



Interweaving knowledge and policies: intersectoral teacher education as a practice of Popular Education

Fernanda dos Santos Paulo

Universidade Federal do Rio Grande do Sul, Av. Paulo Gama, 90040-060, Porto Alegre, Rio Grande do Sul, Brasil. E-mail: fernandapaulofreire@gmail.com

ABSTRACT. This article analyzes how intersectorality, understood in light of Popular Education, can contribute to innovative formative strategies in teacher education, strengthening integrated, situated, and emancipatory pedagogical practices. The documentary sources include normative frameworks of the national Full-Time Comprehensive Education policy, with emphasis on the Entrelaçar Axis, and publications related to Pedagogical Letters. The methodology is qualitative, with a theoretical-analytical approach and triangulation among three main fields: (1) foundations of contemporary pedagogies; (2) the legal framework of Comprehensive Education; and (3) Popular Education as a formative matrix. The results show the absence of explicit formative articulations in the normative documents, but also the presence of epistemological and methodological possibilities for a critical, intersectoral, and territorialized curricular reorganization in Pedagogy programs. The article proposes the construction of an intersectoral pedagogy, assumed as a State responsibility and grounded in the university's public commitment to social justice.

Keywords: teacher education; intersectorality; contemporary pedagogies; popular education; public policies; critical curriculum.

Entrelaçar saberes e políticas: a formação docente intersectorial como prática da educação popular

RESUMO. Este artigo analisa de que forma a intersectorialidade, compreendida à luz da Educação Popular, pode contribuir com estratégias formativas inovadoras na formação docente, fortalecendo práticas pedagógicas integradas, situadas e emancipatórias. As fontes documentais incluem marcos normativos da política nacional de Educação Integral em Tempo Integral, com ênfase no Eixo Entrelaçar, e publicações vinculadas às Cartas Pedagógicas. A metodologia é qualitativa, com abordagem teórico-analítica e triangulação entre três campos principais: (1) fundamentos das pedagogias contemporâneas; (2) marco legal da Educação Integral; e (3) Educação Popular como matriz formativa. Os resultados evidenciam a ausência de articulações formativas explícitas nos documentos normativos, mas também a presença de possibilidades epistemológicas e metodológicas para uma reorganização curricular crítica, intersectorial e territorializada nos cursos de Pedagogia. Propõe-se a construção de uma pedagogia intersectorial, assumida como responsabilidade do Estado e fundamentada no compromisso público da universidade com a justiça social.

Palavras chave: formação docente; intersectorialidade; pedagogias contemporâneas; educação popular; políticas públicas; currículo crítico.

Entretejer saberes y políticas: la formación docente intersectorial como práctica de la educación popular

RESUMEN. Este artículo analiza cómo la intersectorialidad, entendida desde la Educación Popular, puede contribuir a estrategias innovadoras de formación docente, fortaleciendo prácticas pedagógicas integradas, situadas y emancipadoras. Las fuentes documentales incluyen normativas de la política brasileña de Educación Integral en Tiempo Completo, con énfasis en el Eje Entrelaçar, además de materiales relacionados con las Cartas Pedagógicas. La metodología es cualitativa, con enfoque teórico-analítico y triangulación entre tres campos: (1) fundamentos de las pedagogías contemporáneas; (2) marco legal de la educación integral; y (3) Educación Popular como matriz formativa. Los resultados muestran la escasa articulación formativa en los documentos oficiales, pero también revelan potencialidades epistemológicas y metodológicas para una reorganización curricular crítica, intersectorial y territorializada. Se propone construir una pedagogía intersectorial como responsabilidad estatal y compromiso público de la universidad con la justicia social.

Palavras clave: formación docente; intersectorialidad; pedagogías contemporáneas; educación popular; políticas públicas; currículo crítico.

Received on May 22, 2025.
Accepted on November 26, 2025.
Published in March 11, 2026.

Introduction

Teacher education within contemporary pedagogies demands strategies that go beyond technical-instrumental and fragmented models, recognizing teachers as ethical and political subjects and communicators committed to social transformation. In this context, Popular Education re-emerges as an epistemological and methodological perspective that innovatively contributes to integral formation by articulating educational territories, intersectoral practices and policies, and the need for participatory research for the collective production of knowledge (Torres Carrillo, 2024; Brandão, 2002; Jara, 2024).

