical aspect in relation to your posture, what you say, and what you do. A colleague of ours used to say that even walking in the school corridors is a pedagogical act" (Guilherme Interview Transcript, 2022). Interestingly, this reminds us that teachers and other professionals working at schools are also integral to the educational process, and that their values impact the process. By extension, their own well-being matters to the educational outcomes. In this sense, working conditions at schools are a crucial aspect of a citizen integral education perspective. Furthermore, this sheds light on the idea that this "ethic system" may be linked to the school factor of *informal activities and experiences* as was discussed in Chapter 3. These activities involve unexpected or unforeseen situations both inside and outside the classroom, which reinforces the perspective that learning occurs through multiple spaces and interactions within the school.

A second key aspect of educational strategies is the "implementation of democratic strategies and practices". This involves the cultivation of horizontal relationships between school members, particularly between teachers and students, and the belief that students are competent

and should have their voices elevated. Participants in all three schools emphasized that democratic values are primarily learned through practice. The schools have a culture of encouraging student participation in decision-making and empowering them to actively engage in activities in and outside the classroom. Strategies commonly used in these schools include assemblies, and active Students' Association or School Board, as well as innovative strategies such as the "República dos Estudantes" (Students' Republic) at Campos Salles. In the case of CIEJA's Campo Limpo, a culture of horizontality is reflected in the teachers' approach in the classroom, where they aim to empower students to speak and share their knowledge rather than positioning themselves as the sole source of knowledge. These strategies are embedded in the school's culture and reflect the attitudes of teachers, administrators and staff members, not only during the assembly but also in their relationships and responses to everyday school situations.

In this vein, it is worth noting that the democratic strategies implemented by the three schools are different from some schools' experiences of democratic management, which become restricted to decision-making of pro forma issues not necessarily meaningful for students (Zero & Soares, 2020). In contrast, these strategies are used as an educational opportunity to promote democratic values and citizenship education. An interview with a transgender student revealed that the school assembly provided a platform for her to address discriminatory practices from certain students. According to her, the assembly was an important tool for educating the entire school about inclusivity and eradicating prejudices against the LGBTQI+ community (Marília, Interview Transcript, 2021). For the case of SESC High School, a strong emphasis is placed on encouraging student leadership, as demonstrated by their active Students' Association involved in both their own agendas and the national secondary students' movement.

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A third key aspect of educational strategies related to ethic, democary and citizenship is "education for citizenship and critical thinking". This has been translated into several strategies developed by the schools aiming to achieve these outcomes. This was an aspect that participants noticeably emphasized as an important commitment of their efforts. One common strategy employed by these schools is the use of an interdisciplinary and cross-cutting approach to education for citizenship during class discussions, rather than offering a standalone course such as "citizenship education". Academic activities, classes, and multidimensional programs at the participating schools all address cross-cutting themes such as gender discrimination, racial and ethnic violence and discrimination, environmental issues, social issues, climate change, indigenous populations' rights, the importance of informed voting, and health. The projects and school culture that promote civic and social engagement within the community and broader city territory also emphasized an important aspect of students' learning related to democratic and socially committed engagement.

The *citizenship education perspective* adopted by the participating schools not only involves the inclusion of related themes in the classes and other activities, but also encompasses efforts to create an inclusive environment that embraces and empowers diversity. While this aspect is not ignored in the literature on citizen integral education, the experiences explored in this study suggest that more attention should be paid to the "decolonial" role of education, which refers to a form of knowledge construction "with and from subjects subordinated by coloniality," such as indigenous and Afro-descendant peoples, *quilombolas*, and individuals with diverse sexual and gender identities, as opposed to hegemonic educational logics (Walsh et al., 2018, p. 6). At CIEJA Campo Limpo, commitment to promoting diversity is evident in its composition of school members and students. The school welcomed a project for trans women from the municipal

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government, and has a high enrollment of trans women, as well as the highest number of students with disabilities in the country. At the school, there are no private restrooms for teachers or other employees and all restrooms are gender-neutral. This reconfiguration of spaces was cited by different interviewees as important for fostering respect and valuing diversity. Another important way of promoting respect for diversity, as reported by former school administrators from EMEF Campos Salles and CIEJA Campo Limpo, is through adhering to a school culture rule that requires individuals to be addressed by their names rather than by characteristics related to their sexual orientation, skin color, or social class (Luana; Interview Transcript, 2021; Viviane, Interview Transcript, 2022).

According to both the interviewees and field notes for the SESC High School case, the school's culture is characterized by initiatives that promote diversity and empathy both through content explored in classes and strategies that extend beyond the traditional academic curriculum. For instance, a former student that was interviewed demonstrated his admiration for the schools' reaction in response to an incident of homophobia that happened many years ago by encouraging and supporting students. This was done by leading discussion groups to discuss this and other important topics in Brazil's context – such as ethnic and racial discrimination, and gender discrimination (Rafael, Interview Transcript, 2022). Additionally, interviewees mentioned efforts by their school to create diverse student groups in order to promote multicultural learning and values of empathy and respect. As one teacher explained (Estevão, Interview Transcript, 2022), "Whenever possible, we'll bring together a student from the Northeast region, another from the South, and the Southeast in the same room. If possible, we'll mix a student who is evangelical with a Protestant, an African-based religion, and a Catholic". These two examples illustrate strategies that represent an active role of the school in fostering citizenship, firstly when it promptly reacted

to an episode of homophobia and secondly when it proactively cares about the school factor of school composition, guaranteeing that students will live in diverse environments. They are another strong aspects related to the citizen integral education element of *Democracy and Citizenship*.

In conclusion, the data analysis shows that the three participating schools place a strong emphasis on promoting democracy and citizenship, recognizing that students are social and political beings (Ferreira & Pinheiro, 2018). The schools prioritize their strategies in three main categories: "the establishment of an ethic system", "the implementation of democratic strategies and practices", and "education for citizenship and critical thinking". The schools' strategies involve promoting a system of established values that are connected to democracy and citizenship, approaching citizenship education in an interdisciplinary and transversal way, promoting critical thinking through class discussions, and developing proactive strategies to foster diversity and empowerment. Moreover, these strategies are linked to other elements of citizen integral education, such as the *Community and the territory*, and *Innovative pedagogy and practices* in their objectives of upholding democratic values, promoting critical thinking, and fostering civic and social engagement.

"School-community contamination"

The third theme generated using coding analysis of the data is labeled as "*School-community contamination"*. It refers to the distinct strategies related to the integration between the schools with their communities and the city/territory. They are more clearly connected to the citizen integral education element of *Community and Territory,* which emphasizes the importance of schools recognizing that education is not disconnected from culture, social issues and the environment where it is situated. The term comes from an in-vivo coding word used by a former member of EMEF Campos Salles administration in our interview to explain the relations between

the school and the local community (Cecília, Interview Transcript, 2021). As mentioned earlier in this Chapter, the three schools develop different strategies related to this theme, reflecting the context specificity of this element. all can be considered valuable forms of community engagement from a citizen integral education perspective. Their strategies can be seen through three main focuses: "organic relations with the community", "learning opportunities in the territory", and "service learning".

With respect to the "organic relations with the community", the data analyzed suggests that the term "contamination" is particularly appropriate to describe the relationships established between EMEF Campos Salles and the community of Heliópolis. This relationship is a rare and reflects a highly organic example of the integration of an elementary/middle school with its local community. Unlike creating a one-way and superficial relationship with the area, which often results in projects that are limited to obtaining support from parents for some of the school's needs, EMEF Campos Salles has implemented a much deeper and synergistic relationship with the community. The school has chosen to embrace the fact that it is located in a specific territory and, as Milton Santos argued, represents cultures, identities, values, and other aspects produced by the social interactions in that place (Santos, 2000). The removal of the school's external walls symbolizes this intention of not denying, and instead emphasizing, that the school is influenced by Heliópolis' social dynamics, both in terms of its vulnerabilities and strengths, whether it's a student or another school member who brings them. As noted by a former member of the school administration, "The educational spaces of the community, including particularly (the residents' association) UNAS, (the educational complex) CEU and (EMEF) Campos Salles were treated as a single space, the *Educative Neighborhood*. We organized peace walks and cultural events together, focusing on themes that were relevant to the community" (Viviane, Interview Transcript,

2022). The Walk for Peace is an example of a strategy fostered by the school, embraced by Heliópolis' residents, and many other educational institutions in the area, such as other preschools and high schools. According to teacher Joice (Interview Transcript, 2022), the preparation for the Walk for Peace starts many weeks before and distinct themes regarding the promotion of local citizenship are explores with students. This clearly reveals the connection between these strategies and other elements of citizen integral education, such as *Democracy and citizenship.* In the same vein, participants valued the visits promoted by the school with teachers and other school members at Heliópolis so that they could further know and learn with their students' realities. Those initiatives objectives were both to "dissolve the fears of the unknown" and "humanize the relations", as a father and community member explained (Alberto, Interview Transcript, 2021).

CIEJA Campo Limpo also presents an important history of organic connections with the local community, actively involving itself in crucial social issues and vibrant cultural movements and civil society organizations of the Capão Redondo region. Also, an interviewee observed that the school had become a reference point for support during disasters, such as a fire and a flood that affected a nearby favela (Luana, Interview Transcript, 2021). In that case, the school's actions included providing a location for donations. The school participates in municipal committees related to housing rights, transportation, and other social rights demanded by the community, including their own students. A former member of the school administration explained: "The school has to be a part of this community, not apart from it. In order to understand, enhance, be respected, help, and transform this community" (Luana, Interview Transcript in 2021). Her perception relates to the aspect highlighted in the literature by scholars such as Costa (2012), who emphasizes that the connection with the local community makes the school a more meaningful

space for students, families and staff members – which is also a form of approaching the citizen integral education element of *The whole student.*

The second category (expanded learning opportunities in the territory) refers to several strategies implemented by schools such as partnerships with local cultural organizations or visits to events throughout the city/territory. As illustrated by a teacher at CIEJA Campo Limpo, "The school is never alone. It's really a network, it's integrated with a support network. There are many social, cultural, artistic projects in this region, which is very rich in terms of independent collectives, there's a lot going on in this area" (Milena, Interview Transcript, 2021). The school also organizes field trips for students to visit cultural and art exhibitions in the city of São Paulo, which are often far from students' homes and may not be easily accessible to them. During my fieldwork period at the school, I had the opportunity to spend a day in an indigenous community located on the outskirts of São Paulo, which reinforced my understanding of how schools and students can benefit from expanding their relationship with the territory and its diverse cultures, as discussed in Chapter 7. In light of these experiences, data from CIEJA case also revealed the schools' possibilities of expanding students' learning opportunities by exploring the city's resources and assuming a role as an institution where intersectoral policies can take place (Leite & Carvalho, 2016).

The third category (service learning) is mostly related to projects that integrates the curriculum with meaningful services developed by students in the community. SESC High School presents strategies aligned with the concept of *service learning* (Nádia, Interview Transcript, 2022), which is understood by school documents as related to the purpose of promoting the educational aspects of "social responsibility inherent to the production of knowledge, supporting initiatives developed in the communities, implementing youth-society partnerships and promote

the integration of the school community itself with other surrounding institutions" (SESC, 2019, p. 63). The school primarily develops projects by collaborating with existing institutions in nearby communities like *Cidade de Deus* and *Gardênia*, such as civil society organizations, residents' associations, shelters, and churches. Examples are projects of adult literacy and intergenerational knowledge exchange (Isabella, Interview Transcript, 2022), and actions to promote resources for women's health (Samuel, Interview Transcript, 2022). Despite the significance of these initiatives, interviews and informal conversations have highlighted the desire from some school members that the relations between the school and the community to be strengthened, expressing their belief that the school's high-quality infrastructure should be even more utilized by the nearby neighborhoods. Other interviewees have also linked recent changes in project design, such as discontinuing the residency requirement and increasing enrollment, to the need to include more students from local communities (Virgínia, Interview Transcript, 2022). Although this research has limitations in terms of providing a detailed analysis of this specific aspect, the data obtained from interviews, document analysis, and field observations regarding aspects of the citizen integral education element of *Community and Territory* suggests that there is potential to establish a stronger connection with the local territory, in spite of the significative projects that are already in place within the community and at SESC High School.

To sum up, the experiences of the three participating schools in this study devote significant importance for strategies developed to integrate with the local community and the city. These strategies relate with the element of *Community and the territory* as explored in the literature, but are also interrelated with other elements, such as *Democracy and citizenship* and the *The whole student.* The main categories of "organic relations with the community", "learning opportunities in the territory", and "service learning" represent distinct strategies that the schools

deploy to reach the purpose of school-community integration. Examples of these strategies are the construction of an Educative Neighborhood by EMEF Campos Salles, the partnerships with local cultural movements developed by CIEJA, and the service learning and social engagement projects fostered by SESC High School.

Conclusion

This chapter introduced the schools that participated in this study and examined their educational perspective in relation to the concept of *citizen integral education*. The primary aim was to present the contexts, trajectories, and educational strategies of the three participating schools – EMEF Campos Salles, CIEJA Campo Limpo, and SESC High School – and investigate the extent to which their educational strategies align with the six elements of citizen integral education presented in Chapter 2. By analyzing interviews, documents, and field notes, the chapter explored the initial and ongoing motivations behind the schools' implementation of innovative projects. This revealed motivations common to other schools and contexts in Brazil's education landscape, such as social vulnerabilities and emotional aspects affecting the educational experiences of students, and limited educational engagement related to disconnection with their contexts, cultures, and lives. In the three school cases, several strategies aligned with a citizen integral education perspective were adopted to disrupt traditional educational models that fail to meet the academic and social needs of students. The discussion and analysis of the main educational strategies adopted by the three participating schools helped to reveal that each school has developed strategies related to all six elements of citizen integral education presented in Chapter 2.

Despite the differences in context and student profiles, these schools provided valuable examples of how to practically implement the elements of citizen integral education. The analysis

revealed that, despite differences in contexts, school levels, and student populations, the schools share many similar educational strategies that are crucial for promoting citizen integral education, such as building affective and empathetic teacher-student relationships, using active learning methodologies, exploring democratic and citizenship engagement through praxis, and adopting evaluation methods that depart from traditional standardized tests. Moreover, the differences between the cases provided valuable lessons, including the importance of infrastructure and intersectoral initiatives in providing students with the support they need to flourish. In conclusion, all three schools share a belief in an education that expands human development in all dimensions and promotes democracy and citizenship in an integrated form with communities.

CHAPTER 6. THE SOCIAL OUTCOMES OF EDUCATION ASSOCIATED WITH PARTICIPANT SCHOOLS

This chapter addresses the second research question by discussing and analyzing the social outcomes generated by the schools and how this relates to the educational approaches adopted by the schools. It discusses how the educational experiences developed by the three participant schools affect students' social dimensions, including health, wellbeing, citizenship, and civic engagement. The chapter also provides insights on the interplay between citizen integral education strategies and the school-factors framework. Finally, it analyzes expert and school data to provide insights into the challenges associated with the experiences of the participant schools and the implementation of citizen integral education policies in general.

The social outcomes related to the schools' educational strategies

This section summarizes the key social outcomes resulting from the educational strategies adopted by the three schools that participated in the study. The primary social outcomes that are discussed are those related to health/wellbeing and citizenship and civic engagement, as already mentioned in Chapter 3, but several other aspects emerged from the data. The social outcomes revealed from the data were primarily at the micro (individual) and meso (school, community) levels – although some reflections on the macro level are proposed in the concluding chapter. To reveal the social outcomes, an inductive approach based on the "structural coding" method was used to search for data that could be related to the label of "social outcomes of education." The data sets analyzed comprise interviews, field notes and school documents, including slices of data from participants' perceptions, beliefs, and attitudes observed during fieldwork, as well as triangulated data from school documents. The coding was grouped into 19 categories of

intermediate outcomes, which were categorized based on their relatedness to broader social outcomes, leading to six themes of social outcomes as listed in Table 4.

The six themes of social outcomes are considered as distinct types social outcomes as follows: 1) enhanced health and wellbeing, 2) autonomous, democratic, and engaged citizens, 3) ethical and empowered individuals, 4) comprehensive human development, 5) increased local peace and social rights, and 6) improved right to education. As can be seen from Table 3, these can be linked to several *intermediate* social outcomes that serve either as mediators for the main outcomes (e.g., the sense of belonging as a psychosocial mediator for emotional health) or as one outcome of a broader category that encompasses several related outcomes (such as the list of intermediate outcomes related to reduced levels of violence). Drawing on the self-in-context framework (Feinstein et al., 2006) and the related Ecological Systems Theory (Bronfenbrenner, 1979), the approach taken here is that intermediate outcomes reflect the interplay between students (self) and their environment (schools as a mesosystem of influence), also recognizing that other systems influence an individual's *ecology* and that education must consider student integration with the broader society. Accordingly, the analysis focuses on revealing the intermediate social outcomes which result from the interplay between school strategies and (primary) social outcomes. For example, by revealing directly or indirectly reported relationships between the two through data triangulation from participant interviews, field observations, and document analysis.

