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THE RELEVANCE OF THE SCHOOL TRANSPORT POLICY FOR EDUCATION IN THE COUNTRYSIDE: CHALLENGES AND CONFRONTATIONS OF THE STUDENTS OF VILA ANGELINÓPOLIS IN BAIÃO/PA

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ABSTRACT

This research focuses on conducting a study of the school transport policy in the municipality of Baião in the State of Pará. It is intended to analyze the case of the Professor Pastor Antenor Rodrigues de Freitas School that serves the students of Vila Angelinópolis, located on the banks of the BR 422. Methodologically, the research follows a qualitative approach. The typology of the research is a case study, in view of the need to highlight the characteristics and specificities of the subjects served by this policy. Initially, a bibliographic survey of existing academic productions on the subject was carried out. The data collection techniques are documentary analysis, semi-structured interviews and observations. The provisional results indicate that school transport, although it has been offered to students, the vehicles are not within the safety parameters as provided for in the school transport safety standards. Another challenge is found in the conditions of access of students by means of transport in view of the traffic conditions of the roads and branches, as they are not paved, in winter the trips become more difficult. It is also observed the great dependence that students have on school transport to get to school, even more so for those who are further away, the lack of a vehicle means the absence of school. In view of the first impressions, the relevance that school transport represents for students to be able to access school and guarantee the right to education is denoted. Therefore, there is a need to advance in the quality of the provision of this service in order to ensure safety and comfort for students on the way home-school-home.

Keywords: School transportation. Rural education. Right to education.

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INTRODUCTION

This paper presents the ongoing master's dissertation in Education and Culture at the Graduate Program in Education and Culture (PPGEDUC) of the Federal University of Pará/University Campus of Tocantins/Cametá (UFPA/CUNTINS).

From this context, the interest in investigating the theme about the challenges of access to the school transport policy in Vila Angelinópolis in the municipality of Baião-PA arose from the experience as a teacher in Rural Schools. Thus, the present research arises from the interest in the equal conditions of access and permanence, since in Baião, the field has a strong numerical representation in municipal basic education, requiring a more committed look at the issues of quality and conditions for safe access.

Thus, this research deals with rural education, taking as its object of study the school transport policy having as empirical reference the school transport of students from the Professor Pastor Antenor Rodrigues de Freitas School, located in the village of Angelinópolis at Km 50 of the BR 422, rural area of the municipality of Baião, Pará.

School transportation is a policy that is ensured by the Federal Constitution of 1988, in its article 208, by the Law of Guidelines and Bases of National Education (LDB), in article 4, and by the Statute of the Child and Adolescent (ECA), in article 54, with the objective of enabling students' access to schools, being a basic condition for guaranteeing the right to education in an equal manner.

From this perspective, the aforementioned public service becomes essential for the access and permanence of students in public basic education schools, particularly those living in rural areas. In order to comply with this right, there is the National Program to Support School Transportation (PNATE) and the Caminho da Escola (Brasil, 2011,). These programs correspond to the transfer of financial resources to the municipalities, to cover the expenses arising from the provision of public school transport, in addition to contributing to the acquisition of new vehicles.

After all, when students face difficulties in getting to school due to the lack of adequate transportation or even the lack of the minimum infrastructure necessary for their realization, we deprive this student of having the opportunity to access education.

In addition, when we analyze these difficulties, we understand how government public policies manifest themselves in practice, especially investments in educational infrastructure in the countryside. It is therefore relevant to explore how the conditions of access to school transport are reflective of the challenges faced by rural communities, but also how political choices shape access to education.

In this context, this research presents the following problem: what are the conditions of offering school transportation to students at the Professor Pastor Antenor Rodrigues de Freitas rural school located in Vila Angelinópolis, Baião-Pará?

The guiding question is the following: What are the conditions of access and permanence of the students of the Professor Pastor Antenor Rodrigues de Freitas rural school located in Vila Angelinópolis, Baião-Pará?

Based on this, the general objective of this research is: To analyze the conditions of school transportation offered to students at the rural school Professor Pastor Antenor Rodrigues de Freitas located in Vila Angelinópolis, Baião-Pará?

Methodologically, this work is a qualitative study, where the research is configured as a case study, having as a methodological procedure of investigation the literature review and field research and which has as data instruments the application of semi-structured interviews and for this, we select subjects who were and/or are still involved in the researched environment, such as teachers, drivers, students, parents or guardians, school management, secretary of education and the person responsible for the municipality's transport sector.