By proposing an expanded reading of teacher education, this article argues that contemporary themes cannot be treated as secondary, but as foundational dimensions of teaching in the contemporary world. Inspired by Paulo Freire's work, it understands education as an ethical, aesthetic, and political act, inseparable from the struggle for social justice, human dignity, and the emancipation of the oppressed (Freire, 1996; Zitkoski & Hammes, 2024).

In the current Brazilian educational policy context, the Full-Time School Program stands out, with special attention to the Interweaving Axis, which recognizes intersectorality as a path to consolidating comprehensive education linked to territories and to the subjects who inhabit them (Ministry of Education, 2025e). This proposal points to the urgency of formative practices capable of interweaving fields of knowledge, public sectors, and community knowledge, fostering teaching connected to life, rights, and present-day demands.

The use of participatory and sensitive methodologies, such as participatory research and Pedagogical Letters (Paulo, 2023), is inscribed in this horizon as a concrete possibility for critical and emancipatory formation. These practices foster the construction of a professional teacher identity committed to engaged listening, meaning-making, and conflict mediation in educational territories (Alvarez López, 2024; Reis & Gonzaga, 2024).

This article therefore aims to analyze how intersectorality, understood from the perspective of Popular Education, can contribute to innovative strategies for teacher education, strengthening relational, ethical-political, and communicational competencies. It draws on formative experiences developed in different territorial and interinstitutional contexts, which reveal powerful paths for building modern, integrated, and transformative pedagogical practices in teacher education.

This article adopts a qualitative theoretical-analytical approach anchored in the field of Popular Education and critical pedagogies (Freire, 2018). It is based on an epistemological perspective that understands knowledge as situated, relational, and committed to social transformation (Brandão, 2002; Torres Carrillo, 2024). Thus, the investigation does not claim neutrality, but engagement, inspired by the Freirean conception that educating is an ethical, political, and aesthetic act (Freire, 1996).

This is a documentary and analytical study that triangulates three main fields: (1) the conceptual foundations of contemporary pedagogies and teacher education from a critical perspective; (2) the legal and institutional framework of the Full-Time Comprehensive Education policy, with emphasis on the MEC Entrelaçar Axis; and (3) the contributions of Popular Education as a formative and methodological matrix for intersectoral and territorial processes.

The documentary corpus analyzed includes the following materials: Law No. 14,640 (2023), MEC Ordinances No. 1,495 (2023) and No. 2,036 (2023), the continuing education modules of the Full-Time School Program (Ministry of Education, 2025a, 2025b, 2025c, 2025d), the Guide for the Development of the Comprehensive Education Policy (Ministry of Education, 2024), and the guiding document for the Interweaving Axis¹ (Ministry of Education, 2025e). These documents were analyzed based on Popular Education references and critical literature on intersectorality, curriculum, and teacher education.

The methodology also draws on principles of participatory research and pedagogical letters as theoretical-methodological references that traverse the article's argument. Although this is not a direct experience report,

¹ Entrelaçar (Interweaving) Axis

it recovers the dimension of pedagogical listening, situated analysis, and commitment to emancipatory practices as an axis for critically reading the analyzed material (Paulo, 2023; Alvarez López, 2024).

Thus, this article aims to analyze how intersectorality, grounded in Popular Education, can reorganize teacher education through situated pedagogical practices, in dialogue with an intersectoral and emancipatory curricular matrix in the Pedagogy program, understood as the science of education - that is, as a scientific field dedicated to producing knowledge about educational processes in their full breadth. It starts from the premise that education is not reduced to school. Education is a social practice that occurs in multiple contexts - in communities, territories, social movements, public services, and networks of care and resistance - involving diverse subjects and forms of knowledge. In this sense, the Pedagogy program, when assuming itself as the science of education, needs to overcome a school-centered logic and engage with non-school formative experiences, valuing the work of other professionals who also develop educational practices outside the school environment. Many of these practices are institutionalized, although they are not configured as school-based - as in the case of social educators and community health workers.

From this perspective, the article argues for the construction of an intersectoral pedagogy that articulates public policies and fields of knowledge (education, health, social assistance, culture, labor, human rights) as part of the integral formation of future educators. This approach broadens the scope of teacher education, allowing it to be anchored in the reality of territories and in the challenges experienced by popular subjects, in line with Freirean principles of dialogue, problem-posing, and social transformation.