Although most of the intermediate and primary outcomes discussed were observed in all three schools, specific school experiences were closely related to certain intermediate outcomes. For instance, the reduction in community violence was more closely linked to the EMEF Campos Salles project. Furthermore, based on the expected self-in-context relationships, as well as participant interviews and field observation data, the intermediate and primary outcomes listed in

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the table do not necessarily apply to all students, as individuals are influenced by multiple context-specific factors. Nevertheless, these data support the interpretation that these outcomes represent the overall effects of school experiences, which are strongly influenced by the educational strategies discussed in Chapter 5.

Table 4 – Intermediate and primary social outcomes of education in participating schools

Intermediate social outcomes (Micro and meso levels – individuals, schools, communities)	Primary social outcomes (Micro and meso levels – individuals, schools, communities)
• Sense of belonging • Self-esteem • Healthy habits • Basic needs fulfilled	**Enhanced health and wellbeing**
• Critical and autonomous thinking • Participatory, collaborative and dialogical attitudes • Sense of social responsibility and civic engagement	**Autonomous, democratic and engaged citizens**
• Solidary, empathetic and anti-discrimination individuals • (Majority-)minorities empowerment • Sense of purpose and future	**Ethical and empowered individuals**
• Multi-dimensional education (e.g., arts, sports, culture, technology) • Real-world education • Boosted job satisfaction and opportunities	**Comprehensive human development**
• Reduced student aggression • Community violence decreased • More social rights of the community attained	**Reduced levels of violence**
• Fairer times and spaces at school • Greater trust in the school and its staff • Increased student engagement and curiosity in learning	**Right to education**

1. Enhanced health and wellbeing
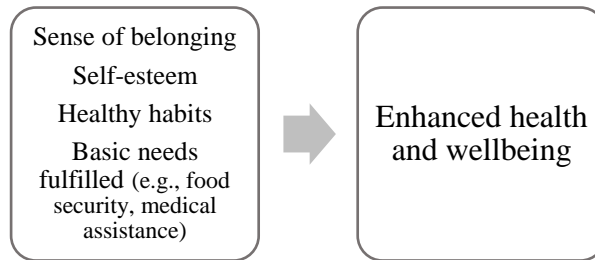
The self-in-context framework can be useful for connecting education strategies to health beyond the school context by enhancing protective features of the self, such as autonomy and resilience, that guard against the health impacts of stressful or risky environments (Feinstein et al., 2006). The findings from the interviews, fieldwork, and document analysis, indicate that participating schools promote health and well-being by fostering at least two intermediate outcomes related to aspects of the self, namely a "sense of belonging" and "self-esteem". Additionally, the data reveals evidence of two other intermediate outcomes: namely, the development of "healthier habits" and the "satisfaction of basic needs (such as food security and medical assistance)". The latter are promoted by a school culture that values dimensions of human development beyond just intellectual capabilities. These four intermediate outcomes are interconnected and mutually reinforcing, ultimately leading to improved emotional and physical well-being among school members.

The first intermediate outcome, a sense of belonging, is defined in the literature as the feeling of being accepted, respected, included, and supported by others (Goodenow and Grady, 1993). Interviewees frequently mention these aspects when describing their experiences in schools, associating them with strategies such as the establishment of affective and empathetic relationships between school members, the active promotion of inclusiveness and respect for diversity promoted by the schools, as well as the opportunity to share their challenges and feel heard and supported.

For instance, teachers, staff, and administrators from CIEJA Campo Limpo were highlighted as having a distinctive quality for treating everyone with kindness and respect, valuing students' backgrounds, and providing support when necessary. This approach led students to regard the school as their "second home" and even refer to it as a "healing place" due to the increased wellbeing and improved physical health that they have experienced (Noemi, Interview Transcript, 2021; Milena, Interview Transcript, 2021). As part of such school experience, being able to share their emotional and social obstacles with their peers and teachers during discussions of problem situations, for instance, has been associated by students with a feeling of connectedness, acceptance, and support from others, which are essential for a positive sense of self and emotional well-being. In addition, it is worth highlighting the school's commitment to creating a sense of "home" for students can be related to aspects of the physical facilities – by promoting their involvement in creative and maintenance activities for the school garden and encouraging artistic interventions on the school walls. This fosters a sense of belonging among students who were not comfortable with the traditional school model (Helen, Interview Transcript, 2022).

Fostering a sense of belonging among students was found to have a positive impact on reducing risky behaviors that can harm their physical health, such as drug use, crime, and exposure to violence. In that regard, a former administrative member of EMEF Campos Salles stated, "Although the school has unfortunately lost some students (who lost their lives to drugs or homicides by drug trafficking or the police), many others have empowered themselves, attended college or have started working and are thriving" (Viviane, online interview, 2022). It is important to note that the "whole student" strategies developed by the participant schools, as discussed in Chapter 5, not only provide students with a sense of acceptance but also resources and practical support. For example, interviewees from CIEJA Campo Limpo emphasized that school members

may assist youth and adult students with resume writing (Helen, Interview Transcript, 2022), and EMEF Campos Salles interviewees stressed that younger students may be connected with health and social assistance professionals when necessary (Flávia, Interview Transcript, 2022). The association between a more welcoming environment and a reduced occurrence of risky behaviors, as reported by participants, is consistent with previous studies, which have also shown that risk behaviors may be more prevalent in schools that do not foster a sense of belonging (Bonnel et al., 2019).

The second intermediate outcome resulting from the educational strategies implemented by the participating schools is the enhancement of students' self-esteem. Self-esteem refers to how individuals perceive and value themselves. Prior research has indicated that self-esteem plays a crucial role in promoting mental health (Mann et al., 2004) and improving physical health (Reitzes & Mutran, 2006). Field observations and interviews conducted at the participating schools suggest that strategies that respect students' unique learning paces, as well as those that encourage their active participation in school initiatives, can boost their self-esteem. Additionally, student-led projects can be related to the promotion and support of students' self-esteem. For example, Samia, a student from SESC High school, reported that participating in a media and journalism project led by students helped her feel integrated and competent, providing her with support during the emotional difficulties of the COVID-19 pandemic (Interview Transcript, 2022).

In the context of EMEF Campos Salles, their strong connection with the community was found to have a positive impact on students' self-esteem. In fact, efforts to overcome negative stigmas and create an "Educating Neighborhood" in Heliópolis were reported to have also increased community self-esteem as a whole. Interviews and fieldwork data indicate that both the symbolic and concrete aspects of these efforts contributed to improved students' perceptions of

their own value and potential. Beyond the positive reputation build around the notion of the Educating Neighborhood, the provision of public services by the residents' association (UNAS) and the construction of the educational complex (CEU) discussed in Chapter 5, gave students the confidence that they now have access to opportunities that were previously out of reach – such as the Baccarelli Institute, a recognized music institute who also provides activities for EMEF Campos Salles' students, and the vocational school ETEC (*Escola Técnica Estadual*, or State Technical School). When asked about the main benefits the project has brought to the students, the teacher stated, "Now, they believe in themselves, and few things are more important than that" (Joice, Interview Transcript, 2022).

The third intermediate outcome refers to the adoption of healthier habits among students, including food habits and sports practice. Student accounts refer to increased awareness of the importance of healthy habits, which can be seen in attitudes changes reported by them and their teachers. Data analyzed shed light on the importance of a school culture that values both students' emotional and physical health, rather than solely focusing on their cognitive development, so that they themselves incorporate this idea in their beliefs and attitudes. Moreover, the outcomes of the adoption of healthier behaviors have also been associated with increased knowledge regarding healthier habits in students' daily routines. At CIEJA Campo Limpo, themes related to health are often chosen by students as a topic of exploration. As a result, it is not uncommon for students to report to their teachers that their health has improved. "They tell me they started walking and their blood pressure improved, after a project at school on the power of physical activity", said teacher Milena in an interview (Interview Transcript, 2021). This is coherent with what longitudinal studies have suggested, namely that learning experiences can be associated with smoking cessation, physical activities, satisfaction, and improvement in nutrition (Schuller, 2017).

Lastly, the intermediate outcomes regarding basic health needs, such as food security and healthcare, align with the proposition of the citizen integral education literature that schools should be fair and dignified spaces that contribute to the whole development of a person (Arroyo, 2012). SESC High School's infrastructure and policies clearly demonstrate that access to resources can effectively meet the basic health needs of students, including nutritious meals and healthcare. Although traditional schools commonly face challenges when adopting an integral perspective that recognizes students as a whole, such as infrastructure limitations, both CIEJA Campo Limpo and EMEF Campos Salles seek for alternatives to providing services that meet students' basic needs. Participants interviewed from both schools shared that they often connect students with a psychology service in the public health system to address emotional and mental health issues. Sonia, who suffered from depression while attending CIEJA Campo Limpo, stated, "CIEJA changed my life. I have a better life story because of CIEJA, and I don't know if I would be here to tell my story without their support" (Sonia, Interview Transcript, 2021).

2. Autonomous, democratic and engaged citizens
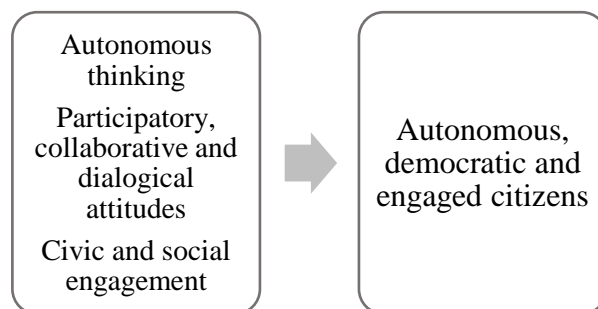
When asked about the primary social outcomes associated with their schools, participants from all three schools promptly emphasized the importance of "citizenship education", a recurrent concern in Brazil's discourse and academic scholarship as discussed in Chapter 2. This perspective

has been associated with several intermediate outcomes, including "autonomous thinking", "participatory, collaborative and dialogical attitudes", and "civic and social engagement", which will be discussed in this section. Although the schools employed different strategies to promote these outcomes, they have placed significant emphasis on essential aspects of citizenship education in integral education scholarship, namely learning citizenship through praxis and the opportunity to exercise basic citizenship rights within the school environment.

The first intermediate outcome refers to gains in terms of increasing autonomous thinking and attitudes of students. The idea of autonomous thinking was often referred to by participants interviewed as a means of enhancing students' abilities to question and think independently. This ties in with the idea of critical thinking which, as argued by Vincent-Lancrin and colleagues (2019), encompasses the recognition that multiple perspectives exist and that they are based on assumptions (and may have limitations), even when apparently superior to other perspectives. This was also mentioned by interviewed teachers from the participating schools, who reinforced their belief on the importance of providing multiple angles and opportunities for reflection (Virgínia; Joice, Interview Transcripts, 2022).

An interesting example of the occurrence of a critical thinking opportunity among students from EMEF Campos Salles is to reflect on the reaction that educators working in high schools in the neighborhood have when they encounter those students in their classes after they graduate from middle school. Similar accounts like this were reported by an interviewee from EMEF Campos Salles:

> We know that teachers from high schools in the neighborhood use to say 'Oh, here come the Campos Salles' students!', because they know that those Campos Sales' students are the most questioning, they are the ones who won't accept everything and stay quiet, they are the ones who will speak up: 'but why is that?' (…) and they want to share their opinions (…) And we are super proud because that's exactly what those students have to do. We want them to be really inquisitive, that they are critical, and not that they accept everything

and lower their heads. We want that they develop their own critical thinking, their own vision of society (Melissa, Interview Transcript, 2021)

During the interviews conducted at EMEF Campos Salles, multiple respondents emphasized the importance of autonomous thinking in the development of critical thinking skills and the ability to construct knowledge through research-based learning, rather than simply reproducing information for evaluation purposes. Students highlighted the value of collaborative work at shared tables (Maíra, Alexandre, Miguel, Interview Transcripts, 2022). Maíra shared that "exchanging knowledge with peers teaches much more than simply copying content from the teachers board or memorizing lessons" (Interview Transcript, 2022). During fieldwork, I observed a situation that highlighted the different perspectives that EMEF Campos Salles' students have regarding their learning process. In a meeting of the student association, a clip from a movie was shown depicting a teacher dictating phrases to their students in class. A student in the meeting who was watching the movie clip asked genuinely, "What? Are they getting punished?" The teacher explained that dictating is not an unusual practice in many (traditional) schools. This incident provided compelling evidence of EMEF Campos Salles' outcomes in terms of their students' critical education.

It is worth emphasizing that the development of student autonomy is reflected in their attitudes. At CIEJA Campo Limpo, the promotion of autonomy among students with disabilities is particularly inspiring. I heard several accounts of students with disabilities who gained significant autonomy in executing tasks and reflecting on things they were not previously stimulated to do (Milena, Interview Transcript, 2021; Fábio, Interview Transcript, 2022). These examples not only prepare students for citizenship but also enable them to exercise their fundamental citizen rights in the school environment, offering *dignified spaces and time* during

their stay at school, as proposed by the citizen integral education perspective. An important strategy mentioned by interviewees from various schools is the presence of democratic and socially responsible school administrators, including the principal and pedagogical coordinators. They should prioritize involvement in pedagogical and social matters rather than focusing solely on bureaucratic and administrative issues (Viviane; Virgínia, Interview Transcripts, 2022). This view is also supported by the literature on school administration, which highlights the crucial role of school administrators in ensuring that schools fulfill their social responsibilities and promote citizenship education (Zero, 2006).

The second intermediate outcome is related to the development of participatory, collaborative, and dialogical individuals. Specifically, these outcomes are linked to the promotion of democratic citizenship, which is one of the primary goals of education, as argued by educators such as Dewey, Teixeira, and Freire, as mentioned in Chapter 2. Interviews and field observations indicated that these outcomes were associated with the establishment of a democratic school culture through various strategies, including horizontal relationships among school members and initiatives that gave students a central role in decision-making and problem-solving. A commonly reported outcome in interviews from all three schools was that students learned to reject authoritarian behaviors and measures and valued the opportunity to participate and influence aspects of school organization and the academic sphere. Throughout this process, the data highlighted the students' development as individuals who could cooperate and negotiate through dialogue. For example, Alexandre, a 9th-grade student from EMEF Campos Salles, stated that the primary advantage of his school over others was that students learned how to work together with their peers rather than individually (Interview Transcript, 2022). This aligns with teacher Flávia's observation that EMEF Campos Salles' students develop unique socialization and negotiation

skills through shared tables and pedagogical strategies that promote collaboration between peers. According to Flávia, "They learn to deal with each other (…) They learn that they have their own will, but there is also someone else's wish. So how do you negotiate that? They're going to have to look for a collective perspective" (Interview Transcript, 2022).

The social outcomes pertaining to participatory, collaborative, and dialogical abilities were also deemed particularly significant in the sense of empowering students who face invisibility or are not allowed to speak in other settings due to discrimination based on factors such as race-ethnicity, gender, place of origin and social class. Teachers from CIEJA Campo Limpo shared this perspective, saying that the open school culture for listening and elevating students' voices and identities contributed to made them feel comfortable in manifesting their opinions, improving their self-confidence as political subjects, and engaging in participatory opportunities in the school and beyond.

> We notice that they often arrive without self-esteem. They are afraid, afraid to speak, afraid to make mistakes, and have a feeling of insecurity. And the students who pass through CIEJA, they leave with autonomy. They leave with this issue of looking at themselves and seeing themselves as individuals who have rights and duties. And that they can speak, that they deserve to be heard (Milena, Interview Transcript, 2021).

The third intermediate outcome of citizenship education is the development of civic and social engagement in students, which aids in their comprehension of their roles as citizens in both the social and political domains. Teachers and former students whom I interviewed from the three participating schools perceived that former students become more involved in social projects as a result of their education. The interviewees mentioned engagement in pre-existing social projects related to diverse themes, ranging from initiatives of local sustainable development in Amazonia to *mutirões* (joint ventures) for building homes for vulnerable populations, as well as the creation of noteworthy original initiatives, such as sewing cooperatives and a civil society organizationthat

trains young people in volunteering while collecting funding and resources for various organizations (Helen; Alice, Interview Transcripts, 2022). Besides the increased awareness gained through class discussions and several strategies of sensitization for social aspects at schools, another possible explanation for these outcomes in terms of social engagement is the development of *civic skills*. Verba, Schlozman and Brady (1995) emphasized this idea regarding competences related to routine tasks required by many engagement initiatives, "like running meetings, giving speeches, and writing letters", as detailed by Campbell (2006, p. 58). Indeed, my field observations have shown the many types of learning experiences that students in the participant schools have, such as through the service learning projects in SESC High School, from which students seem to acquire several valuable assets related to practical project execution.