The organization and scope of school transportation is a determining factor to ensure access and permanence for students who live in the countryside. In view of the above, the study has been organized to date in four sections: the first section corresponds to the introduction and the objective, succinctly exposing the object of the research and emphasizing its problematization, explaining the questioning and relevance of the study.

In the second section "Research Territory", the study area is characterized, specifically the Village of Angelinópolis. In the third section, entitled "Notes on Rural Education: A Brief Review of the Literature", providing a bibliographic review on the theme "School Transport" importance and influence on Rural Education, the Public Educational Policies for the Countryside and the historical context of struggle that will contribute to the consolidation of Rural Education. In the fourth section, the policy of school transport in Brazil/Amazon is addressed".

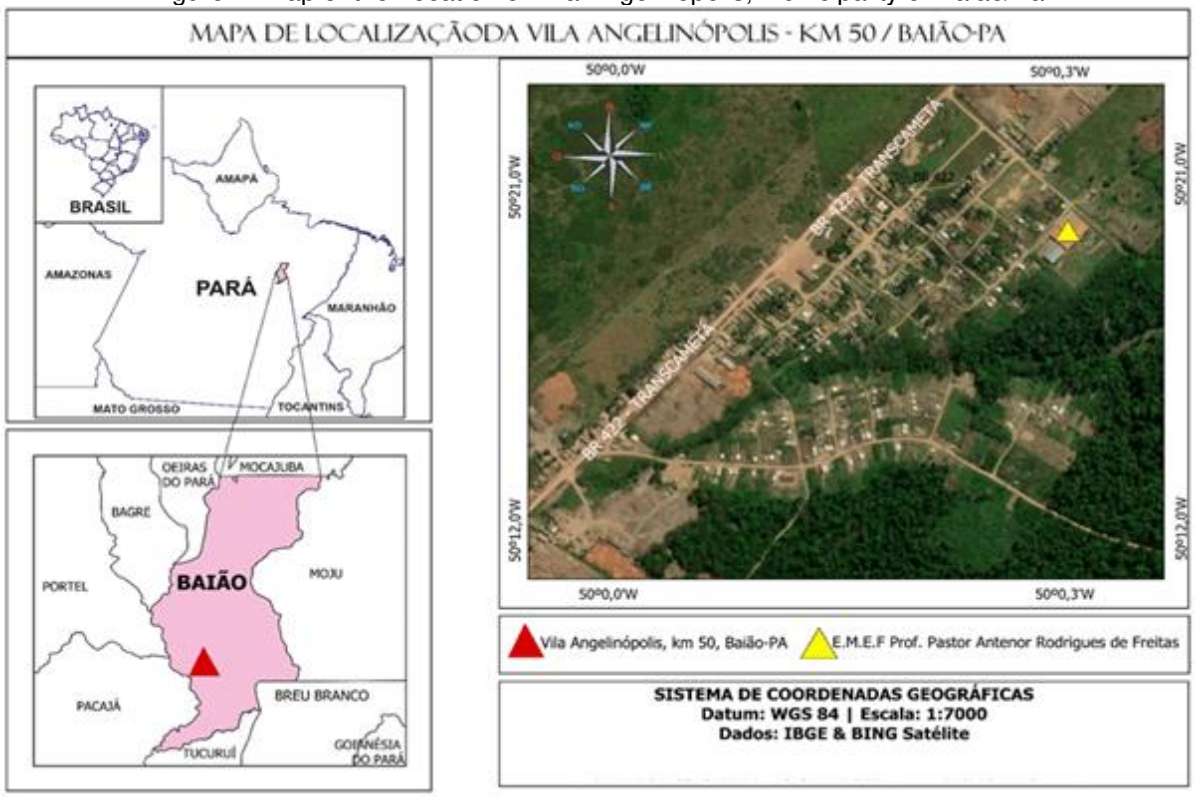
TERRITORY OF RESEARCH

Considering that the territory of the research favors us to deepen the analysis of the policy of access to school transportation, showing the mishaps faced by the students of the Professor Pastor Antenor Rodrigues de Freitas School, located in the village of Angelinópolis, located at Km 50 of BR 422 - Transcametá - belonging to the Municipality of Baião, State of Pará.

Vila Angelinópolis, located at km 50 of BR 422, a rural area of the municipality of Baião, Baixo Tocantins, is part of the district of KM 50, being the result of agrarian reform settlements.