Documentary research: Full-Time School - dialogue with Popular Education and Paulo Freire

In this section, the documentary corpus includes: Law No. 14,640 (2023), MEC Ordinances No. 1,495 (2023) and No. 2,036 (2023), FNDE Resolutions No. 18, No. 20, No. 25 and No. 26 (2023), the Guide to the Comprehensive Education Policy (Ministry of Education, 2024), the Guiding Document for the Interweaving Axis (Ministry of Education, 2025e), and the training modules of the Full-Time School Program (Ministry of Education, 2025a, 2025b, 2025c, 2025d). The analysis is articulated with Freirean foundations and the contemporary contributions of Alfonso Torres Carrillo (2024), grounded in a situated and participatory epistemology.

In addition, the inclusion of Pedagogical Letters is considered as a methodological resource that traverses the analyzed documents. As Paulo (2023) and Paulo and Fonseca (2025) highlight, Pedagogical Letters operate as devices for qualified listening, reflective systematization, and the production of political-pedagogical meaning from the experiences of teacher-educators. Several excerpts from the letters reveal the interweaving between teacher education and intersectoral action, as in Letter 11, by emphasizing the role of the social educator as a mediator of rights and an articulator of public policies in territories, and in Letter 30, which reinforces active listening as the essence of communication committed to social transformation.

Such devices were mobilized in the documentary analysis not merely as illustration, but as a form of critical and engaged reading, in dialogue with the normative frameworks of the Comprehensive Education policy. Pedagogical Letters broaden the understanding of teacher education and territorialized action, especially by highlighting intersectorality as an everyday practice and as emancipatory educational praxis. As Paulo (2023, p. 15) states, "[...] the letters do not merely report, but call to action: they are formative action, critical memory, and a political gesture that transforms listening into a project of world-making."

Thus, the use of Pedagogical Letters in this study reinforces the articulation between official documents and situated formative practices, showing that intersectorality cannot be reduced to an administrative guideline, but must be understood as an ethical-political foundation of teacher education from the perspective of Popular Education.

Table 1 below presents the result of the systematization of the documentary research carried out in this study. The analysis considered the normative and formative content of the main official documents related to the Full-Time Comprehensive Education policy, especially with regard to the 'Entrelaçar' Axis, the conception of integral formation, and the presence (or absence) of intersectoral guidelines. The systematization of data was conducted through triangulation among three main fields: (1) the conceptual foundations of contemporary pedagogies and teacher education from a critical perspective; (2) the legal and institutional framework of the Full-Time Comprehensive Education policy, with emphasis on the Ministry of Education's 'Entrelaçar' Axis; and (3) the contributions of Popular Education as a formative and methodological matrix for intersectoral and territorial processes.

Table 1. Documentary Research.

Document	Conception of Full-Time Schooling	Presence of Intersectorality
Lei nº 14.640 (2023)	Establishes the Full-Time School Program. Defines a minimum school day of 7 hours/day (35 hours/week), articulated with the BNCC and comprehensive education.	It does not mention it explicitly, but it guides articulation with public policies and prioritizes social equity.
Portaria MEC nº 1.495 (2023)	Defines targets and funding based on local policies, aligned with the PNE, BNCC, and LDBEN. It prioritizes vulnerable territories and inclusive policies.	Includes the promotion of social, human, and nature rights, with attention to racial, territorial, gender, and other inequalities.
Portaria MEC nº 2.036 (2023)	Comprehensive education as the formation of the subject's multiple dimensions. Integrated, contextualized, and interdisciplinary curriculum.	Explicit guideline: articulation of the school with public policies, diverse agencies, civil society, families, and territories.
Portaria SEB nº 64/2023	Regulates the timeline for program adherence, target-setting agreements, and resource transfers to enable the provision of the full-time school day.	Technical and operational in nature; it does not deepen the conception of intersectorality.
Resolução CD/FNDE nº 18 (2023)	Establishes rules for financial transfers and accountability in the Full-Time School Program.	Focus on management and transfer of resources; it does not directly mention intersectoral articulation.
Resolução CD/FNDE nº 20 (2023)	Provides for school construction works under the New PAC, focusing on urban, rural, quilombola, and Indigenous schools.	Indirectly present by considering territories and historically excluded populations.
Resolução CD/FNDE nº 25 (2023)	Support for the construction of schools with more than one thousand students, covering early childhood education and elementary education, with full-time provision.	Implicit via equity criteria and priority service to vulnerable contexts.
Resolução CD/FNDE nº 26 (2023)	Funding for renovations and furniture in schools with enrollments.	Present in prioritization based on PNE, Census, and socioeconomic indicators (Inse/INEP) data, favoring territories and contexts of social and educational vulnerability.