Political engagement was demonstrated through various initiatives. For example, at SESC High School, the student association encourages students to register to vote. At CIEJA Campo Limpo, students became more aware of the importance of considering the engagement of candidates with disadvantaged populations. At EMEF Campos Salles, participatory experiences appear to have contributed by choosing representatives, engaging in various projects and organizations, such as the Heliópolis residents' associations and the hip hop movement, and strengthening their sense of community consciousness and agency (Cecília, Interview Transcript, 2021; Davi, Interview Transcript, 2022). It is worth noting that some degree of distrust towards the political system was also observed, although it was not thoroughly explored.

Lastly, the EMEF Campos Salles case provides examples of increased civic, social and political engagement throughout the community of Heliópolis. An example cited by interviewees is the strengthening of the residents' association (UNAS) through its participation in the Educative Neighborhood project, which enhances the community's potential for civic and social engagement

and its ability to provide services to the local population. When thousands of Heliópolis residents and students from different schools in the region participate in the Walk for Peace, they improve their motivation for civic and social engagement and their "community consciousness," as stated by a former member of the school administration (Cecília, Interview Transcript, 2021). This increased awareness of community power has inspired hope among many community members regarding the potential of education to promote social justice and has strengthened their engagement in the school or in local projects. This is in line with previous studies that found community consciousness being an outcome of civic engagement (Flanagan, 2020).

3. Ethical and empowered individuals
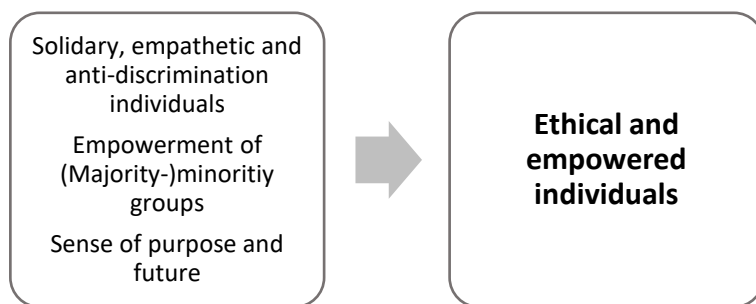
This section presents intermediate outcomes related to the education of "ethical and empowered individuals", which are also considered attributes related to the integral development of students. The intermediate outcomes mostly refer to the formation of ethical values and attitudes (i.e., "solidary, empathetic and anti-discrimination individuals") and outcomes interconnected and influenced by those values (i.e., "Empowerment of (Majority-)minorities groups[26]"; and increased "sense of purpose and future"). These outcomes interrelate with the aspects of citizenship discussed in the previous section but, due to their relevance and frequency in the data, they were

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[26] The term "majority-minority" in the description of this intermediate outcome is used to refer to groups that, despite facing discrimination, make up a larger proportion of the population or a specific group in some schools, such as women, and black and pardo/a individuals.

interpreted as a specific type of intermediate outcomes associated with the education strategies proposed by the participating schools.

According to the data, the first intermediate outcome listed, namely "solidary, empathetic and anti-discrimination individuals," is associated to the strategies based on the establishment of values that form an ethical system in the participating schools, as discussed in Chapter 5. This finding is relevant in the context of promoting citizen integral education, because the development of certain values is considered crucial for individuals to practice citizenship (Lodi & Araújo, 2007, p. 69). Official documents and programs of the Brazilian Ministry of Education (Lodi & Araújo, 2007) as well as concrete experiences, such as the Escola da Ponte (Pacheco, 2012), have explored the interrelation between ethics and citizenship and suggested that schools should be a place where important ethical values are developed. Among the values that are part of the school's ethical system, the data indicates that solidarity, empathy, and anti-discrimination attitudes are emphasized, and the following kinds of discrimination have mostly appeared in participants' discourses: racism, sexism, homophobia, transphobia, disability discrimination, discrimination based on social class or place of origin, and fatphobia.

The promotion of solidarity, empathy, and an active stance against discrimination has been observed through various interrelated and complementary strategies. Among these strategies, three stand out. The first one involves cultivating a school culture that embodies these values and reflects them in everyday informal activities and situations. For example, students can learn from the attitudes or omissions of teachers and other school members when dealing with episodes of discrimination. I have heard several remarks from students attesting to the positive impact of witnessing acts of solidarity or empathy displayed by their teachers and other school members, both in reacting against any form of discrimination and nurturing postures that foster and support

plurality and diversity of all kinds. Such experiences inspire students to become more attuned to the importance of these values (Rafael, Interview Transcript, 2022; Clarisse, Interview Transcript, 2021). The integration of these values is evident not only in schools but are manifested by students in their relationships with family members and other environments they frequent, as noted by teachers from all three schools (Melissa; Laura, Interview Transcripts, 2021; Lidiane, Interview Transcript, 2022). It is worth noting that many teachers and school staff interviewed expressed that their schools' educational approaches have significantly transformed them into more empathetic individuals (Patrícia, Interview Transcript, 2022; Fábio; Sonia, Interview Transcripts, 2021). Fábio, a staff member at CIEJA Campo Limpo, shared that he used to have prejudices against students who were drug addicts, but the understanding and supportive attitudes of teachers and school administrators towards this issue, and the positive outcomes he witnessed from these attitudes, changed his perspective. He stated, "As I am from the periphery, I used to be tougher in the surface and hide emotions. But that school taught me to love people even more and to respect differences" (Fábio, Interview Transcript, 2021). The testimony of teachers and other school members shows that their wellness and preparation for their innovative approaches should also constitute an important aspect to consider within the perspective of citizen integral education.

The second strategy involves promoting situations or initiatives that foster empathy by encouraging students to put themselves in others' shoes. The students' mediation commission at EMEF Campos Salles provides an excellent example of such a strategy. In this approach, students are encouraged to discuss different perspectives of the same situation, recognizing the complexity of human emotions, which fosters empathy and solidarity among participants. An inspiring exercise proposed by the commission involves participants being asked to share positive feedback about the person involved in the situation being discussed by saying "what we like about you and

what you do very well", with a transformative impact on both educators and students according to a former school administrator from EMEF Campos Salles (Viviane, Interview Transcript, 2022).

The third strategy involves promoting coexistence with diversity in school composition, a topic that has been explored by previous scholars in the international literature (e.g., Preston & Green, 2003; Rinnooy Kan et al., 2021; Janmaat, 2022) and included in the conceptual framework for this study (see Chapter 3). Despite divergence in the literature regarding the effects of diversity in school composition, data analyzed in this study allows for the interpretation that school composition can generate noticeable positive attitudes towards diversity. At SESC High School, the cultural diversity in terms of place of origin was highlighted by students as an opportunity to break the prejudices they bring from regions of the country which are historically marked by prejudice, such as the Northwest region, from which many poor immigrants of color migrated to other states. At CIEJA Campo Limpo, the coexistence with many trans women led many interviewees to report that they have changed their minds about gender identity and reduced their prejudices (Sonia, Interview Transcript, 2021; Tatiana, Interview Transcript, 2021). An account from a student at CIEJA Campo Limpo regarding the process of changing her views regarding disabilities illustrates how this kind of learning can occur through coexistence with diversity:

> During my first lunch at CIEJA, I was seated at a table with a blind man. Initially, I had this preconceived notion that he might reach into my plate or something. I even considered getting up from the table, but then I made a conscious decision to hold off on eating until he started. But did he surprise me! He ate elegantly, using his fork skillfully, wiped his mouth with a napkin, got up from the table, and even asked for permission to leave. I was so ashamed of myself... I was really ashamed, and I couldn't help but think about it on my way home (Clarissa, Interview Transcript, 2021).

This kind of experience, particularly when combined with a school culture that fosters respect and values diversity, seem to produce noteworthy positive outcomes. Drawing on Pacheco's (2012) argument, the aforementioned accounts serve to emphasize the significance of

schools acknowledging that values permeate human relations and education and can be actively fostered by schools.

The second intermediate outcome described in this section, "empowerment of (Majority-)minority groups", can be related to the strategies for promoting values and attitudes discussed above, as they also empower groups that have traditionally been marginalized and underrepresented. These groups include people of color, migrants, women, members of the LGBTQIA+ community, and also children and youth, who often face adultcentrism in traditional schools. Several pieces of evidence make it clear how the experiences in the school context can empower these groups. Interviewees from CIEJA Campo Limpo shared that since many women enrolled in the school suffer from domestic violence and other consequences of sexism, the school actively addresses these issues in various ways. Interviewed teachers and members of the school administration have associated it with the presence of many women seeking support or getting divorced. "The school has been known as a 'wedding breakupper' for some time ago," said teacher Theo (Interview Transcript). Another teacher I interviewed also shared that after discussing related topics with the students, she realized she should not accept the kind of relationship she had and got divorced. Another example cited by interviewees from participating schools is their perception that students undergo a process of recognizing and being proud of their black heritage, which changes the way they dress and makes them proud of their Afro hair. Overall, data has shown empowerment outcomes related to changes in situations of oppression and aesthetic empowerment, which have also been identified by decolonial pedagogy and Culturally Responsive Educational (CRE) practices.

The third intermediate outcome, referred to as "sense of purpose and future," pertains to the increased perception of an individual's ability to achieve their personal and professional

goals in the future. This outcome is a crucial internal asset that aligns with the self-in-context framework. According to Hammond (2004), the "sense of purpose and future" is related to an individual's aspirations and future orientations, which are connected to significant attributes such as self-esteem and self-understanding. In the scope of this study, the empowerment outcome that was described above – relating to increased well-being, emotional and physical health, and autonomous thinking – seem to be significantly related to maintaining or improving students' aspirations and future orientations. During the interviews, students from all three schools demonstrated a strong commitment to continuing their education and improving their living conditions. For instance, informal conversations with many students from EMEF Campos Salles indicated their intentions to take the competitive entrance exam for the technical school ETEC, and students from CIEJA Campo Limpo expressed their desire to complete high school after graduating from CIEJA Campo Limpo. Furthermore, data from SESC High School indicated, for instance, that 100% of their students were either attending or had attended college (SESC, 2018).

4. Comprehensive human development
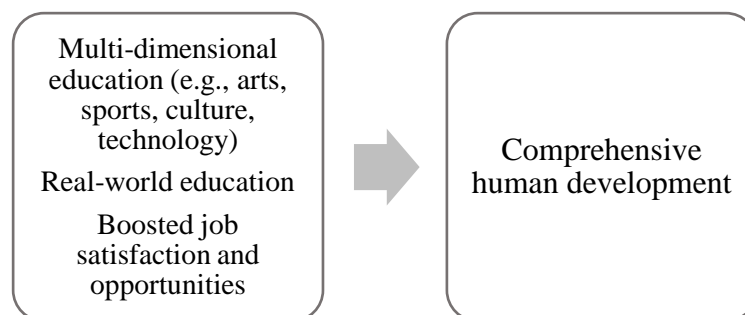
The outcome "comprehensive human development" relates to a key aspect of citizen integral education, on that recognizes the limitations of traditional academic content in promoting students' development in their multiple dimensions. The experiences of the three participant schools have revealed that expanding education to encompass wider aspects of human

development has resulted in many benefits for students. Based on data analysis, three intermediate outcomes can be highlighted, namely "multi-dimensional education (e.g., arts, sports, culture, technology)", "real-world education", and "boosted job satisfaction and opportunities".

The intermediate outcome "multidimensional education (e.g., arts, sports, culture, technology)" is supported by evidence that students in the participating schools receive a more comprehensive education focused on developing a wider range of skills. This is in part a result from more involvement in activities related to arts, sports, culture, technology, and international languages. According to the interviewees, this kind of education has uncovered talents that may have otherwise gone unnoticed and has led many students to pursue artistic or technological professions that are often undervalued in traditional schools. Furthermore, students have developed connections with the world of sports, which has increased their physical activity levels. Samuel, a student from SESC High School, shared that the diverse activities that students engage in have allowed them to develop different forms and languages of expression, leading to increased wellbeing (Interview Transcript). Through exposure to arts and cultural activities, students have also gained a better understanding of citizenship, diversity, and a sense of belonging including among previously inaccessible spaces in the city.

A variety of strategies deployed by the three schools have contributed to achieving a multi-dimensional education. These include arts classes, workshops in collaboration with local organizations and cultural representatives, cultural shows, and other activities implemented by the specialized educational complexes (i.e., CEU) at both EMEF Campos Salles and SESC High School. For example, it is evident that students benefit from both learning to be proficient in the arts and attending or experiencing cultural events. Heitor, a staff member of SESC High School who works in the cultural field, illustrated the first aspect by sharing his perception about the

development of a shy student's expressiveness and sociability after a year-long circus course at the school (Interview Transcript, 2022). Similarly, cultural and artistic shows have proved effective to explore topics in the curriculum and promote citizenship. Heitor explained that such strategies elicit a greater sensitivity in students than mere theoretical discussions in the classroom:

> Discussing the issue of migration due to war may seem distant to those who have not experienced it firsthand. However, when students attend a presentation by a music group from Syria, they are exposed to a new dimension of aesthetics and unfamiliar cultural elements. This experience leads to a deeper understanding and empathy towards the issue, unlike learning about it from someone who lacks personal experience or simply reading about it in a book. We strongly believe in the effectiveness of such cultural and artistic strategies (Interview Transcript, 2022).

Interviewees from EMEF Campos Salles and CIEJA Campo Limpo also agreed that exposing students to diverse cultural and artistic expressions results in the development of a greater sensitivity towards the richness of human experience, which is an essential part of a citizen integral education perspective that goes beyond traditional academic instruction.

The second intermediate outcome, "real-world education," refers to the development of practical skills for everyday life and the learning of themes that are meaningful and connected to student lives. Strategies that involve selecting themes and developing pedagogies based on research and problem-situations connected to students' interests can be seen to provide relevant learning experiences for students. This, in turn, increases their interest in knowledge building and provides them with information that is important for navigating real-world situations. The integration with the community has also been emphasized by interviewees and was evident through field observations that identified and prioritized strategies connected to the community culture and context. For instance, during the in-class preparation for the Walk for Peace at EMEF Campos Salles, and at the most recent edition of that event, I could perceive an emphasis on exploring

themes related to the current social and economic context of the country, which deeply affect the lives of students and their families in Heliópolis.

Additionally, the intermediate outcome of "Real-world education" encompasses a dimension related to the Freirean concept of "learning to read the world". This approach recognizes that the educational process extends beyond the mere acquisition of written language and academic knowledge. Noemi, a member of the school administration at CIEJA Campo Limpo underscores that the ability to read and write is not confined to graphemes and phonemes but entails a complex process wherein students appropriate and re-elaborate the elements of their past experiences and contexts, with the aid of pedagogic activities and class discussions that take place in the school. Such a process enables students to transform their social interactions with these elements. As a result, she says, "This process has a significant impact on the subjective and social experience of each student. It is fascinating to hear their accounts in the graduation ceremony expressing their reflection on their development" (Noemi, Interview Transcript, 2021).

The third intermediate outcome related to the development of comprehensive human development refers to "boosted job satisfaction and opportunities." This outcome was primarily identified at SESC High School and CIEJA Campo Limpo due to the age of their students and, consequently, greater proximity to the labor market. Interviewees from SESC High School associated their multidimensional education in several fields, such as arts, sports, and culture, with an expansion of their intended courses for college and a more informed career choice, which improved their chances of success and job satisfaction. Alice, a former student at SESC High School, shared that, although she initially wanted a profession in the field of health, she could take a robotics course, for instance, as the school "gives you the opportunity to discover yourself" (Interview Transcript, 2022) According to Alice, many of her peers changed their initial goals to

areas more aligned with their personalities and trajectories, and "the most incredible thing for me is that every SESC student is very successful in what they do, you know? Because I think we learn so much about doing what we like that we end up doing well naturally" (Alice, Interview Transcript, 2022).

The account of Tatiana, a former student at CIEJA Campo Limpo, serves as a powerful example of the potential of an integral approach to education that delves into the diverse dimensions of students. Tatiana faced numerous structural obstacles throughout her life, including infant labor, sexual abuse, and the tragic loss of her husband and son. Despite these challenges, she had already demonstrated remarkable resilience by founding a civil society organization in Capão Redondo that employed sports and physical activity, notably running, to aid hundreds of women and children. Tatiana emphasizes that the education she received at CIEJA played a pivotal role in further empowering her and setting her on a positive trajectory.