The map below places the village of Angelinópolis within the territory of Bahia and shows precisely the location of the Professor Pastor Antenor Rodrigues de Freitas School, as shown in Figure 1.

Figure 1- Map of the Location of Vila Angelinópolis, municipality of Baião/Pa



Source: Author himself (2024)

It is known that the process of formation of Vila Angelinópolis has not yet been historiographed, but it is the product of rural Settlement Projects (PA), before there were few families that inhabited this region, after its creation there was a significant growth, bringing with it the need to establish schools, health centers, public security and so on.

According to data obtained from the National Institute of Colonization and Agrarian Reform (INCRA), on November 4, 1995, the village began with an encampment led by the Pastoral Land Commission (CPT), together with the landless families of the region who were looking for a piece of land to live with their families. The settlement of the settlers in the Angelim Settlement took place at the time of the construction of the 2nd stage of the Tucuruí Hydroelectric Power Plant. Many families, from neighboring municipalities and from other states, such as Maranhão, came looking for work, but when they arrived at the reality it was different, and decided to organize themselves to acquire a piece of land to produce

and take their family livelihood. (INCRA/Regional Superintendence of Southern Pará – SR (27) – Tucuruí Advanced Unit, 2024).

Nowadays the village of Angelinópolis has 104 resident families, giving an approximate total of 390 people living within the village. It has an educational structure that serves early childhood education, elementary school and high school, the latter in the format of the Electronic Information System (SEI). It also has a Basic Health Unit - Manoel Paraíba, which serves local residents and also other nearby locations, such as: Vila de Angelinópolis, Angelim I and II, Pirassununga, Garimpeira, Comunidade Lucas, Santa Marta, Salvador Allende Piratininga, Espírito Santo, Vila de Anilzinho and Vila de Chico Mendes. (Field Research Report collected from the CHAs of the UBS, 2024)

EDUCATIONAL PANORAMA OF VILA ANGELINÓPOLIS

Educational reforms began in the 1990s, when the concentration of schools intensified, inspired by the North American model of reorganization of education in rural areas. In Baião, the nucleation of schools was accentuated after the construction of pole schools in the countryside, being implemented from 2012.

According to Vasconcelos (2021), during this period, 15 (fifteen) core schools were built in 15 rural communities and there are two unfinished school buildings, in the most diverse territories such as: riverside dwellers, quilombolas, traditional agroextractivist communities, traditional agricultural communities far from navigable rivers (colonies) and extractive reserves. Today the two buildings that were still unfinished, are operating normally, totaling 17 (seventeen) Pole schools.

The Angelinópolis Pole School (Km 50), located more than 100 kilometers away from the municipal headquarters, was one of these 17 schools, built through the PIRJUS-004/09 agreement, between the Federal Government through Eletrobras/Eletronorte, the State Government and the Municipality of Baião, inaugurated in February 2012. In that year the President of Brazil was Dilma Vana Roussef of the Workers' Party (PT), the mayor of Baião was Nilton Lopes de Farias (PT), José da Costa Carvalho Neto chaired Eletrobrás and Eletronorte was chaired by Josias Matos de Araújo (Figure 3).

Figure 2- plaque representing the inauguration of the Angelinópolis school and other photos of the school front



Source: Research collection.

The Municipal School of Early Childhood Education and Elementary Education Professor Pastor Antenor Rodrigues de Freitas has the following physical structure: 06 classrooms, 01 computer lab, 01 library, 01 kitchen, 01 guild room, 01 deposit, 01 video room, 01 principal's room, 01 vice-principal's room, 01 teachers' room, 01 pedagogical technician room, 01 secretariat, 08 bathrooms and 01 sports court.

NOTES FROM RURAL EDUCATION A BRIEF LITERATURE REVIEW

This topic provides a bibliographic review on the theme "School Transportation", its execution, importance and influence on Rural Education. It explores both the legislative aspects of school transport, its importance and influence in the rural educational context.

It is worth noting that the policy of access to school transportation in the context of rural education faces several obstacles that undermine the right to education that should be based on the principles of equality, the rural student suffers from the lack of adequate infrastructure and even the scarcity of pedagogical resources. In addition, the dispersed location of communities hinders educational provision and compromises regular and quality access to education.

At this moment, the bibliographic survey allowed us to appropriate the object of study in scientific materials on the subject, being extremely important to know what has already been published about the object of research.