Source: Prepared by the author.

In the first axis, the analysis starts from the understanding that critical teacher education demands articulation between theory and practice in concrete historical and social contexts. According to Paulo Freire, "[...] teaching requires respect for the learner's autonomy [...]" and "[...] requires embodying words through example [...]" (Freire, 1996, p. 67), which points to a form of education rooted in commitment to social transformation. Torres Carrillo (2024, p. 20) further notes that popular and critical pedagogies claim a "transformative political and ethical intentionality [...]" aimed at affirming popular subjects and problematizing structural inequalities in the educational field.

In the second axis, normative documents of the national Full-Time Comprehensive Education policy were analyzed, such as Law No. 14,640 (2023), MEC Ordinance No. 2,036 (2023), and FNDE resolutions. The analysis revealed that the conception of comprehensive education is associated with extending school time and curricular integration, with emphasis on the 'Entrelaçar' axis, which highlights articulation among education, health, social assistance, culture, sports, and other public policies. This articulation, however, still lacks pedagogical materiality that incorporates territorial knowledge and popular subjects as protagonists.

Finally, the third axis establishes a dialogue with Popular Education, understood as a pedagogical and political practice committed to the emancipation of the oppressed. According to Freire (1996), one cannot speak of education without love and without a radical wager on subjects' capacity to "[...] remake the world" (Freire, 1996, p. 45). Torres Carrillo (2024, p. 22) reinforces that Popular Education "[...] seeks to affect popular subjectivity [...]", contributing to processes of strengthening community ties and democratic participation. From this perspective, intersectorality is not merely an administrative guideline, but a political-pedagogical principle of collective and dialogical construction among different fields and forms of knowledge.

The analysis of the official documents was conducted in light of these frameworks, seeking to identify convergences, gaps, and possibilities for resignifying public policy in dialogue with the principles of Popular Education. This critical reading aims to contribute to strengthening formative processes that recognize territories as pedagogical spaces and popular and social educators as central subjects of transformative educational policy.

Contemporary pedagogies, subjects, and territories: for an integral and integrative education

Contemporary pedagogies challenge conventional conceptions of teaching by bringing into view the complexity of territories, social relations, and the multiple languages and temporalities that compose formative processes. In this context, teacher education cannot be restricted to technical mastery, but must articulate ethical, communicational, and political capacities - including educative leadership, sensitive listening, and emotional intelligence as dimensions of the professional teacher identity.

By recognizing teachers as ethical and political subjects, contemporary pedagogies affirm the role of teaching in producing collective meaning and in articulating academic and popular knowledge (Freire, 1996; Brandão, 2002). This perspective broadens the horizon of education, shifting the focus from the classroom to educational territories and from content transmission to the collective construction of situated knowledge. The school, therefore, becomes only one among many formative instances within an ecology of knowledge and pedagogical practices.

It is in this scenario that the Full-Time School Program is situated, established by Law No. 14,640 (2023) and regulated by Ordinances No. 1,495 (2023) and No. 2,036 (2023). The proposal emerged as a response to Goal 6 of the National Education Plan (PNE), which sought to expand the school day in the public school system and reach, by 2024, 25% of basic education enrollments in full-time schooling (Law No. 13,005, 2014). However, the Program proposes going beyond merely expanding time: it seeks to guarantee subjects' integral formation, understood as a right and a collective responsibility (Ministry of Education, 2025a, 2025b).

The conception of Comprehensive Education that guides the Program is based on valuing the multiple dimensions of life: affective, cognitive, cultural, physical, spiritual, and community. This requires a curriculum that dialogues with territories and recognizes the diversity of experiences, identities, and forms of knowledge of school subjects (Ministry of Education, 2025c). In this sense, there is a structural affinity between Comprehensive Education and the foundations of Popular Education, especially in its Freirean conception, which understands education as a practice of freedom and social transformation (Freire, 1996; Paulo, 2023; Torres Carrillo, 2024).