> Through my involvement in the arts, practicing public speaking, and doing theater at CIEJA, I had an experience I never had before. Before CIEJA, I was already an activist, but after leaving the school, my confidence skyrocketed. The world felt small to me then. [laughs] (…) You see, for many years, no one had given me a platform to speak up. People never listened to me and thought I had nothing important to share. Now, I cannot talk to everyone and have not time to respond to all requests of those wanting to hear my story. This is why people call me Forrest Tatiana, a storyteller (Tatiana, Interview Transcript, 2021).

Professionally, Tatiana is now able to dedicate herself to administering the organization she founded, and no longer must rely on sewing to sustain herself financially. She has started to give lectures in several other organizations, both nationally and internationally. In fact, many CIEJA Campo Limpo alumni have reported improvements in their professional opportunities after graduating from the school, such as being promoted to higher paying positions at work, being

admitted to public tenders, and even graduating from college, which increases their chances of social mobility (Sandra, Interview Transcript, 2021).

The vocational courses offered by both schools were also cited as a strategy that boosts students' job opportunities. Although this study does not provide a detailed analysis of this topic, it appears that CIEJA Campo Limpo would greatly benefit from having access to more improved vocational course opportunities although they do offer opportunities that end up enriching skills and possibilities. In the case of SESC High School, they have robust partnerships to offer vocational courses and are in the process of adapting to the high school reform learning itineraries requirements.

5. Increased local peace and social rights
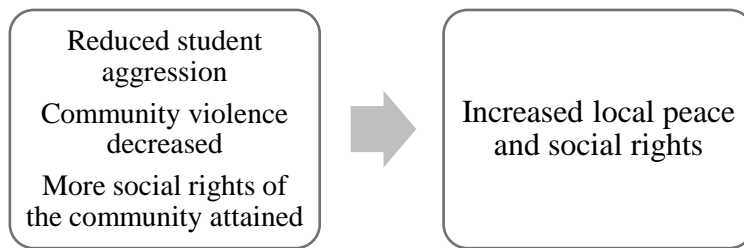
The outcome "increased local peace and social rights" is closely linked to some of the issues that led EMEF Campos Salles and CIEJA Campo Limpo to initiate their innovative projects, including high violence levels and the disconnect of education from local cultures and contexts. Intermediate outcomes such as "reduced student aggression," "decreased community violence," and "more social rights of the community attained" demonstrate that an integrated educational approach that is not developed in isolation from local communities can contribute to social transformation in the surrounding area. Important to note, the latter two intermediate outcomes relate to the identification of outcomes at the community (meso) level. Additionally, this section

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discusses some limitation to the scope of the research in identifying wider social outcomes in specific cases.

The first intermediate outcome, "reduced student aggression," refers primarily to a result explicated by participants from EMEF Campos Salles, which reached a decrease in conflict levels among students and other school members when compared to its past[27]. Interviewees from EMEF Campos Salles who have experienced the project since its inception reported a history of routine violent conflicts among students at that time, and a parent who used to run a business in front of the school mentioned witnessing daily fights that no longer occur (Cecília; Alberto, Interview Transcripts, 2021). Field observations and interviews suggest that several interrelated aspects may have contributed to the reduction of aggressive behavior, and the school's strategies may have played a role in this change as further detailed.

The whole student approach, as related to the citizen integral education perspective, involves strategies such as empathetic teacher-student relationships and pedagogic methods (such as shared tables where students collaboratively develop dialogical skills) which may have helped students develop better emotional management and problem-solving abilities that led to reduced levels of violence. Strategies that promote values of solidarity, empathy, and anti-discriminatory attitudes, such as the students' mediation commission, have been associated with a perception of a greater level of understanding when compared to traditional schools, as noted by a new member of the school administration (Liz, Interview Transcript, 2022). Therefore, based on the above-mentioned strategies and outcomes, evidence indicates that implementing strategies that encompass multiple elements of citizen integral education (such as whole student, democracy and

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[27] Interviewees from the other two participating schools have also reported low levels of violence in their contexts. However, I chose to highlight EMEF Campos Salles' case because they specifically referred to a *reduction* in violence levels compared to their situation before the project, suggesting the effects of their citizen integral education perspective on this matter.

citizenship, and intersectoral governance) have worked together to reduce violence within the school.

The second intermediate outcome presented in this section, "community violence decreased", is closely related to the experience of EMEF Campos Salles, which played a crucial role in improving the "culture of peace" in Heliópolis as manifested by interviewed participants (Cecília; Laura, Interview Transcripts, 2021). Approximately two decades ago, Heliópolis was considered one of the most violent regions in the city. However, recent data indicates that the community's current violence rates are lower than the city average. According to a study conducted by the residents' association (i.e, UNAS), the rate of intentional homicide victims is 8 per one thousand inhabitants in Heliópolis, which is lower than the rate of 14 in the city of São Paulo (UNAS, 2021). The study also found that 52% of deaths between 2019 and 2021 were caused by the police, and 92% of the victims were unarmed (UNAS, 2021), suggesting a relationship with what the literature has termed a "genocide" of poor and low-income black youth in Brazil, perpetrated by the state (Lemos et al., 2017). Despite persistent challenges, many interviewees have explicitly linked their perceptions of improvement in violence levels to the educational perspective adopted by EMEF Campos Salles, including the *Bairro Educador* (Educative Neighborhood) and the Walk for Peace. Regina, who has been involved with the school since its inception through the School Board and volunteer actions, praised the integration between the school and the residents' association UNAS. She stated, "This brought confidence, a very beautiful leadership within the community. There's a lot of respect, there's a lot of understanding" (Regina, Interview Transcript, 2022). Another recurrent account that appeared in interviews conveys the perception of reduction in violence levels associated to the schools' actions:

> The first year I got there, students used to tell us how many corpses they had passed in the
> middle of the street to come to school because of killings that happened at night. (…) There

was a naturalization of violence and they used to tell us as that was not a big deal. It sounded as a natural matter for them. But, after all those years, I never more heard any child talking about experiencing such a thing" (Laura, Interview Transcript, 2021).

The data and analysis thus strongly suggest that the innovative project at EMEF Campos Salles and its integration with the community has saved lives. One possible explanation is an increase in internal *social cohesion* in Heliópolis, understood as a set of shared values that brought the community together against the naturalization of violence. Interestingly, during an informal conversation, a person who helped organize the first Walk for Peace disclosed that even a drug trafficking leader in the community at that time approached them to let them know that the members of the group involved in drug trafficking were also in favor of violence reduction. From this perspective, the intermediate outcome of reduced community violence is observed at the community level.

Furthermore, the experience of CIEJA Campo Limpo, in conjunction with civil society organizations and movements, can be also associated with the intermediate outcome of reducing levels of violence in the Capão Redondo region. During the 1990s, the region encompassing the neighborhoods of Capão Redondo, Jardim Angela, and Jardim São Luís, which were close to CIEJA Campo Limpo, was dubbed "The Death Triangle" by the Brazilian media due to its high homicide rate. In 1996, Jardim Angela was specifically identified by the United Nations as having the highest rate in the world, surpassing regions in war (Crowe et al., 2016). Ten years later, the homicide rate decreased from 120 homicides per hundred thousand (in 1996) to 64.5 (in 2004). Apart from socioeconomic and demographic factors (Peres et al., 2011), the literature has also reported the crucial influence of the initiatives promoted by civil society organizations, cultural and grassroots movements, and collaborations with public agencies to reduce the violence levels in the region (Crowe et al., 2016). Previous research (Justo & Hardagh, 2015) and interviews with

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key participants (Luana, Interview Transcript, 2021; Helen, Interview Transcript, 2022) have pointed to CIEJA Campo Limpo as one significant institution contributing to these outcomes and, as stated by Luana, "helping to transform the region".

The third intermediate outcome, "more social rights of the community attained", can be seen from the participant schools contribution to addressing social issues at the community level. The analysis indicates that this outcome is closely related to school strategies being predicated on a recognition that the school is not disconnected from the community social issues, including the for example the establishment of partnerships with social movements and civil society organizations in the territory. In the case of EMEF Campos Salles, interviewees noted that the history of the school is not only concerned with violence, but with broader social justice issues of Heliópolis. "The peace that we want is not the peace of the white dove. Our peace is knowing that we will all have a plate of food to eat, that we will have decent housing and so on", said a former EMEF Campos Salles teacher while speaking to other teachers and community members in a preparatory meeting I attended for the 2022 edition of the Walk of Peace. The strengthening of the residents' association (UNAS) as part of the school mission is a concrete outcome that can be implicated in several social projects in the community (Cecília, Interview Transcript, 2021; UNAS, 2022). At CIEJA Campo Limpo, its engagement in social committees in the Capão Redondo region and their actions during the pandemic illustrate their commitment and contribution to social issues in their community.

The numerous social projects implemented by SESC High School and their positive effects on members of the community were reported by the interviewees (Isabella; Nádia, Interview Transcripts, 2022), providing evidence of strategies based on the premise that community social issues are pertinent to the school. Although this study was able to uncover some of the effects of

these strategies on the formation of citizenship among school students, it was more challenging to comprehend their long-term impact on the community level. This was possible to some extent with the EMEF Campos Salles and the CIEJA Campo Limpo projects, probably because the integration with the local community is a more central characteristic of the educational perspectives of those schools. Conducting further investigation into the impact of SESC High School in their respective communities would be valuable. The framework of *critical service learning* could offer helpful insights. This approach is characterized as one that aims to "generate sustainable social change for the community and its members through service activities" (Chupp & Joseph, 2010). Together, the findings reveal that the three participating schools deployed bold strategies in comparison to traditional schools which tend to act in an isolated way towards their communities.

6. Improved right to education
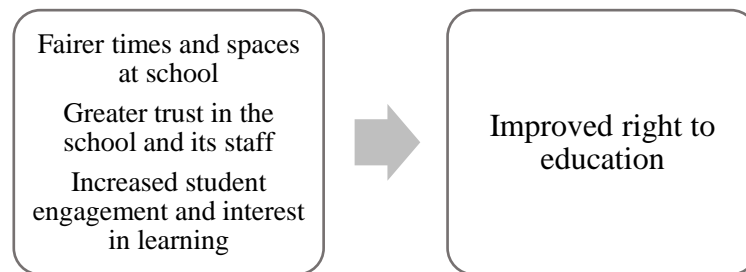
The "improved right to education" relates to the expansion of opportunities for students to exercise their right to education effectively. This includes conditions to remain in school, as well as to access and achieve citizen integral education while attending schools. Three key intermediate outcomes contribute to this broader outcome, namely "fairer times and spaces at school," "greater trust in schools and its staff," and "increased student engagement and interest in learning." Important to note, while exercising the right to education can be understood as an individual outcome at the micro level, it has the potential to significantly impact the meso (communities) and

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macro (society) levels. From a citizen integral education perspective, this is particularly true if the education received leads to other related outcomes, such as improved wellbeing and the ability to exercise citizenship.

The first intermediate outcome pertains to creating "fairer times and spaces at schools", which is a crucial aspect of a citizen integral education perspective, related to the form how pioneers such as Anísio Teixeira, as well as contemporary educators understand the concept (Arroyo, 2012; Thiesen, 2020). Other outcomes already discussed earlier, such as enhanced health and wellbeing and empowering individuals from (majority)-minority groups, provide support for the notion that the participating schools are institutions where students experience more adequate time and space to accomplish a citizen integral education. Indeed, the whole student approach involves nurturing strategies that foster fairer relationships and provide resources that generate more equitable conditions for students in their educational experiences and beyond. For example, when students have access to mental health services, and teachers establish affective and empathetic relationships with them, they can improve their chances to access educational opportunities. Respecting the learning pace of students, avoiding punishment based on a meritocratic perspective that ignores their barriers, and providing support or tutoring that is committed to their learning are also all key strategies that contribute to an educational environment in which students have a greater chance of not falling behind or dropping out of school.

Regarding dropout rates, it is worth noting that in 2019, the final year of middle school at EMEF Campos Salles had a lower dropout rate than the municipal rate, – 0.62% (EMEF Presidente Campos Salles, 2021b) compared to the municipal rate of 0.95% (INEP, 2020). Regarding CIEJA Campo Limpo, a member of the school administration stated that the school does not have access to this type of information because the concept of dropout for youth and adult education is not

applicable, as many individuals take breaks to address various aspects of their lives before returning to school.

According to data examined in this study, the organization of school time based on the specific needs of the student population is a crucial strategy for realizing rights to education. On one hand, the case of CIEJA Campo Limpo suggests that reducing the amount of time students spend at school is a more suitable strategy for ensuring fair educational experiences and preventing students from dropping out, particularly for youth and adult populations in peripheral areas who need to balance professional activities and long commutes. During an interview, a teacher at CIEJA Campo Limpo summarized this interpretation stating that "2:15 hours per day is better than zero hours per day (…) especially since their level of engagement during the time they are at the school is very high" (Interview transcript). On the other hand, for the case of SESC High School, which offers approximately four more hours of schooling time per day compared to EMEF Campos Salles, unveiled that time is also a necessary condition to provide the academic content that is consistent with a citizen integral education. Although the academic development of students at EMEF Campos Salles is higher than the city average, interviews and field observation allowed for an interpretation which suggests that time is one of the most important limitations for teachers and all school members to fully implement a citizen integral education perspective. After all, school experiences reveal that strategies such as avoiding authoritarian approaches to students, developing active pedagogic methodologies and projects to connect with the school surroundings demand time.

The second intermediate outcome is "greater trust in the school and its staff" which primarily relates to the benefits associated with student perceptions that the school and its staff are genuinely committed to their learning and well-being. Additionally, it refers to trust between

teachers, school staff members, school administrators and parents in their relationships and in their commitment to their innovative projects. In this regard, it is important to note that changes in the project design such as at those noted for SESC High School and in observed behaviors from new school administrators such as at EMEF Campos Salles may cause a process in which trust has to be reaffirmed. Overall, the schools can be seen to demonstrate levels of trust including among school members in ways that some interviewees suggested they had not experienced in traditional schools.

Although participants did not necessarily often use the term "trust", the notion became evident when interviewees praised their schools as institutions they respect and for which they have affection, as well as when they reported about their relationships with other school members. By drawing on Bryk and Schneider's (2002) criteria underlying "relational trust," it was possible to reveal that relationships have been mostly marked by the criteria of *respect* among individuals, the identification of professional *competence* to execute responsibilities, *personal regard for others* (where power relations and vulnerabilities of some stakeholders have been considered during relationships), and *integrity* (understood as consistency between words and actions). Additionally, the findings suggest how *a trustful relation with the local community* may contribute to overall trust building. These considerations have been present throughout the participants' perceptions and can be related to strategies for promoting high levels of horizontality, democratic leadership, the establishment of affective and empathetic relationships, and integration with the territory.

Clarissa, a former student of CIEJA Campo Limpo, when comparing her experience in that school to her current experience in a traditional high school, stated, "I felt a shock when I graduated from CIEJA. (The current high school I'm attending) is a horrible school, painted dark green, each

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room has two or three grids, locks. We only have forty minutes of class. The teacher fills the blackboard and says, 'Anyone who can copy everything will earn a point.'" (Clarissa, Interview Transcript, 2021). Her account highlights several trust-related dimensions that I could also identify in further analyzed data, such as the importance of trust in the community including trust related to teacher commitment and trust in teacher competence to foster student learning. It was clear in her tone of indignation when she reported the apparent pro forma posture of the teacher while noting that student learning was limited to copying from the blackboard. This is not to attribute the development of trust relationships solely to teachers, but to observe that such an approach is part of an overall conception of systemic failures that do not promote trust building. This emphasis on the importance of trust aligns with the findings discussed by Bryk & Schneider (2002) in their case studies concluding that relational trust between educators, students, and their parents is a crucial element for ensuring student learning and school attendance.

The third intermediate outcome is related to "increased student engagement and interest in learning". During my fieldwork, I observed this phenomenon and heard various accounts of it during interviews. For example, there is a well-known anecdote at CIEJA Campo Limpo where a visitor came to deliver a message to a student but ended up attending a class when the principal directed students who were in the corridor to the classroom. The visitor enjoyed the class so much that he enrolled and eventually graduated from the school. In the same vein, during my research, I observed the enthusiasm of students at SESC High School, for instance, as they showed me a robot they had built in an introductory course on Artificial Intelligence. The three participant schools nevertheless face challenges such as managing distractions related to social media or electronic games, as well as disinterest or apathy. However, data from field observations and interviews revealed that, when the citizen integral education strategies discussed in Chapter 5 are being

effectively implemented, students tend to "develop a true and much broader and deeper relationship with knowledge", as defined by a former member of the EMEF Campos Salles (Viviane, Interview Transcript, 2022).

The strategies employed in these experiences primarily focused on allowing students to choose the topics they study, prioritizing the connection to real-world issues, and exploring active methodologies that also explore the various dimensions of student development. I could observe that *education* per se gains a special consideration from these students, who place value in their own educational paths and on the importance of education for society.