The policy of nucleation of rural schools has been going on in our country since the 1970s. Thus, until the mid-1990s, teaching in the countryside was conditioned to the offer of 1st to 4th grade, which caused enormous difficulty in continuing studies due to the lack of offers. Only after LDBEN 9.394/96 was there an expansion of education in rural communities through the municipalization of education. The municipalities, which previously had their activities previously restricted to early childhood education and the beginning of elementary school, began to assume responsibility for the final years of this stage of education as well.

In this way, the nucleation of schools emerges as a reflection of the search for the construction of autonomy and the management of local governments. Municipalization has made it possible to increase decision-making in this sphere.

Based on this context, the nucleation process in Brazil expanded in the 1990s, driven by LDB 9.394/96, through educational reforms in basic education, where they prioritized Elementary Education with the creation of the Fund for the Maintenance and Development of Elementary Education, for the Valorization of Teaching (FUNDEF) and the strengthening of the National Fund for the Development of Education (FNDE).

In this perspective, it is important to highlight initially that the rural population over the years suffers from prejudice, being people considered without culture, without education, as if the only objective was only to work in the field, therefore, they did not need formal education. In this sense, it is necessary to have an education that really respects and values the culture of the rural population, not being considered only as a teaching modality, but also as a public policy that guarantees the peasant population the same educational rights guaranteed to the urban population.

That is why it is important to study the legislation that guarantees the right to quality education to the peasant population in order to verify which educational rights are applicable to this portion of the population that has specific needs and interests. In line with the above, it is observed that education in the countryside arises in response to social movements that tirelessly have always sought an education consistent with the life and habits of rural students.

Thus, the demands of social movements focus on public policies that are convenient to the interests and needs of the peasant population, respecting their identity in a positive and evaluative way. In view of this, we can conclude that school transportation is a public policy that, while enabling the right to education for students, is also linked to the policy of nucleation and contributes to the closure of schools.

The policy of nucleation of rural schools occurs under two conditions, the first is inter-field nucleation, which transfers the school from the countryside to the city. And the intra-field nucleation, in which the school remains in the field space, is transferred to a more central place, which can bring together the students of smaller schools that were located around it to just one school, located in a strategic location, thus requiring the use of the school transport service.

Thus, as Corrêa (2021) points out, nucleation occurs in two ways: first, through the annexation of small schools to a main school for the issuance of school documents. Second, by the reunion/nucleation of small schools in a school with greater infrastructure, resulting in the stoppage and later the closure of these schools. In addition, school transportation is intrinsically linked to the policy of nucleation, which contributes to the closure of schools. In turn, for rural communities, the closure of schools represents the loss of their reference and political weakening.

School transportation is characterized as an urgent policy that needs to be effective and punctual so that students who live in other communities can enjoy more equal access conditions. Thus, the relationship between the nucleation policy of rural schools linked to school transportation is evident, because without school transportation it would be impossible for the nucleation policy to be effective. As Carmo (2016) explains, for the nucleation of rural schools to be effective, the school transport policy is an indispensable condition.

Consequently, Vianna (2020) emphasizes a great challenge for rural schools: Multigrade has classes composed of students of different ages, grades, and learning levels, so the schooling period is under the regency of a teacher. The multigrade is considered the result of the social problems of Rural Education and society, being offered to the neediest social strata.

PUBLIC EDUCATIONAL POLICIES FOR THE COUNTRYSIDE

The expression "rural education" is recent, having emerged at the First National Conference for Basic Rural Education, on July 30, 1988, and, from then on, it was part of the discussions of national seminars in 2002, as pointed out by Caldart (2012, p. 257-258). In addition, rural education is provided for in the LDB, whose basis is equal access, conditions and permanence in school, that is, a right that to this day is not yet fully guaranteed, since this materializes in the historical dichotomy between urban and rural education, culminating in models of education imposed on the peasant population.

Rural education as an educational policy is established through the Legal Bases of Rural Education, having its normative frameworks of Rural Education summarized the documents in chart 1, according to the subject and the date of publication.

Chart 1 - Normative frameworks of Rural Education.