The articulation between these two approaches gains strength when one assumes that teacher education requires not only methodological updating, but also a commitment to human rights, participatory democracy, and interinstitutional ties in the territory. It is at this point that intersectorality enters as a strategic and ethical-political foundation of the Comprehensive Education policy.

In the field of public management, intersectorality is understood as the articulated construction among different policies - such as education, health, social assistance, culture, environment, and transportation - to respond to complex social demands. In contrast to bureaucratic sectoralization, intersectorality proposes a collaborative logic that values subjects' participation and democratic management as means of realizing rights (Ministry of Education, 2025d, 2025e).

The inclusion of intersectorality as one of the structuring axes of the Full-Time School Program is made explicit in the official MEC document entitled 'Interweaving Axis', which addresses the construction of networks among the school, different public sectors, community collectives, and non-school educational spaces. From this perspective, the school ceases to be an isolated space and assumes its condition as an educational territory, calling on educators and managers to act as agents of articulation and dialogue between policies and local practices (Ministry of Education, 2025c).

From the point of view of teacher education, this logic implies not only occasional training sessions, but the constitution of formative pathways that develop skills for active listening, conflict mediation, networked work, and the collective construction of projects. It also requires strengthening the professional identity of the teacher (professional identity) as a community leader, committed to public ethics, social justice, and the transformation of territorial realities.

Therefore, contemporary pedagogies, Comprehensive Education, and intersectorality are articulated as pillars of a critical, situated, and humanizing proposal for teacher education. This proposal is inscribed in the field of Popular Education by reaffirming that educating is a political and collective act committed to building a fairer, more inclusive, and democratic social project.

Contemporary pedagogies and teacher education: reorganizing the curriculum through intersectorality and Popular Education

The discussion on teacher education within contemporary pedagogies imposes the need for a deep review of the curricula of teacher education degree programs and continuing education programs. It is not merely a matter of adding content on diversity, public policies, or territorial realities in a punctual way, but of radically rethinking curricular foundations and arrangements. This reorganization must be anchored in a critical conception of curriculum, understood as a historical and political construction, laden with intentions and disputes, rather than as a simple normative prescription (Silva, 1999; Macedo, 2005).

In the Popular Education tradition, the curriculum is conceived as a dialogical and problem-posing process that starts from subjects' experiences and the concrete reality in which they live (Freire, 1996; Brandão, 2002). It must therefore be organized around generative themes, active listening, and commitment to social transformation. Articulating curriculum, territory, and intersectorality is, in this context, an ethical-political and formative imperative.

Intersectorality, in this field, is not merely a public management strategy, but a principle of integral human formation. It implies recognizing that educational processes do not end in school, but spread across multiple social spaces - such as health units, cultural centers, guardianship councils, and popular collectives - and require dialogue among different areas of knowledge and institutional sectors. Health, social assistance, culture, food security, environment, and justice must be present in formative projects as fields of articulation and not as thematic appendices (Ministry of Education, 2025e).

Given the challenges imposed by the contemporary world, marked by structural inequalities, environmental collapse, psychological distress, and the devaluation of social professions, it becomes even more urgent to educate teachers capable of working in networks, critically reading territories, and building interdisciplinary and intersectoral educational actions. The professional teacher identity of the present and future needs to be expanded, and this requires a plural, transversal formative basis connected to social rights.

Based on the perspective of contemporary pedagogies, Popular Education, and intersectorality, this article proposes a curricular reorganization of the Pedagogy program that breaks with the fragmented, technical, and school-centered logic that still predominates in much of teacher education projects. More than a program focused on strictly school teaching, Pedagogy should be understood and structured as the science of education, committed to the critical reading of reality, mediation among diverse knowledges, and the production of pedagogical responses to social and educational inequalities in territories.

This proposal starts from the thought that educating is a political act and, therefore, the education of future pedagogues must be deeply articulated with the social, cultural, economic, and environmental contexts in which education takes place. This requires a structural approximation with other areas in the field of public policies - such as health, social assistance, culture, environment, food security, and justice - establishing a truly intersectoral and dialogical education.