Positive academic, economic and macro-level (societal) outcomes

While this study is not primarily focused on observing the academic and economic outcomes associated with students at the participant schools, this section briefly considers some of the interconnections between the citizen integral education perspective and perceptions on outcomes in these areas. Interview data, along with official school performance data, underscore the interdependence of physical, emotional, and cognitive aspects of development, consistent with recent findings from a growing body of research that combines fields such as neuroscience, psychology, sociology, and education (Awartani, Whitman & Gordon, 2008; Darling-Hammond & Cook, 2023). Finally, this section reflects on the potential macro-level outcomes, specifically those at the societal level.

As mentioned in Chapter 5, it is worth noting that even in tests not specifically designed to measure the broader outcomes expected from the innovative approaches adopted by the three schools, students performed above the average when compared to schools of their same level[28]. In

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[28] I refer to the performance of EMEF Campos Salles in the 2021 IDEB index, which was slightly better than the São Paulo average in the final years of middle school, as well as to the performance of SESC High

analyzing the data to consider citizen integral education strategies and their social outcomes, it was evident that participants stressed how their education perspectives contributed to an increase in academic achievements and improved economic (present or future) conditions for many of their students. Interviews conducted with former students and other stakeholders from the participant schools associated the social outcomes listed and discussed above as significant reasons for academic and economic advancement. For example, they highlighted the importance of mental health and well-being for academic engagement, as well as the development of critical thinking and autonomous behavior, which expand the possibilities for their current or future professional growth (Milena; Tatiana, Interview Transcripts, 2021; Joice; Helen; Rafael, Interview Transcripts, 2022).

This aligns with a substantial body of evidence developed by a coalition of technologies that observe the "working brain" (Awartani, Whitman & Gordon, 2008) with the interdisciplinary efforts of neuroscientists, psychologists, sociologists, educators, and other professionals who seek to comprehend how brain function and its surroundings interrelate to generate learning and growth. Darling-Hammond and Cook (2023) have summarized the research in these interdisciplinary fields (Cantor et al., 2018; Osher et al., 2018, as cited by Darling-Hammond & Cook, 2023) and outlined six principles related to human learning and development:

1. The brain and development are malleable. The brain grows and changes throughout life in response to experiences and relationships. The nature of these experiences and relationships matters greatly for development. (…)
2. Variability in human development is the norm, not the exception. The pace and profile of each child's development is unique. (…)
3. Human relationships are the essential ingredient that catalyzes healthy development and learning. (…)
4. Learning is social, emotional and academic. (…)
5. Children actively construct knowledge based on their experiences, relationships, and social contexts. (…)

School in the PISA Schools exam, which was significantly better than the average scores of both Brazil and OECD countries. This information can be found in Chapter 5.

6. Adversity affects learning – and the way schools respond matters (Darling-Hammond & Cook, 2023)

While examining these principles, the authors proposed: that brain development is influenced by warm, consistent, and empathetic relationships; that children react differently to the same methods or paces; and, that emotions and relationships have a profound impact on learning. Additionally, they revealed that "learners compare new information to what they already know to learn (...) and this process is most effective when students participate in active, hands-on learning." (Darling-Hammond & Cook, 2023). Lastly, the authors emphasize that exposure to adverse situations such as violence, crime, abuse, racism, or issues related to homelessness and food insecurity generates toxic stress that affects concentration, learning and attitudes. These considerations are evidently connected to various elements of the citizen integral education perspective discussed in this study, to the strategies implemented and the outcomes generated by the participating schools in their experiences, implying that this perspective is crucial for academic and other forms of development to happen.

An additional aspect that has not been emphasized so far relates to the possible outcomes at the macro or societal level. The findings suggest that participating schools produce social outcomes at both the individual and community levels. However, the citizen integral education view refers to a perspective that extends beyond individual growth of students and considers their roles and relationships within society and in multiple interrelated contexts. Therefore, it can be hypothesized that this type of education could have an impact on the societal level. Expanding the elements that ground the participating schools' perspective to a larger scale could potentially cause different societal transformations than those currently provided by educational experiences, even in countries where the population has a higher level of education. The findings may support a

possible explanation for the "paradox of participation" mentioned in Chapter 2 (OECD, 2007; Mellet, 2022), which refers to the contradiction between the reduction in levels of civic and democratic engagement despite higher levels of education in certain countries. Furthermore, the findings can justify why previous studies have not found significant gains in inequality and poverty reduction related to education (Medeiros, Barbosa & Carvalhaes, 2019). In other words, a traditional perspective on education is insufficient to explore the potential of education to foster democracy or prevent the school's social reproduction of the status quo. As mentioned earlier, this assumption does not disregard the significance of redistributive policies in the economic domain, but emphasizes that the potential of education to promote social justice is currently incomplete. Indeed, the experiences of the participating schools, despite facing social, structural, and policy challenges as explored in the last section of this chapter, suggest that other results are attainable.

School factors associated with the social quality of schools and main challenges

The discussion and analysis regarding citizen integral education strategies and their related social outcomes suggests that several school factors contribute to generating social outcomes (and, consequently, academic learning) (see Figure 5 below). These factors include those listed in the framework presented in Chapter 3 (e.g., school climate and culture, teachers and relationships, and pedagogies) as well as two additional factors identified through the analysis of the data, namely an intersectoral approach, and infrastructure in the context of space and time. This section reflects on the interplay between school factors which may be linked to the *social quality* of the participant schools as represented in Table 5 and Figure 5 below. Furthermore, it discusses the challenges identified by the interviewed experts and the data from the schools regarding the difficulties of implementing the factors associated to citizen integral education policies and practices.

Below in Table 5, I have presented an exercise where I matched the same school strategies discussed in Chapter 5 (refer to Table 3) with the school factors outlined in Chapter 3. An important insight that emerges from the exercise is that it is not appropriate to prioritize the effectiveness of school factors in terms of their impact on social outcomes of education. In other words, to achieve citizen integral education, all the school factors listed below are significant as they are interdependent and have a dialectical relationship that can produce social, academic, and economic outcomes from a citizen integral education perspective. This is noteworthy as it contradicts some perspectives and studies that discourage, for example, financial investments in infrastructure as further detailed. The interpretation adopted follows from the self-in-context approach (Feinstein et al., 2006), which takes into account the complexities of how the multiple elements are dependent on each other, and their interrelationship can lead to significant advancements in the outcomes produced.

The discussion in the preceding sections, demonstrated the significance of the first two school factors listed in Table 5, namely "school climate and culture" and "informal activities and experiences". It is worth noting that although these two school factors are combined in the table to point to the same educational, I have chosen to treat them as two distinct factors as outlined in Chapter 3. This is because the findings help to highlight the relevance of "informal activities and experiences" which may be overlooked by researchers, internal or external evaluators when considering "school climate and culture". For example, data from CIEJA Campo Limpo suggested that student learning occurs in all interactions and diverse situations and activities, including during lunchtime – as shared by one student, or when they are working together to solve a problem in class, or even in the way staff members do not ignore situations of discrimination they witness in the school halls (Sandra; Silmara, Interview Transcripts, 2021). These are also closely related

to the school factor of *school member composition* because coexistence in diversity, when combined with a culture of respect and empowerment of minority groups, and fostered by informal experiences in which cultural and other differences are exchanged, can contribute to generating many social outcomes related to ethical, empowered individuals, and autonomous citizens.

Another example of the interdependence of the school factors listed in Table 5 relates to the significance of *curriculum*-related school factors relying on multidimensional ("*extra-curricular*") activities and service learning to achieve meaningful social outcomes. As mentioned earlier, a curricular content on the history of any particular nation may lead to a different kind of learning if students attend or develop a cultural presentation on the topic. Additionally, the strategy of teaching education for citizenship in an interdisciplinary and transversal approach, combined with projects and integration with the local community, provides important outcomes related to sensitivity to social issues, a sense of belonging, and practical skills for exercising citizenship and civic engagement. In the same vein, the school factor *pedagogies* is interconnected with the school factor *teachers and relationships*, since remunerated teacher training, planning time, and other strategies are necessary conditions for teachers to develop materials that foster active learning pedagogies and affective and empathetic relationships.

As mentioned, Table 5 includes two additional school factors beyond those in the framework presented in Chapter 3. These are related to strategies connected to an *intersectoral approach* and the provision of adequate infrastructure in the context of *infrastructure and time*. These elements are crucial for providing support for a citizen integral education perspective that takes into account the whole student and ensures dignified times and spaces. It is important to include these factors in the list of school factors for considering the social quality of schools, as they are not universally recognized by the literature as relevant factors predicting academic

achievement. Scholarship on the importance of investments in infrastructure has become more diversified to include new perspectives that emphasize the importance of facilities, resources, and intersectoral approaches (e.g., Murillo & Román, 2010). However, this has not always been the case. For example, as noted by Murillo and Román (2010), studies on school effectiveness in high-income countries have found that facilities and resources do not have a statistically significant effect on student performance (e.g., Scheerens & Bosker, 1997, as cited by Murillo & Román, 2010). This assumption has influenced international financing institutions and governments in low-income countries leading to a lack of prioritization of investments in infrastructure. The following section discusses challenges related to infrastructure as well as challenges involved in the implementation of some of the other school factors outlined in Table 5.

Table 5 – School factors for social quality of schools related to participant schools' strategies

School factors for social quality of schools	Citizen integral education strategies adopted by the participant schools
School climate and culture and Informal activities and experiences	- Centrality of shared values (e.g., autonomy, solidarity, respect) - Empowerment, diversity, and empathy promotion - Avoidance of (pseudo) meritocratic and middle-class values - Horizontal relations with students - Belief in student competence to participate in decision-making processes - Open access to school administration - Democratic and socially committed leaderships - Organic relations with the local community *(Campos Salles and CIEJA CL)* - Open communication with parents - Recognition that education is not disconnected from culture, social issues and the environment of the community - Recognition of education as a community issue *(Campos Salles)* - Reduction of security measures *(Campos Salles and CIEJA CL)* - Promoting or engaging with collective social rights (e.g., Walk for Peace) *(Campos Salles and CIEJA CL)*
Multidimensional activities and service learning	- Student-led mediation commission *(Campos Salles)* - Students' Journals and Extra classes *(CIEJA CL)* - Collective problem-solving and Assemblies - Active Student Association *(Campos Salles and SESC High School)*

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	• Active School Board *(Campos Salles and CIEJA CL)* • Students' Republic *(Campos Salles)* • Student-led collectives for identities' related discussions and mutual support *(SESC High School)* • Community social projects and service-learning approach *(SESC High School)* • Cultural activities such as theater and art exhibitions
Curriculum	• Curriculum-integrated activities/classes and projects for various aspects of human development • Education for citizenship in an interdisciplinary and transversal approach • Fostering critical thinking • Learning based on student-elected themes *(Campos Salles and CIEJA CL)* • Rotating curriculum by knowledge areas *(CIEJA CL)*
Teachers and relationships	• Affective and empathetic teacher-student relationships • Teachers get to know their students individually and their life contexts • All employees considered educators • Schools and teachers are strongly committed to the learning process of every student • Innovative leadership • Remunerated teacher training and planning time • Continuous teacher training and research incentives
Pedagogies	• Respect for student learning pace • Tutoring *(Campos Salles and SESC High School)* • Collaborative learning approach • Building an "educative neighborhood" / Walk for Peace *(Campos Salles)* • Building a "community of learners" *(SESC High School)* • Active learning pedagogies • Research-based learning process • Collaborative work and shared tables • Teachers work collaboratively • Multi-teacher classrooms/study rooms *(Campos Salles and CIEJA CL)* • Study Rooms instead of traditional classrooms *(Campos Salles)* • Workshops *(Campos Salles)*
School members composition	• Empowerment, diversity, and empathy promotion
Intersectoral approach	• Resources for vulnerable students • Meals provided • Partnerships with social movements, individuals, and civil society organizations • Partnership with local residents' associations • Integration with other teams, resources and spaces of the educational complex CEU *(Campos Salles)*

	• Integration with other teams, resources and spaces of the educational complex SESC Polo Educacional *(SESC High School)* • Partnerships with public agencies for health, housing, and transportation *(Campos Salles and CIEJA CL)* • Collaboration with local community organizations • Partnerships with civil society organizations
Infrastructure and time	• School infrastructure for science labs, sports, culture, and arts activities • Physical and technological structure for hands-on learning • Kitchen and dining facilities • Meaningful architecture and visual atmosphere • Flexible use of time and spaces to meet student needs

The diagram below, Figure 5, illustrates the relationship between citizen integral education and various school factors that are considered significant mechanisms for generating social outcomes. The outer circle highlights the three primary emphases of the participant schools, which are composed of defining characteristics that are represented by the school factors within the inner circle. The social outcomes depicted are interdependent and are also linked to academic outcomes, as shown at the bottom of the diagram. The effective functioning of the citizen integral education approach is reinforced by social and academic outcomes, which, in turn, contribute to the improvement of the schools.
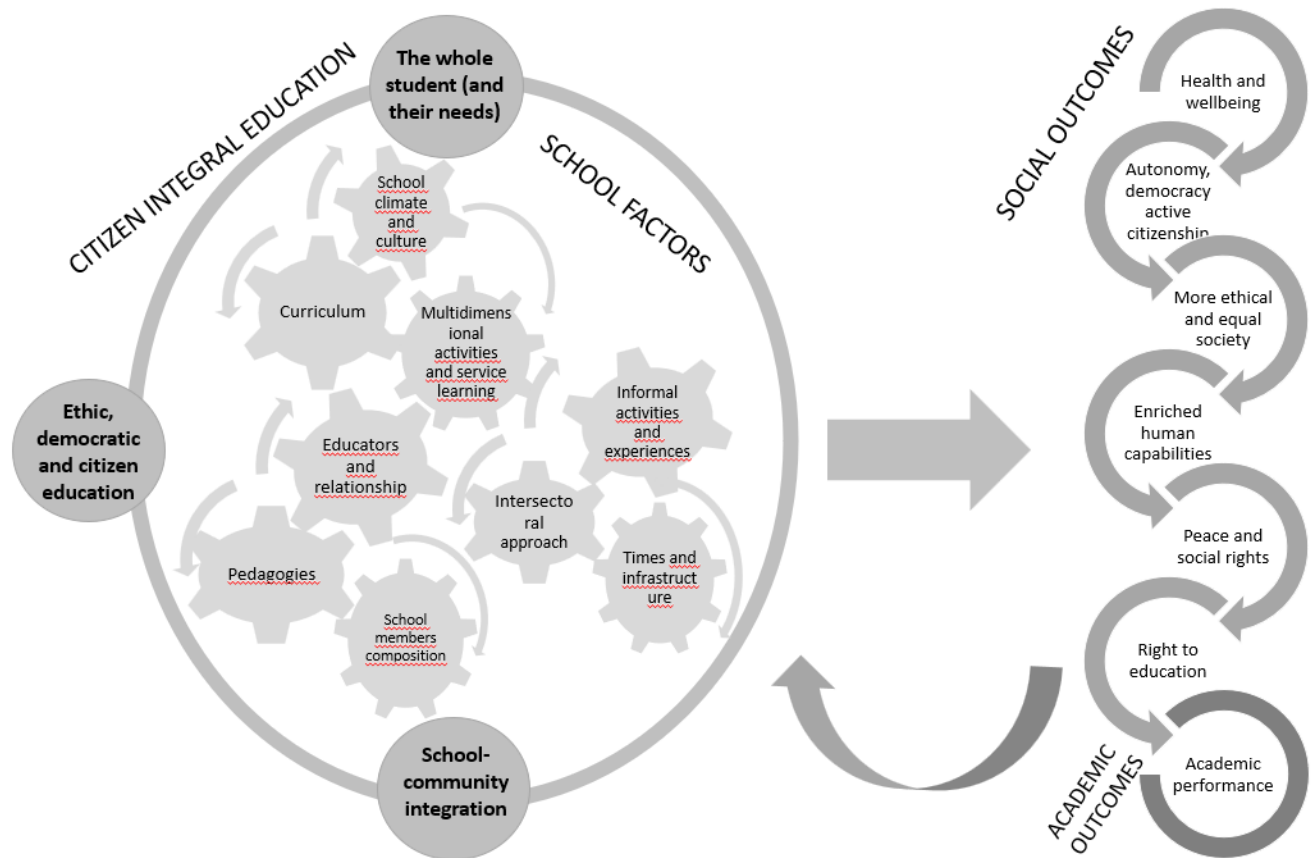
Figure 5 – Citizen integral education factors and social outcomes framework

Expert and school data insights on challenges of implementing citizen integral education

This section presents an analysis on the main challenges to implementing citizen integral education as viewed from the participants in the study. Despite the important social outcomes that emerge from the discussion and analysis of the data from the cases, it is important to acknowledge the manyfold challenges involved with the implementation of a citizen integral education perspective. The main challenges can be categorized as "social and structural challenges" and "education policy-related challenges" which emerged as themes in the analysis of the data following a coding a structural coding method (Saldaña, 2016) based on the search for "barriers and challenges". This includes data from interviews I conducted with seven specialists – four government officials of the municipal government who had some relation to the level of education

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or related policies of the schools and three well recognized experts in the field of innovation and integral education. The analysis also contains a discussion of eight distinct correspondent categories organized from the data coded, as listed in Table 6 below.

