

FULL-TIME SCHOOL IN PORTUGAL: DIMENSIONS OF ANALYSIS, IDEAS, AND HYBRIDITIES

Abstract

Full-time school (FTS) in Portugal is associated with the mission of the public school and the role of the State in providing integral education for children/students and promoting equal opportunities for them to access public education services, thus ensuring the effectiveness and quality of learning and the education system. The problematics of the FTS, regarded as a public policy education, advocates the emergence of “new” forms of educational action, another conception of public school, which monopolizes the integral education of the student, and other modes of administration in providing public educational services. The theoretical option for an interpretative approach based on “public policy analysis” allows to perceive the proposed ideas and the political and educational problems for which the FTS policy is presented as solution. This approach highlights the hybrid nature of the “models” of implementation of the policy present in the tensions between homogenizing, coercive, and centralist tendencies and decentralizing tendencies, proposing diversity, the principle of subsidiarity and freedom of choice.

Keywords: *Full-Time School. Public School. Educational Policy. Public Policy Analysis.*