In this sense, the Pedagogy program should incorporate curricular devices that value listening to subjects and the territorialization of educational practices. Courses should be organized in an interdisciplinary way, with multidisciplinary teams and intersectoral areas, around generative themes emerging from participatory research. Pedagogical practice, in turn, needs to be present from the beginning of training, anchored in participatory methodologies such as affective mapping, social cartography, production of pedagogical letters, and analysis of narratives and life histories.

In addition to reorganizing contents and methods, it is proposed that the Pedagogy program develop integrative formative pathways in which students have experiences in territories, working with schools, community centers, health units, social assistance facilities, and cultural spaces. Such experiences should be accompanied by collective reflective processes and guided by principles of sensitive listening, contextual reading, conflict mediation, and the development of intersectoral pedagogical projects.

Intersectorality, within this framework, is not merely content to be studied, but a way of educating: educating female and male educators capable of moving across different sectors of social life, building interfaces and educational actions that respond to the concrete challenges of subjects and communities. This also requires the university to open itself to shared training processes, with the participation of professionals from other areas, community leaders, and social movements as co-educators. Based on the critical analysis carried out, the article proposes the institutionalization of an intersectoral and territorialized curricular

matrix in Pedagogy programs, sustained by participatory methodologies and methodological instruments grounded in Popular Education (such as social cartography and pedagogical letters), networked experiences in territories, and articulation between popular and academic knowledges, overcoming school-centered and disciplinary logic. The proposed curriculum should therefore contemplate Popular Education not as a peripheral theme, but as an epistemological and methodological foundation that traverses the entire program. It is about educating professionals with critical, ethical, affective, and political capacity, able to act with autonomy and public commitment in the diverse fields where education is necessary. This proposal dialogues with the urgent need to reinvent teacher education programs in the face of transformations in the contemporary world. By affirming Pedagogy as an interdisciplinary, intersectoral, and situated field, it recovers its historical potential to contribute to the construction of a fairer, plural, and democratic society.

Final considerations

The triangulation among official documents of the Comprehensive Education policy, the foundations of contemporary pedagogies, and the contributions of Popular Education made it possible to identify both advances and limits in confronting educational inequalities. From a normative standpoint, the Interweaving Axis represents a significant inflection by recognizing intersectorality as a constitutive dimension of integral formation. However, the analysis showed that the presence of intersectorality in the documents varies according to the nature of each normative instrument, oscillating between structuring guidelines - as in Ordinance No. 2,036 (2023) - and operational directives lacking a formative approach (as in FNDE resolutions). When interpreted in light of Popular Education, these documents reveal potentials not yet fully activated. It is at this point that Pedagogical Letters, mobilized in this study as an analytical instrument, help illuminate the materiality of intersectorality in territories and in education subjects. They demonstrate that a policy is only realized as an emancipatory project when rooted in sensitive listening, the sharing of knowledge, and educators' ethical implication with community ties and care networks.

In view of the evidence analyzed, it is concluded that intersectorality, when grounded in Popular Education, has theoretical and methodological potential to reorganize teacher education curricula toward an intersectoral, territorialized, and dialogical matrix. The main contribution of this article lies in proposing an intersectoral pedagogy as a foundation for the education of women and men teachers, understood not merely as a strategy for articulating public policies, but as a way of producing knowledge and educational practices connected to the real challenges of life in territories.

Therefore, teacher education needs to be assumed as a State policy, with public responsibility for the curricular reorganization of teacher degree programs. As Freire (1996, p. 110) states, "[...] educational practice requires educators' critical insertion in reality, implying the denunciation of oppressive structures and the announcement of their overcoming." It is not, therefore, a matter of adjusting contents or methods, but of refounding the foundations of education from a radical commitment to human rights, social justice, and the plurality of knowledges that emerge from popular territories.

We invite researchers, teacher-educators, and institutions to dialogue on contemporary pedagogies while recognizing Pedagogy as the science of education - a science that must rise to the challenges of our time. This requires breaking with neo-technical, disciplinary, sectoral, and departmental models, affirming an integral and integrative education articulated with intersectoral networks, multidisciplinary teams, and school and non-school educational experiences. It is through the interweaving of territories, public policies, and emancipatory practices that the curriculum can be rebuilt as an instrument of social transformation and democratic strengthening.