Important to note, the "social and structural challenges" and "education policy-related challenges" that emerge from the school cases have mostly coincided with the ones mentioned by government officials and experts, with minor differences mostly related to their distinct perspectives in terms of large scale versus school scale.

Table 6 – Challenges of implementing citizen integral education

Social and structural	Education policy-related
• Effects of the Covid-19 pandemic • Recent setbacks in social and educational policies • (Out-of-school) Cultural and institutional barriers to autonomous thinking and anti-discrimination • Economic pressures that require high school students to work	• Unfamiliarity and political choices related to integral education • Path dependence on traditional views and educational policies, as well as educators' traditional training • Challenges in assessing and measuring social outcomes • Disputes over funding

Social and structural challenges. Participants from schools and specialists interviewed mostly referred to four types of factors in Brazil's current "macro" context that negatively impact school experiences and, in general, citizen integral education policies. These are normally referred in the literature as "out-of-school factors" (which are influenced by political, economic, and social contexts), however, here they are strictly related to the students' and/or the community' integration with the schools. Firstly, the COVID-19 pandemic has had a severe impact, particularly on populations living in peripheral areas (Rede Nossa São Paulo, 2020).

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Secondly, historical inequalities and structural barriers have been exacerbated during the Jair Bolsonaro and Michel Temer governments. Thirdly, cultural, religious, political, and media influences hinder ability for students to develop critical thinking and independence. Finally, a significant structural factor affecting high school students, as well as students in youth and adult education, is the need to work to support family incomes, which in effect reduces available time to attend extended school days.

Regarding the COVID-19 related aspects, when examining the challenges faced by individual schools, data from field observations and interviews related to EMEF Campos Salles suggests that there may be lower academic productivity and higher levels of apathy regarding their academic learning in the study rooms, imposing extra challenges for school factors such as *school climate* and *pedagogies* (Davi, Interview Transcript, 2022). Teachers from CIEJA Campo Limpo highlighted that the pandemic represented a period comparable to a war scenario for many of their students, including situations of hunger and homelessness (Sandra; Noemi, Interview Transcripts, 2021). The school lost students to COVID-19, and a student with depression committed suicide during the period of isolation when the school was closed (Sandra, Interview Transcript, 2021). Many students dropped out and the school is only gradually recovering from their previous number of enrollments (Noemi, Interview Transcript, 2021). SESC High School also experienced a particular context of challenges regarding the impact of the COVID-19 pandemic. The student admission process during two years of the pandemic period has been through sortition, and the selection has included many more socially disadvantaged students, who come to and return from their homes every day and are no longer as protected from many out-of-school factors as resident students have been. Informal conversations and field observations indicated that the current population of students require new strategies – probably mostly related to the school factor

teachers and relationships and *intersectoral approach* – so that teachers and staff can be able to identify and address social barriers students face in their daily lives.

The consequences of the pandemic cannot be separated from the problematic political and economic decisions of the time. Research indicates that policies implemented by Jair Bolsonaro and his predecessor, Michel Temer, such as labor reforms and the discontinuation of social and educational policies, have resulted in food insecurity, unemployment for vulnerable populations (Pinho, 2022). Recent literature (Mendes & Carvalho, 2022) and specialists interviewed (Moll; Vanessa; Interview Transcripts, 2022) shared their concerns regarding an important setback in the goals of the National Plan of Education. These kinds of social and educational barriers are aspects often stressed by participants as affecting their students (Davi; Flávia, Interview Transcripts, 2022). In addition, teachers from distinct participant schools expressed concerns about the rising censorship and assault on democratic values in Brazil in recent years. They mentioned sometimes feeling restricted in their teaching autonomy, not due to the school administration, but because of specific students and an overall climate of oppression in the country. This certainly affected school factors such as *school climate*, *teachers and relationships* and *curriculum,* due to limitations in mutual trust brought by a feeling of persecution. Indeed, a recent report from the V-Dem (a Swedish institute at the University of Gothenburg) highlights that Brazil has undergone a strong process of autocratization in recent years. According to the report, this trend may be reversed following Luiz Inácio "Lula" da Silva's victory over Jair Bolsonaro in the 2022 presidential election (V-Dem, 2023). Further research will be necessary to understand how changes in the political scenario would impact the social and educational agenda in Brazil.

Participants emphasized other factors related to structural barriers that have historically affected educational experiences in Brazil and that interrelate with citizen integral education. One

such aspect is the economic need, particularly for *high school* students from low-income families, to work and contribute to family income. This is a crucial consideration in the discussion of citizen integral education, as studies have shown that schools which extend their school day often exclude students who work in the afternoon shift, thereby exacerbating inequalities (Girotto & Cássio, 2018). Related to this point, in our interview, Vanessa, a specialist from a Brazilian civil society organization in the field of education, expressed her support for prioritizing policies to extend the school day for early childhood education and elementary/middle school levels instead of prioritizing high school. Another possible alternative for mitigating this problem is the articulation of social assistance policies with education, focused on high school students, to support their attendance at schools – which is clearly linked to the school factors related to an *intersectoral approach.*

Finally, participants and specialists identified a challenge that constitutes a barrier to the implementation of the democratic and citizenship related elements of citizen integral education. This challenge relates to the influence of other factors in people's lives that work against the formation of critical and autonomous thinking. Participants mentioned the influence of religion, media, and structural prejudices which are ingrained in Brazilian culture (Theo, Interview Transcript, 2021). One possible interpretation is that these prejudices are related to Brazil's history such as slavery, patriarchy, and a punitive approach to educating children and youth, which make it more challenging for citizen integral education perspectives to be fully absorbed by some students and accepted by some families. However, the teacher also stressed the challenge of expanding perspectives and fostering independent thinking among most of their students (Theo, Interview Transcript). He conveyed that these challenges should serve as motivation rather than being perceived as obstacles that cannot be overcome. As suggested earlier, the school factor

school members composition, together with factors such as *curriculum, multidimensional ("extra-curricular") activities* and *a school culture* that nurtures decolonial knowledge and empathy for diversity, could help to address these challenges.

Education policy-related challenges. The data reveals four main obstacles and challenges associated with the policy realm: unfamiliarity and/or political choices related to citizen integral education; path dependence and educator training associated with traditional perspectives; difficulties in evaluating and measuring citizen integral education outcomes; and disputes over policy funding. These challenges affect the conditions of various school factors which are associated with the social quality of schools.

The first refers to the challenge highlighted by both school participants and specialists interviewed in terms of the unfamiliarity of many stakeholders (such as educators, parents, policymakers, and scholars) regarding the (citizen) integral education perspective. This lack of familiarity with the concept can be related to historical political decisions made over time. Jaqueline Moll, Professor at the *Universidade Federal do Rio Grande do Sul* (UFRGS) and former coordinator of *Mais Educação* (More Education) program, explained in our interview that integral education agendas have been "buried" many times, particularly during times of democratic setbacks. She referred to examples of citizen integral education initiatives often highlighted in the literature such as Anísio Teixeira's *Escolas Parque* (Park Schools) in the 1950s, Maria Mascelanni's *Escolas Vocacionais* (Vocational Schools) in the 1960s, and Darcy Ribeiro's CIEPs in the 1980s, to illustrate that the (citizen) integral education agenda was not familiar to many policymakers and educators until recently. In the same vein, referring to the current scenario, Vanessa, specialist from a Brazilian civil society organization, highlighted that one of the first measures of Michel Temer's government was to modify the (citizen) integral education features of

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the *Mais Educação* program in 2016, while Jair Bolsonaro's government fully discontinued the program in 2019. Both interviewees believe that the *Mais Educação* program has contributed to disseminating the (citizen) integral education agenda in the educational debate (Moll; Vanessa, Interview Transcripts, 2022), which is also in line with the analysis provided in Chapter 5. Another related challenge is informing communities about citizen integral education. A community member (and parent) from EMEF Campos Salles (Alberto, Interview Transcript, 2021) and a government official I interviewed stressed the importance of forming the community as subjects of rights and involving them in political and public actions in school management (Nina, Interview Transcript, 2022). This strongly relates to a *school climate and culture* that fosters integration with the community.

Beyond the historical lack of familiarity by many stakeholders with the perspective of citizen integral education, current political choices in the form of implementing integral education policies hinder the promotion of an approach committed to the elements outlined in Chapter 2 (Tião Rocha; Vanessa, Interview Transcripts, 2022). Various interviewees from schools and specialists suggested that reducing integral education to extended time and/or the introduction of a "life project" course with no significant modifications that contribute to citizenship education, integration with the territory, or multidimensional education has been detrimental (Helen; Moll; Vanessa, Interviews Transcripts, 2022). Vanessa noted that treating the so-called socioemotional aspect in an individualistic perspective, which ignores their roles and rights as citizens results in great loss. International scholars also caution against interpreting the whole child approach as limited to "philosophies of 'individual growth,' 'self-development,' and holism," as noted by Scheerens, Werf, and Boer (2020, p. 234). Vanessa also highlights that this perspective has been brought by various institutes and foundations that have been exerting influence on high school

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education since the Temer government. This phenomenon has also been reported in the literature as a "hyperagency" of new actors in the public arena, mostly private companies and philanthropic organizations that approach education from a business management perspective (Avelar, 2019).

The second challenge relates to several aspects that can be surmised from field observations and the interviews with school participants and specialists and can be interpreted as connected to a dependence of the trajectory, or in other words, the concept of *path dependence,* which refers to an institutional inertia to policy changes (Bali & Ramesh, 2022). The most important factor cited by participants is the initial training of educators by higher education institutions, which typically follows a traditional perspective and disseminates educators with the tenets of that traditional and fragmented model (Moll, Interview Transcript, 2022). Not to mention the influence of the (traditional) school experiences that educators themselves had in their trajectory throughout basic education, as recalled by a former administrative member of EMEF Campos Salles (Laura, Interview Transcript, 2021). Similarly, at the policymaking level, aspects of the design of Brazil's schools systems – such as the how classes and disciplines are organized and distributed between teachers, individualized rather than collectivized work of teachers in the classrooms, and the fragmented curriculum and the distance to and from communities (Lauro, Interview Transcript, 2022) – may represent "patterns of stability" and "infrequent change" that explain lock-in effects that preclude changes to happen easily (Bali & Ramesh, 2022, p. 83). This explanation may be important as it may relate to difficulties in the school factor *teachers and relationships,* namely the difficultly reported by interviewed teachers to change their teaching styles and their way of relating with students.

It is possible to change the trajectory of this path dependence, as demonstrated by the participating schools. However, policies and resources need to be established for this purpose. Tião

Rocha, founder and general president of the civil society organization *Centro Popular de Cultura e Desenvolvimento* (Popular Center for Culture and Development), noted in our interview that schools like CIEJA Campo Limpo are possible due to the hard work of individuals like Eda, the former principal, and her team. Nonetheless, Rocha observes that it is not by chance that such schools are exceptions, nor are they the norm. According to him, teachers and other school members should not bear the entire responsibility for transforming the system because schools are embedded in a model that restricts their autonomy. He asserts that "They (teachers) do not actually have the freedom to do it because they have a predefined workload, must administer evaluations, and fulfill other bureaucratic tasks". In fact, the case of EMEF Campos Salles appears to support the idea that such (remarkable) initiatives rely heavily on the dedication and coordination of specific individuals (such as school administrators, staff, and teachers) who pursue their projects through immense efforts and personal sacrifices. However, this case also highlights the importance of robust public policies that ensure the necessary conditions for the implementation of long-term sustainability of citizen integral education initiatives.

The third challenge relates to the difficulties mentioned by school participants and specialists in assessing outcomes beyond academic performance. Several interviewees emphasized that formal external standardized tests, such as those used to compose indices like IDEB rate (Index of Development of Basic Education), do not evaluate other types of learning generated by participant schools in the social domain (Liz; Sheila, Interview Transcripts, 2022). A government official from the Municipal Secretary of Education of São Paulo, whom I interviewed, shared ongoing efforts in the Secretary to better understand the broader outcomes generated by innovative schools classified as experimental in the municipal education system (such as EMEF Campos Salles, which is part of this study) (Sheila, Interview Transcript, 2022). She reported their intention

to construct indicators with school supervisors (who are staff from school districts providing support and monitoring to schools) but emphasized the challenges involved in measuring aspects such as student autonomy or leadership. Interestingly, many students I interviewed from participating schools shared the understanding that examining how relationships are established would be an interesting way to capture their social outcomes (Paula; Maíra, Interview Transcripts, 2022). Paula, a student at EMEF Campos Salles, stated, "I believe that social development is very important. A person should know how to speak, position themselves, and establish good relations." Regarding how to capture it, she said, "I think the interview you are doing with me (...) the classes you are attending, and other dynamic strategies to see how people articulate would be great to understand it instead of a written exam" (Paula, Interview Transcript, 2022).

Another ongoing initiative reported by participants that aims at advancing knowledge to understand educational outcomes that extend beyond academic performance is the *Escolas 2030* project (Schools 2030), which the three participant schools in this study are also a part of. The Schools 2030 project is an international action-research program involving 10 countries which is carried out by the international non-profit organization Ashoka and the University of São Paulo in Brazil (Escolas2030, 2023). The study has defined two main objectives with the participation of schools and organizations. The first pertains to evaluating innovative criteria in the areas of school management, curriculum, environment, methodology, and intersectorality. The second is to comprehend the concrete effects on at least five "transformative learning" dimensions: collaboration, empathy, creativity, protagonism, and self-knowledge (Ghanen & Tavares, 2021). During my fieldwork and informal conversation with teachers, I observed that the Schools 2030 project's strategy of engaging school members in reflecting on how to identify and measure

transformative learning dimensions seems promising in generating concrete alternative approaches.

The fourth challenge faced in implementing citizen integral education policies relates to funding disputes, given that there are significant investments required to improve infrastructure and personnel for the implementation of a citizen integral education perspective – elements related to school factors such as *infrastructure and time,* and *teachers and relationships*. From the data including interviews with specialists, it is evident that substantial resources are needed to extend time, have more teachers and other essential staff such as pedagogic coordinators. Infrastructure is also essential for the success of these policies. Moreover, the working conditions of teachers, including time for planning, better remuneration, and training opportunities, are crucial aspects to support with additional resources for the success of these policies in the participant schools. A former administrative member of EMEF Campos Salles emphasized that educators need more decent work conditions to be able to develop a whole student approach and to have the emotional and physical conditions needed to establish positive relationships. She states, "We see educators who mostly work in two, three schools, even school administrators, who need to work in two schools. They are stressed, they are tired, they are people who struggle. (…) Ultimately, this is a matter of public policy." (Viviane, Interview transcript, 2022).

Accordingly, implementing citizen integral education policies on a large scale requires substantial resources. For example as one government official pointed out during an interview this is the case even for training teachers only in São Paulo (Sheila, Interview Transcript). However, as highlighted by Vanessa in our interview, budgets are often a point of dispute, and it is crucial to acknowledge that education involves significant investments. Considering the social outcomes

mentioned earlier, the findings support a recommendation that this type of investment is worthwhile and will yield a return on the investments made.

Conclusion

This chapter explored the social outcomes associated with the citizen integral education strategies deployed by the participant schools. It also delved into the school factors contributing to the social quality of those schools as well as the associated challenges involved in implementing such factors from a citizen integral education perspective. The discussion and analysis of the data collected helped to reveal the existence of the multiple social outcomes associated with the implementation of citizen integral education strategies. These outcomes contribute to the development of various aspects related to the social dimension of students and, as supported in the literature, their academic success (and in turn potentially economic opportunities).

Several of the social outcomes revealed as part of this study were presented in terms of intermediate outcomes, which often act as catalysts for self-development (psychomediators), such as a sense of belonging and self-esteem, leading to improved wellbeing and health. These outcomes translate into broader social outcomes such as health/wellbeing, citizenship, and civic engagement, but also a much wider range of social outcomes. The findings help to reveal that, unlike in many traditional schools, students from (majority)-minority groups in the participating schools feel empowered, and there is a strong emphasis on empathy among students, teachers, and other school members. The experiences also highlight a focus on comprehensive human development, allowing students to explore other dimensions of their learning, including arts, culture, sports, and technology-related fields. The relationship of schools with the community are a particular aspect that emphasizes the importance of not acting in isolation from the local culture, knowledge, and social rights of the surrounding territories. Finally, the social outcomes that were

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discussed provide a basis for improving the right to education in and of itself, as it allows for fairer educational times and spaces and greater engagement and interest of students for knowledge building.