Data availability

Not applicable, since the study is theoretical-bibliographic in nature.

References

- Alvarez López, C. (2024). La educación popular en Uruguay: Un movimiento para transformar sociedades. In J. T. Reis, F. dos S. Paulo, & A. Torres Carrillo (Orgs.), *Políticas e práticas em educação popular: Paulo Freire na América Latina* (pp. 23–31). Inova Media Comunicação e Serviços Empresariais.
- Brandão, C. R. (2002). *O que é educação popular*. Brasiliense.

- Freire, P. (1995). *À sombra desta mangueira*. Paz e Terra.
- Freire, P. (1996). *Pedagogia da autonomia: saberes necessários à prática educativa*. Paz e Terra.
- Freire, A. M. A. (2018). *Pedagogia do compromisso: América Latina e educação popular*. Paz e Terra.
- Jara, O. (2024). Educação popular latino-americana: memórias, encontros e aprendizados. In J. T. Reis, F. S. Paulo, & A. Torres Carrillo (Orgs.), *Políticas e práticas em educação popular: Paulo Freire na América Latina* (pp. 32-41). Innova Media Comunicação e Serviços Empresariais.
- Lei nº 13.005, de 25 de junho de 2014. (2014, 25 de junho). Aprova o Plano Nacional de Educação – PNE e dá outras providências. Presidência da República. https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm
- Lei nº 14.640, de 31 de julho de 2023. (2023, 31 de julho). Institui o Programa Escola em Tempo Integral; e altera a Lei nº 11.273, de 6 de fevereiro de 2006, a Lei nº 13.415, de 16 de fevereiro de 2017, e a Lei nº 14.172, de 10 de junho de 2021. Presidência da República. <https://www.in.gov.br>
- Macedo, R. S. (2005). *Currículo: campo, conceito e pesquisa*. Vozes.
- Ministério da Educação. (2024). *Guia para elaboração da Política de Educação Integral em Tempo Integral*. SEB/MEC.
- Ministério da Educação. (2025a). O Programa Escola em Tempo Integral e seus ordenamentos jurídicos. *Escola em Tempo Integral*. Modulo 1. SEB/MEC.
- Ministério da Educação. (2025b). Fundamentos da Educação Integral. *Escola em Tempo Integral*. Modulo 2. SEB/MEC.
- Ministério da Educação. (2025c). Políticas de Educação Integral em tempo Integral e Intersetorialidade. *Escola em Tempo Integral*. Modulo 3. SEB/MEC.
- Ministério da Educação. (2025d). Currículo Integrado. *Escola em Tempo Integral*. Modulo 5. SEB/MEC.
- Ministério da Educação. (2025e). O eixo entrelaçar na política de educação integral em tempo integral: o desafio da construção da intersetorialidade. *Escola em Tempo Integral*. SEB/MEC.
- Paulo, F. S. (2023). *Aulas com cartas pedagógicas: educação popular e educadores sociais*. Livrologia.
- Paulo, F. S., & Fonseca, E. F. (Orgs.). (2025). *Educação popular e cartas pedagógicas na formação de educadores e educadoras*. Arco Editores.
- Portaria nº 1.495, de 2 de agosto de 2023. (2023, 2 de agosto). Dispõe sobre a adesão e a pactuação de metas para a ampliação de matrículas em tempo integral no âmbito do Programa Escola em Tempo Integral e dá outras providências. Ministério da Educação. https://www.gov.br/fnde/pt-br/aceso-a-informacao/acoes-e-programas/programas/programas_suplementares/educacao-basica/portaria-no-1-495-de-2-de-agosto-de-2023.pdf/view
- Portaria nº 2.036, de 23 de novembro de 2023. (2023, 23 de novembro). Define as diretrizes para a ampliação da jornada escolar em tempo integral na perspectiva da educação integral e estabelece ações estratégicas no âmbito do Programa Escola em Tempo Integral. Ministério da Educação. <https://abmes.org.br/legislacoes/detalhe/4532/portaria-mec-n-2.036>
- Reis, J. T., & Gonzaga, J. L. A. (2024). A educação popular e o novo ensino médio: perseguições, embates e rupturas na política educacional no Brasil. In J. T. Reis, F. S. Paulo & A. Torres Carrillo (Orgs.). *Políticas e práticas em educação popular: Paulo Freire na América Latina* (pp. 104-117). Innova.
- Resolução nº 18, de 27 de setembro de 2023. (2023, 27 de setembro). Estabelece os critérios e procedimentos operacionais de distribuição, de repasse, de execução e de prestação de contas do apoio financeiro do Programa Escola em Tempo Integral. Fundo Nacional de Desenvolvimento da Educação. <https://www.gov.br/fnde/pt-br/aceso-a-informacao/legislacao/resolucoes/2023/publicacao-da-resolucao-no-18-de-27-de-setembro-de-2023.pdf/view>
- Resolução nº 20, de 8 de outubro de 2023. (2023, 8 de outubro). Institui os procedimentos de seleção e habilitação de propostas de obras de Escolas em Tempo Integral, Creches e Escolas de Educação Infantil e Ônibus para o Transporte Escolar no âmbito do Programa de Aceleração do Crescimento - Novo PAC. Fundo Nacional de Desenvolvimento da Educação. <https://www.gov.br/fnde/pt-br/aceso-a-informacao/legislacao/resolucoes/2023/resolucao-no-20-de-8-de-outubro-de-2023.pdf/view>
- Resolução nº 25, de 24 de novembro de 2023. (2023, 24 de novembro). Institui os critérios de seleção de projetos da ação PAR-Portfólio no âmbito do Programa Escola em Tempo Integral. Fundo Nacional de

Desenvolvimento da Educação. <https://www.gov.br/fnde/pt-br/aceso-a-informacao/legislacao/resolucoes/2023/resolucao-no-25-de-24-de-novembro-de-2023-resolucao-no-25-de-24-de-novembro-de-2023-dou-imprensa-nacional.pdf/view>

Resolução nº 26, de 24 de novembro de 2023. (2023, 24 de novembro). Institui os procedimentos de priorização e critérios de seleção de propostas de reforma e ampliação de unidades escolares e aquisição de mobiliário para atendimento de demandas do Programa Escola em Tempo Integral. Fundo Nacional de Desenvolvimento da Educação. <https://www.gov.br/fnde/pt-br/aceso-a-informacao/legislacao/resolucoes/2023/resolucao-no-26-de-24-de-novembro-de-2023-resolucao-no-26-de-24-de-novembro-de-2023-dou-imprensa-nacional.pdf/view>

Silva, T. T. (1999). *Documentos de identidade: uma introdução às teorias do currículo*. Autêntica.

Torres Carrillo, A. (2024). *Educação popular: trajetória e atualidade*. Livrologia.

Zitkoski, J. J., & Hammes, L. J. (2024). Paulo Freire e a pedagogia libertadora: os fundamentos éticos e políticos. In J. T. Reis, F. S. Paulo & A. Torres Carrillo (Orgs.), *Políticas e práticas em educação popular: Paulo Freire na América Latina* (pp. 2017-2025). Innova.

AUTHOR INFORMATION

Fernanda dos Santos Paulo: PhD and Master's degree in Education, with training in Pedagogy and Philosophy. Professor at the UFRGS School of Education, where she is part of the UNESCO UniTwin Chair "The City that Educates and Transforms." Member of the team of the Continuing Education Program from the Perspective of Comprehensive Education (UFFS) and Pedagogical Coordinator of the National Pact for Overcoming Illiteracy and qualification of Youth and Adult Education (EJA), via IFFAR-SECADI-MEC. She works in the fields of Popular Education, Participatory Methodologies, education of young, adult, and older people, and the education of social and popular educators.

ORCID: <https://orcid.org/0000-0002-8022-9379>

E-mail: fernanda.paulo@ufrgs.edu.br

Note:

The author was responsible for the conception of the article, definition of the research problem and objectives, development of the theoretical framework, documentary analysis, and interpretation of the data. She fully carried out the writing of the manuscript, as well as the critical review of the content, the organization of references, and the adaptation of the text to the journal's editorial standards.

Associate Editor in charge:

Terezinha Oliveira (UEM)

ORCID: <https://orcid.org/0000-0002-9841-7378>

E-mail: teleoliv@gmail.com

Evaluation rounds:

Four invitations; two reviews received

Standardization reviewer:

Adriana Curti Cantadori de Camargo