In conclusion, this chapter highlights the importance of considering *school effectiveness* from a perspective that includes the social dimensions of schools and their students that goes well beyond an exclusive focus on academic progress. One aim was to understand better which school factors contribute to the *social quality* of schools and to provide enhanced knowledge on the conditions needed for comprehensive human development. The interdependence between several school factors, including school culture, informal activities, curriculum, and school member composition, suggests that such school factors should be understood as complements to one another so as to develop a comprehensive education perspective. However, the challenges faced by the participating schools are complex and relate to various social and structural conditions, as well as policy challenges. Political decisions, resource allocation and difficulties in evaluating the outcomes are among the most difficult obstacles to overcome when implementing a citizen integral education perspective.

CHAPTER 7. CONCLUSION

This study aimed to investigate the educational approaches of three innovative schools in Brazil in relation to the integral education perspective and to consider the associated social outcomes. Using an in-depth qualitative approach, a multiple case study design was used to address two research questions. The initial discussion centered on evaluating the degree to which the innovative approaches implemented by the three participating schools are consistent with *citizen integral education*, a concept established through an analysis of the contemporary literature surrounding this perspective. The second research question focused on the social outcomes of education, exploring how such outcomes relate to the educational strategies adopted by the participant schools. An underlying motivation of the study was to understand better how non-traditional approaches that align with a citizen integral education perspective can contribute to the education of students in their social dimension, pursuing educational goals related to citizenship, democracy, and social justice. The study did not rely on the premise that education is a universal solution for Brazil's intricate social problems. Rather, it aimed to investigate an educational approach that enhances the effectiveness of education as one of the essential policies to promote social justice, rather than perpetuate inequality.

Chapter 5 presented an analysis related to the first research question, which indicated that the strategies adopted by the schools align with all six elements of citizen integral education that I outlined in Chapter 2. These strategies provide valuable examples of how to implement an expanded view of integral education as represented by the concept of *citizen integral education*. Despite differences in contexts and needs, it was found that the participant schools share similar strategies, such as building affective and empathetic teacher-student relationships, and emphasizing democratic and citizenship education throughout their curriculum, multidimensional

activities and informal experiences. The thematic analysis of the data revealed three main emphases of the educational approaches across the school factors observed: the whole student (and their needs); ethic, democratic and citizen education; and "school-community contamination".

Chapter 6 focused on the social outcomes associated with the strategies and experiences of the participant school. Such outcomes include improved health and well-being, autonomous, engaged, and democratic citizenship, ethical and empowered individuals, comprehensive human development, enhanced local peace and social rights, and improved access to education. The chapter also explored how the *citizen integral education* strategies implemented by the schools are linked to some of the social outcomes considered, providing valuable insights into identifying the pathways that lead to the development of the social dimension of students. Furthermore, the intersection between citizen integral education and various school factors which contribute to the social quality of schools was addressed. From the perspective of stakeholders affiliated with the participant schools and interviewed experts, social-structural and education policy-related challenges were also explored which help to reveal concrete obstacles that can be overcome with the support of public policies.

Observed similarities among the participant cases helps to reveal that citizen integral education strategies can support the generation of social outcomes at different levels (e.g., middle school, high school and adult and youth education). Moreover, it suggests that these strategies should focus on developing features of the self (e.g., self-esteem and confidence) as well as emphasize their relation with the society and citizenship. Differences among the cases were helpful to reveal the limitations imposed by the lack of certain resources (e.g., adequate infrastructure, intersectoral services and working conditions for educators) as well as the enhanced transformative potential created by the integration of the schooling experiences with the local communities and

the broader territory of the city. The following section discusses some of the implications of the findings for policy and practice.

Implications for policy and practice

While there are limitations to the generalization of findings from qualitative research, the analysis of the participant cases sought to triangulate findings among data sources. The analysis emphasized the importance of context-specificity while exploring the findings. Although contexts matters, each case helps to provide nuance and insights that can be relevant for other schools and for example initiatives related to improving the *(social) quality of schools* and the implementation of citizen integral education.

Recommendation #1: Prioritize *citizen integral education* (transversal) policies to improve quality of schools.

While citizen integral education can be addressed through specific policies, it should also be considered a cross-cutting guideline to orient policies in various educational areas, including teacher training and higher education, infrastructure provision, curriculum design, and intersectoral policies. The strategies for citizen integral education that set it apart from other policies are related to the following aspects:

- Policies and practices must consider the *whole student and their needs*, addressing their social and emotional needs to support comprehensive development, as well as the development of multiple dimensions (intellectual, physical, artistic, political, etc.). This requires strategies such as creating affective and empathetic teacher-student relationships, providing or connecting to social assistance and health services, respecting individual student learning paces, and implementing evaluations that do not treat all students the same and consider their learning in terms of their social dimensions. In addition, policy design should consider the

importance of exploring multiple dimensions (e.g., artistic, physical, cultural, political) through curriculum-integrated activities and projects that prioritize innovative pedagogies and engagement with the local community and the educative potentials of the territory.

- Policies and practices should also prioritize fostering *ethical, democratic, and citizen education*. This can be achieved by cultivating a school culture that values promoting ethical citizens, such as autonomy and solidarity, not only in formal classroom activities but also in informal activities and experiences. Education for citizenship should be integrated into interdisciplinary and transversal approaches throughout various disciplines. Research-based problem discussions that encourage critical thinking and multidimensional activities that promote (majority)-minority student empowerment and service learning in the community can also be effective strategies to promote these values.

- Policies and practices should be developed through a "school-community contamination," or in other words, in an integrated manner with the community and the territory. It is important for schools and policymakers to acknowledge that schools are situated within a particular territory and that their students possess cultural, political, and social characteristics unique to that space, which can be considered to make education more meaningful. Strategies may include establishing an organic relationship with the community, such as involving the school in social issues of the territory, forming partnerships with community institutions and individuals, and engaging students in service learning activities and projects within the community.

Recommendation #2: Focus on intersectoral policies that count on schools as an institution where inter-agency policies can take place or be articulated.

Schools are widespread public institutions located in urban and rural areas where children, youth, and even adults spend a significant amount of time on a regular basis. Social vulnerabilities and emotional issues experienced by students often manifest through their behavior and academic performance. Although schools must face the consequences of these challenges, teachers, school staff, and administrators are not provided with the necessary tools and resources to support students in these areas. Policies should not view individuals in a fragmented manner and should instead be interconnected to provide citizens with the necessary conditions to thrive and become active contributors to a more equitable and just society. Public agencies from distinct fields (e.g., health, social welfare, habitation) and levels (federal government, states, and municipalities) should invest in policies that link education with areas such as food security and social assistance, mental and physical health, and housing, in order to provide more integrated services and support articulated with schools. One example of a crucial policy to guarantee attendance during high school and provide the conditions for students who need to work to help their families is the provision of scholarships for high school students which could be related to existing social programs and to academic projects such as scientific initiation in high school or service learning projects.

Recommendation #3: Prioritize the work conditions of educators and training/preparation programs to promote *citizen integral education*.

The success of other school factors is dependent on having a well-prepared, recognized, and supported teaching and staff workforce. Policies should prioritize improving the remuneration levels and working conditions of teachers and school staff, recognizing that their well-being is also a crucial aspect of citizen integral education. Furthermore, policies should focus on designing higher education courses (and continuing education policies) that equip teachers to deconstruct traditional education mindsets, emphasizing the significance of strategies such as active learning

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pedagogies and research-based learning that empower students and promote their autonomy in constructing knowledge while fostering their creativity and desire to learn. Another essential aspect of educator training is to be prepared to offer (in the curriculum and also in informal incidents at the school) education that disrupt historical patterns of oppression of certain identities and populations instead of reinforcing them such as racism, sexism, and homophobia.

Recommendation #4: Develop a system for monitoring and assessing social outcomes of education and the *social quality* of *citizen integral education* schools.

Governments must prioritize the development of reliable systems for assessing a wide range of outcomes that (citizen integral education) schools can produce, such as wellbeing, health, autonomous and engaged citizenship, and reduced levels of violence. Measuring and quantifying some of these results can be challenging, but previous studies as well as this research suggest that it is possible to identify parameters that influence these social outcomes and to assess them. Although more research is necessary, the following provides some considerations. Given the context specificity of social outcomes, qualitative research with a longitudinal approach can be helpful to reflect on the evolution of outcomes, rather than relying solely on one-off parameters that represent only the state of a certain unit of analysis on a specific day. Aspects to consider include the social quality of the school, the programs supporting the school, and the experience of students in relation to social outcomes. For example, the quality of relationships, attitudes and behaviors, capabilities related to independent thinking, and the degree of integration with the community. Alternative data sources include the opinions of students, teachers, families, and other school members, as well as external school supervisors who follow the school throughout the year(s) and various types of evaluations that are not restricted to written tests. It should be recognized that proposing indicators is a challenging task that should not be pursued in a top-down

manner. Such an approach could lead to distortions that would affect school performance and resource allocation.

Recommendation #5: Adopt more bottom-up approaches when designing policies to ensure that educators, students, and communities are respected as active participants in the processes of formulating, implementing, and evaluating policies.

This recommendation pertains to decision-makers and stakeholders involved in policy processes at various levels, including federal, state, municipal, and at school levels in relation to their respective communities. To implement this recommendation, participatory approaches to policymaking should be encouraged, giving priority to inputs from educators, students, and communities, such as through public consultations and focus groups. At the school level, it is crucial not to treat communities as submissive and disintegrated entities. For this recommendation to be implemented, it is essential to provide educators, students, and communities with the necessary conditions, resources, and support to enable their active participation in the policy process.

Recommendation #6: When designing *(citizen integral education)* policies, always ask the question "Who benefits financially?"

This specific recommendation has been proposed by Schreerens, Werf, and Boer (2020) in their recent publication analyzing the so-called "soft skills" in education in which the authors discuss the emergence of social and emotional capabilities of students in the educational debate. This aspect involves recognizing that significant financial and market interests are at stake when new policies and perspectives are implemented on a large scale. It is important to note that partnerships and relationships with civil society, research, and activist institutions are crucial for advancing policy and knowledge building. However, it is essential for agents in the public sector

to recognize that fostering a hyperagency of stakeholders who have not been elected to exert influence in the public sphere is inadequate (Avelar, 2019). It is also crucial to identify where propositions may be guided by commercial interests.

Recommendation #7: *Citizen integral education* is expensive but worth it. We should dispute and fight for the funding.

The implementation of citizen integral education requires investments in infrastructure, education workforce, spaces, technology, and several other costly aspects. For example, expanding the time allocated to education requires available spaces in schools, changes in workload, and improving the quality of facilities and resources to provide students with multidimensional education. Nevertheless, as discussed in this study, the outcomes may offer more dignified and fair opportunities and lives for everyone, and also lead to collective gains in the economy and save investments in other areas. Therefore, politicians and all of those involved in the educational field and committed to social justice must constantly commit to disputing the funding.

Further research

While this study has revealed some aspects of the relationship between educational strategies that lead to social outcomes, much about how to assess these outcomes and measure the social quality of schools in a systematic form (as proposed in Recommendation 4) has yet to be learned. The development of indicators to assess social outcomes including qualitative aspects requires further research. For example, future research could focus more specifically on the type of data that should be produced and the empirical strategies that can be adopted to ascertain the social outcomes of education at the micro (individual), meso (schools and communities) and macro (societal) levels.

Moreover, the data generated in the context of this dissertation suggests at least three theoretical approaches that have the potential to establish productive dialogues with citizen integral education and inspire further studies related to practices and policies associated with it. The first approach concerns *critical race theory*, which provides a framework for understanding better the impact of colonialism and slavery on education and society. This approach can draw on both international contributions, such as Zuberi and Bonilla-Silva (2008), Solorzano (2019), Nguyen et al. (2019), as well as interpretations of this theory within the Brazilian context by Brazilian scholars, including Gandin, Diniz-Pereira and Hipólito (2002), Cruz (2010), and recognized Brazilian black intellectuals who also develop intersectional approaches between race and gender such as Lélia Gonzalez, Sueli Carneiro, and Conceição Evaristo (Ferreira & Queiroz, 2018). The second approach is *global citizenship education*, which can address emerging themes such as sustainability, engagement with digital technology, diversity, and their relationship with citizenship, as previously discussed in Chapter 2 (Torres & Bosio, 2020). The third framework pertains to *critical media literacy*, which involves the ability to critically analyze and interpret media information and empowers students to take an active role in society (Kellner & Share, 2019; Carreira, 2021).

In conclusion, the social outcomes of education discussed in this study helped to reveal how education, particularly from a citizen integral education perspective, can enhance the social dimension and conditions of schooling, pointing in the direction of ways to foster more equitable societies. This does not neglect the significance of the academic and economic outcomes of schooling, but it highlights that these are not the sole benefits associated with schooling. My hope is that this study sheds light on the unwavering commitment of educators, students, staff,

administrators and communities at EMEF Campos Salles, CIEJA Campo Limpo, and SESC High

School, as well as their remarkable achievements, so that they can instill a sense of hope and

empowerment towards a more transformative education.

APPENDICES

A – Photographs of Participant Schools

(These pictures were taken by the author of this study, with schools' authorization, for illustrative purposes only. They are not data sources. The legends have been produced by the author.)

EMEF Campos Salles
(Pictures taken by the author between 04/06/2022 and 04/14/2022)

Historical picture depicting the former principal Braz Nogueira and the demolition of internal classroom walls. This photograph was captured from a mural on the history of the *Bairro Educador* (Educational Neighborhood) at the CEU Heliópolis complex.

EMEF Campos Salles school front entrance. The image highlights the removal of the external walls.

A typical study room in the school that replaced smaller classrooms, featuring shared tables.

Banner at the school entrance promoting diversity, sports and other citizen integral education-related aspects.

Sports court in the CEU Heliópolis complex, also utilized by students from the school.

Meeting of the student union of the school.

Participants of the 24th edition of the Heliópolis Walk for Peace, with banners supporting COVID-19 vaccination.

Students and other participants of the 24th edition of the Heliópolis Walk for Peace. The banner cites the book *Diário de uma favelada* (Diary of a *favelada*) by the black Brazilian poet Carolina Maria de Jesus, and also states "In favor of our rights".

Banner at a cultural building in the CEU Heliópolis complex presenting the story of the *Bairro Educador* (Educative Neighborhood).

Backyard of the school, now integrated into the cultural and educational complex CEU Heliópolis (with removed school walls).

Stairs of the local Community Library in Heliópolis, supported by the residents' association (UNAS), showcasing the five values of EMEF Campos Salles School (and of the *Bairro Educador*): solidarity; responsibility; autonomy; the School as a center of leadership; and everything goes through education.

Banner on the wall of the residents' association (UNAS) displaying their organizational mission: "Contribute to transform Heliópolis and the region into an educative neighborhood promoting citizenship and the integral development of the community".

CIEJA Campo Limpo
(Pictures taken by the author between 04/26/2022 and 05/06/2022)

Artistic intervention on the external wall of one of the buildings that houses CIEJA Campo Limpo.

Regular classroom in which students collaborate with their peers while sharing tables.

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School board meeting attended by teachers, staff, the school principal, and several students.

CIEJA is located in a building that previously housed families, rather than in a traditional school building.

Artistic interventions in the school halls.

Monthly Students' Presentation with students and teachers from the Languages and Codes area.

Monthly Students' Presentation with students and teacher from the Human Sciences area.

Cultural trip taken by school educators to an indigenous community in the *Pico do Jaraguá* region on the outskirts of São Paulo.

Materials used in a "Storytelling class", in which a teacher portrayed an indigenous person to discuss the history and current issues faced by indigenous people in Brazil.

School dining hall with a wall portrait of Paulo Freire.

Visit to the photography exhibition "Amazônia" by Sebastião Salgado, at the SESC Vila Pompeia cultural center in São Paulo.

View of the Capão Redondo neighborhood from the school window.

SESC High School
(Pictures taken by the author between 05/31/2022 and 06/07/2022)

SESC High School campus.

School library

Service learning project activity in which SESC High School students receive elementary students from a nearby local public school in the school science lab.

Classroom using side-by-side tables to encourage collaborative work among peers.

"Matemática Maker, Artificial Intelligence, and Robotics" class

Capoeira class

Multi-sport gym located within the school facilities.

"Cineminha Project" developed by the cultural sector of the Polo SESC complex, in which nearby elementary school students participate in movie screenings.

Space in the library for different class formats or for students to read.

School swimming pool

"Student Village" featuring dormitories in a residency model to house students.

Dormitory shared by three students in the residency model.

B – Study Information Sheet

Title of the study: Social outcomes of education: experiences of three innovative schools aligned with the (citizen) integral education approach in Brazil

INTRODUCTION

A research study is being conducted by Aline Zero Soares, M.S. (PhD candidate and Principal Investigator) and Professor Richard Desjardins, PhD (Faculty Sponsor) from the Social Science and Comparative Education Program in the Department of Education at the University of California, Los Angeles (UCLA). As a _____ (e.g., student) of _____(school name), you have been selected as a potential participant in this study. Your participation is entirely voluntary.

WHAT SHOULD I KNOW ABOUT A RESEARCH STUDY?

Someone will explain this research study to you.
Whether or not you take part is up to you.
You can choose not to take part.
You can agree to take part and later change your mind.
Your decision will not be held against you.
You can ask all the questions you want before you decide.

WHY IS THIS RESEARCH BEING DONE?
This study intends to identify how the innovations proposed by the school can affect students' and their communities' wellbeing, social and civic engagement, and other related social outcomes.

HOW LONG WILL THE RESEARCH LAST AND WHAT WILL I NEED TO DO?

The interview will take a total of about one-two hours, depending on your availability. I will also conduct approximately 20 hours of field observations at the school. I will attend, for instance, meetings of parents and teachers. You will participate in field observations only if you are present at the school during any activity that the researcher will include as part of her field observations.

If you volunteer to participate in this study, the researcher will ask you to do the following:
We will ask you for an interview conducted by the researcher Aline Zero Soares.
The interview will last from one to two hours (depending on your availability), and will be recorded with your permission.
We will ask you about your own educational and professional trajectory. We will address questions about the school pedagogy and teaching styles, school ethos, content/curriculum and practices of learning, social interactions, school management processes, and other aspects of the

adopted school functioning. Also, we want to know how you understand that the school approach benefits the students academically and in terms of their wellbeing and civic engagement.

The interviews will be conducted preferably online, but we can schedule an in-person interview in 2022 if you prefer.

There will be no particular required action for the field observations (such as the parents' meeting) that you should execute. The researcher will be present at the meeting to observe it and make notes from the observation.

ARE THERE ANY RISKS IF I PARTICIPATE?
There are no anticipated risks or discomforts.

ARE THERE ANY BENEFITS IF I PARTICIPATE?
You will not directly benefit from your participation in the research.
The results of this research may inspire the development of public policies that consider elements to guarantee greater equality of opportunities in education for all.

HOW WILL INFORMATION ABOUT ME AND MY PARTICIPATION BE KEPT CONFIDENTIAL?
The researchers will do their best to make sure that your private information is kept confidential. Information about you will be handled as confidentially as possible, but participating in research may involve a loss of privacy and the potential for a breach in confidentiality. Study data will be physically and electronically secured. As with any use of electronic means to store data, there is a risk of breach of data security.

Use of personal information that can identify you:
The researcher will attribute other names as codes for the real names of children involved in the research and adults who don't want to be identified. She will avoid creating names that are a combination of information associated with the subjects (such as their initials).

How information about you will be stored:
A linkage file that relates the real names to the codes will be maintained in hard copy and never in the electronic devices used for the study.

USE OF DATA FOR FUTURE RESEARCH
Your data, including de-identified data may be kept for use in future research.

WILL I BE PAID FOR MY PARTICIPATION?
You will not be paid for your participation in this research study.

WHO CAN I CONTACT IF I HAVE QUESTIONS ABOUT THIS STUDY?
The research team:
If you have any questions, comments or concerns about the research, you can talk to the one of the researchers. Please contact: Aline Zero Soares: by email (alinesoares@ucla.edu) or telephone as informed.

UCLA Office of the Human Research Protection Program (OHRPP):
If you have questions about your rights as a research subject, or you have concerns or suggestions and you want to talk to someone other than the researchers, you may contact the UCLA OHRPP by phone: (310) 206-2040; by email: participants@research.ucla.edu or by mail: Box 951406, Los Angeles, CA 90095-1406.

WHAT ARE MY RIGHTS IF I TAKE PART IN THIS STUDY?
You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
Whatever decision you make, there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.
You may refuse to answer any questions that you do not want to answer and still remain in the study.

C - Interview Protocols

The interview protocols utilized in this study are grounded on Seidman's three-part interview series model (Seidman, 2013), which has been condensed into a single interview session lasting for 60-120 minutes (McCarty, 2012). Seidman's model is composed of three main parts, where the initial section comprises questions regarding the interviewee's background and life experiences, followed by an inquiry into the specific details of their experience, and concluding with an exploration into the meaning behind their experience.

1. Interview Protocol – School Principal / Teachers / Staff
Basic information to request before interviews include name, level of education, professional position at the school, and self-identification in terms of race/ethnicity (optional).

Part I: Focused life history – Placing participants' experience in context	Part II: Details of experience – Concrete details of interviewees' experiences with the school innovative approach	Part III: Reflections on the Meaning - Participants' intellectual and emotional connections with the school and its innovative approach
Please tell me about your own educational and professional trajectory: • Where were you born and raised? • Which elementary and secondary schools did you attend? • What level of degree do you hold and what did you study? • What is your professional background? Which jobs have you held throughout your career? • How long have you been working here? • Have you held any other positions in this school? • How long have you been working in an innovative school? • How did you become a teacher/principal at this school? • Do you enjoy working here? • (If you feel comfortable) What is your socioeconomic background?	Please describe the innovative education experience that is being implemented in the school: • How is the innovative experience being implemented in the school referred to? • Do you consider the school as an integral education school? • (If applicable) Can you explain why the innovative experience can be considered an integral education experience? • Could you describe the innovative aspects of your school, including pedagogy, school management, and community relations? • What kind of teaching strategies and materials are used? • When did the innovations begin to be implemented, and can you describe the process? • How were the transformations implemented, and who led the process? • What is your role in the school, and specifically regarding the innovative practices? • Can you describe a typical school day? • What do you believe distinguishes	Based on what you have shared about the innovative practices, what do they signify to you as a school administrator/teacher? • How do you see the impact of the innovative practices on students? • What do you consider to be the most significant achievements of the innovative practices implemented at the school? • How have the innovative practices affected the academic performance of students? • Besides academic benefits, what other gains have the students experienced due to the innovative practices? • Do you believe that the school's practices influence the values, skills, and attitudes of the students? • Do you think that students' experiences at school are affected by their identities, such as race, class, gender, and sexual orientation? • What are your aspirations for the students, both academically and personally?

| • How do you think your identity (gender, race/ethnicity, sexual orientation) influences your experience at the school? | your school's unique features from those of other integral education schools?
• Are there integrated services for students, parents, or the community? Are there interagency partnerships?
• How is the school's relationship with the community, territory, and city?
• Have the program and its innovations altered enrollment numbers and demographics?
• How is teacher training conducted?
• Does the program support the development of students' civic and social engagement values, skills, and attitudes, such as voting, political involvement/action, volunteering, participation in civic associational activities, critically interpreting media and other information on current affairs, trust, tolerance?
• Does the program support the development of students' health conditions and behaviors, such as physical health conditions, psychological/emotional health condition?
• Can you provide examples/stories about the impact of the innovations on students and the community? | • How have the innovative practices impacted your work? Have you benefited from the changes?
• How has the project impacted students' health and civic and citizenship engagement (including issues of respect for diversity)?
• What other benefits has the program had for students' comprehensive development?
• How has the project impacted the participation of the community/parents?
• What factors have contributed to the program's success?
• What have been the biggest challenges or barriers?
• What would you like other educators to know about this program?
• How can the program be improved?
• Have you observed any impacts of the program in other schools in the neighborhood?
• How was the acceptance of the program among teachers and administrators?
• If you were the municipal or federal government and needed to assess the benefits that students receive from this school beyond academic achievements, where would you focus to measure those gains?
• Any other comments, questions, or ideas you'd like to share? |

2. Interview Protocol – Students and former students
Basic information to request before interviews includes the individual's name, their current education level or school grade, and self-identification in terms of race/ethnicity (optional).

Part I: Focused life history – Placing	**Part II: Details of experience – Concrete details of interviewees' experiences with the school**	**Part III: Reflections on the Meaning - Participants' intellectual and emotional**

participants' experience in context	innovative approach	connections with the school and its innovative approach
Let's talk about you and your family and how you came to attend this school: • Where were you born and raised? • What do your parents or guardians do for a living? • How many siblings do you have? • Which primary school did you attend? • How long have you been attending this school? • Have you attended any other schools? • (If older than 15) Do you have a formal or informal job? • Why did you choose to enroll at this school? • Do you participate in any classes or courses outside of school? • Do you like attending this school? • (If you are comfortable sharing) What is your socioeconomic background? • Do you participate in the Students' Association or any other school associations? • Do you participate in any extracurricular activities at school? • Do you participate in any associations or clubs outside of school? • Have you volunteered or done any community service without pay?	Let's talk about your experiences at the school: • How many students are in your cohort? • How long is your school day, and on which days of the week? • How long do your peers stay at school? • Can you describe the key features of this school or integral education program? • Can you describe a typical school day? • What teaching strategies and materials are used? • How does this school or program differ from your previous educational experiences? (if applicable) • Are there integrated services or partnerships with other agencies to support students, parents, or the community? • Are there integrated activities with the community, territory, or city? • What subjects are taught, and who are the teachers and monitors? • What are the most important things you are learning at school? • Are you learning about topics such as voting, political involvement, volunteering, civic associations, or respect to diversity? • What are you learning about health and wellbeing? • Are there special activities at this school, such as multicultural celebrations? • What are your favorite activities and subjects at school? • How do you feel about your relationships with teachers and administrators? • How is the school involved with the community, and how does it relate to the community?	Let's talk about what being a student at this school means to you: • What makes this school unique or stand out from other schools? • What do you enjoy most about being a student at this school? • How does the school support your learning? • What other kinds of learning have you had through the innovative project? • How has the innovative project impacted your learning in terms of values, behaviors, respect for diversity, engagement in social issues, and the importance of voting? • How has the innovative project impacted your health and wellbeing? • (If you feel comfortable) How do you think your identity (gender, race/ethnicity, sexual orientation) affects your experience at the school? • What challenges have you faced during your time here? • What is your proudest accomplishment as a student at this school? • How has the school innovative project impacted the community's or parents' involvement in the school? • In what ways could the school improve? • Would you recommend this school to other students? Why or why not? • If you were the municipal or federal government and needed to assess the benefits that students receive from this

• Do you have any other comments about how the innovative project being implemented at the school?	school beyond academic achievements, where would you focus to measure those gains?
School climate/ethos: • Do students feel comfortable disagreeing with teachers about political and social issues during class? • Are students encouraged to form their own opinions about issues? • Do teachers respect students' opinions and encourage them to express themselves in class? • Do students feel comfortable expressing their opinions in class, even when they differ from those of most other students? • Are teachers encouraged to discuss political or social issues on which people may have differing opinions? • Do teachers present multiple sides of an issue when discussing it in class?	• Do you have any additional comments, questions, or ideas?

3. Interview Protocol – Parents/guardians

Basic information to request before interviews include name, level of education, professional activity, and self-identification in terms of race/ethnicity (optional).

Part I: Focused life history – Placing participants' experience in context	Part II: Details of experience – Concrete details of interviewees' experiences with the school innovative approach	Part III: Reflections on the Meaning - Participants' intellectual and emotional connections with the school and its innovative approach
Could you kindly share some information about your educational background and your relationship with schools? • Where were you born and raised? • What is your education level, and professional experience? • (If you're comfortable sharing) What is your socioeconomic background? • How many children do you have and where they attend school?	Could you please share with me your experience with the school? • How many children attend the school? • What is the duration of the school day? • What grade level does your child attend? • For how long has your child been attending the school? • Was there a particular reason for enrolling your child in this school? • Can you describe a typical parents' meeting?	In light of the school's innovative approach, how do you, as a parent or guardian, perceive its significance? • How does the program facilitate student learning? • How does the school innovative approach influence you child's civic and social engagement values, skills, and attitudes? (e.g., critical thinking, voting, volunteering, developing respect for diversity such as anti-racist and anti-sexist behaviors)

	• What is your current level of involvement with the school? (e.g., parent committee, school board, other?) • What do you know about your child's experience at the school? • Which extracurricular activities does your child participate in? • Have you participated in any special activities at the school? • Can you describe the program's unique features compared to other integral education programs that you know of? • Are there any integrated services for the students, parents, or community? (e.g., interagency partnerships?) • Are there any integration activities with the community, territory, or city? • Does the program support the development of students' civic and social engagement values, skills, and attitudes? (e.g., critical thinking, voting, volunteering, developing respect for diversity such as anti-racist and anti-sexist behaviors) • Does the program support the development of students' health conditions and behaviors? • Do you have any other comments about how the innovative project is being implemented at the school?	• How does the innovative approach affect your child's health conditions and behaviors? • What other advantages has the program brought to students' comprehensive development (in the social domain)? • How do you believe your child's identity (e.g., gender, race/ethnicity, sexual orientation) affects their experience at the school? • How has the school impacted community/parent participation? • What has been the most rewarding aspect for you as a parent? • What factors have contributed most to the school approach's success? • What have been the most significant challenges or obstacles? • What would you like other parents to know about this program? • Where do you see the school innovative approach headed in the future? • How could the school approach be improved? • Would you recommend the school to other parents/grandparents? • If you were the municipal or federal government and needed to assess the benefits that students receive from this school beyond academic achievements, where would you focus to measure those gains? • Any additional comments/questions/ideas?

4. Interview Protocol – Government officials and specialists in integral education
Basic information to request before interviews include name, level of education, professional position at the school, and self-identification in terms of race/ethnicity (optional).

Part I: Focused life history – Placing participants' experience in context	Part II: Details of experience – Concrete details of interviewees' experiences with the school cases and/or with the integral education perspective	Part III: Reflections on the Meaning - Participants' intellectual and emotional connections with the school or with the integral education perspective
Please tell me about your own educational and professional trajectory: • Where were you born and raised? • What was your educational trajectory? • What level of degree do you hold and what did you study? • What is your professional background? • How long have you been working in your current position? • (If you feel comfortable) What is your socioeconomic background?	Please provide information about the experience of school cases, if you are familiar with them, and the context of integral education in Brazil: • (If the person knows the participant schools) Do you consider these schools as integral education experiences? • (If applicable) Which features of the participating case schools align with the integral education perspective? • How widely accepted is the (citizen) integral education perspective among teachers, school administrators, and staff in Brazil? • How widely accepted is the integral education perspective in the realm of education policy in Brazil? • What are the most important resources needed for the successful implementation of integral education programs in schools? • What role do civil society organizations play in promoting integral education and influencing education policy in Brazil?	Based on the information you provided about the school cases or the landscape of integral education in Brazil, how do you perceive their outcomes? • What do you believe to be the most significant achievements of the integral education (in general and/or in the participant school cases)? • In what ways do integral education practices and policies impact the academic performance of students? • What social outcomes can integral education provide for students' comprehensive development? • What lessons can we learn from previous experiences with integral education when it comes to designing effective education policies? • How can we effectively assess the social outcomes of integral education? • Are there any other comments, questions, or ideas you'd like to share?

D – Field observation protocols

Observation Protocol:

1. School:	2. Observation date:	3. Time start: Time End:
4. Type of event ☐ Class (Grade: _____) ☐ Teacher's meeting ☐ Parent's/Teacher's meeting ☐ School Assembly ☐ Other: _____	5. How many participants: - Students: - Teachers: - Parents: - Staff: - School administrators: - Community Members: - Others: _____ Absent:	6. Gender composition (reported): 7. Ethnicity composition (reported):
8. Activity/class/meeting purpose (e.g.,: Math class, Pedagogic Planning Meeting, etc.):		
9. Description of the environment's layout / furniture / participants:		
10. Specific circumstances noted (e.g., guest, time length change, routine change, etc.):		
11. Observation report:		Initial Thoughts:

Plan for field observations - Context and purpose

The research study will involve field observations of student learning activities/classes, as well as meetings/activities attended by teachers, staff, and community members at school. Approximately 20 hours of activities will be observed at each school, with a focus on identifying emerging topics and practices that relate to integral education and the research questions of this study. Field notes

will be taken to document the observations, and if permitted, photographs may also be taken to capture the environment. The field observation photographs will only be used indirectly to support the notes and analysis. For instance, photographs of a parents' meeting may be taken to aid in recalling the details of the space and how people were accommodated in the room. Field observations will be conducted when it is considered safer to do so during the COVID-19 pandemic in Brazil, and schools have reopened. These observations will help in understanding pedagogy and teaching styles, school culture and climate, curriculum, social interactions, and school management processes. Additionally, these observations may contribute to understanding how these processes and experiences affect social outcomes for the stakeholders involved.

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