DATE/ YEAR	LEGISLATION	SUBJECT
December 20, 1996	Law No. 9394	It establishes the guidelines and bases of national education and brings in its article 28 the opening for the strengthening of the Movement for a Rural Education, by instituting a new form of sociability in the school attendance policy in our country, opening the door to adaptations and adaptations in the curriculum, school organization, school calendar and teaching methodologies.
December 4, 2001	CNE/CEB Opinion No. 36	It presents the proposed text as the basis of the Draft Resolution that establishes the Operational Guidelines for Basic Education in rural schools.
April 03, 2002	Resolution No. 1	Establishes Operational Guidelines for Basic Education in Rural Schools;
February 1st, 2006	CNE/CEB Opinion No. 1	That recognizes the School Days for the application of the Pedagogy of Alternation in Family Centers for Training by Alternation;
February 18th, 2008	CNE/CEB Opinion No. 3	Which deals with the consultation regarding the guidelines for the attendance of Rural Education.
April 28, 2008	Resolution No. 2	They establish complementary guidelines, norms and principles for the development of public policies to meet the needs of Basic Rural Education.
January 29th, 2009	Decree No. 6,755	Establishes the National Policy for the Training of Basic Education Teaching Professionals, regulates the performance of the Coordination for the Improvement of Higher Education Personnel - CAPES in the promotion of initial and continuing education programs, and provides other measures.
June 16th, 2009	Law No. 11,947	Among the relevant aspects of the Law, the universality of service to students enrolled in the public basic education network and the incentive for the acquisition of diversified foodstuffs, produced locally and preferably by family farming and rural family entrepreneurs, prioritizing traditional indigenous communities and quilombo remnants, stand out.
July 13th, 2010	Resolution No. 4	That recognizes Rural Education as a specific modality of Basic Education and defines the identity of the rural school;
November 4th, 2010	Decree No. 7,352	Provides for the rural education policy and the National Program for Education in Agrarian Reform - PRONERA.
July 25, 2012	Law No. 12,695	That it contemplates with resources from FUNDEB the community institutions that work in rural education;
February 1, 2013	Ordinance No. 86	Establishes the National Program for Rural Education - PRONACAMPO, and defines its general guidelines.
July 02, 2013	Ordinance No. 579	Establishes the School of the Earth
27 March 2014	Law No. 12,960	Which establishes the guidelines and bases of national education, to include the requirement of a manifestation of a normative body of the 83 education system for the closure of rural, indigenous and quilombola schools.
December 08, 2020	CNE/CP Opinion 22/2020	Provides for the Curricular Guidelines for the Pedagogy of Alternation in Basic Education and Higher Education. (awaiting approval)
August 16, 2023	CNE/CP Resolution No. 1	Resolution that provides for the Curricular Guidelines for the Pedagogy of Alternation in Basic Education and

		Higher Education. The resolution defines principles and values for teaching and learning, teacher training (initial and continuing) and pedagogical and methodological frameworks.

Source: Rural Education: Normative Frameworks. MEC/ 2012. Organized by the author. Caldas (2024)

To consolidate this exposition on the public policy of Rural Education, the Reference for a National Policy of Rural Education ensures that:

> [...] brings a set of knowledge and practices that instigates policies to understand the countryside as an emancipatory space, as a fertile territory for the construction of democracy and solidarity, because it has become the place not only of the struggles for the right to land, but also for the right to education, health, among others, and these struggles ended up putting new cultural policies on the agenda, economic and environmental for the countryside, but not only for the countryside (BRASIL, 2003, p.31).

About rural education, it is essential to think of a pedagogical perspective that is really thought of for the human formation of real life, recognizing the importance of the school, understood as an emancipatory space, in this sense Caldart (2003) indicates the following:

> A rural school is not, after all, a different type of school, but rather it is the school recognizing and helping to strengthen rural peoples as social subjects, who can also help in the process of humanization of society as a whole, with their struggles, their history, their work, their knowledge, their culture, their way. Also because of the challenges of its relationship with society as a whole. If this is so, helping to build rural schools is, fundamentally, helping to build rural peoples as subjects, organized and in movement. Because there are no rural schools without the training of rural social subjects, who assume and fight for this identity and for a project for the future (Caldart, 2003, p. 66).

In this context, it is worth noting that rural education in Brazil has had a strengthening of educational practice, being rethought from social movements, such as the pedagogy of the Landless Rural Workers Movement (MST), [3]which seek permanence on the land and the implementation of educational policies for subjects who live and work in the countryside, valuing its plurality.

Continuing the public policies aimed at rural peoples, the following subsection will dedicate itself to the historical context of struggles for the consolidation of education in the countryside, exposing the essential role of social movements in the search for land rights, permanence and access to education and for the improvement of the quality of life of the peasant population.

[3] From this excerpt, it is important to emphasize that the Landless Rural Workers Movement will be mentioned by the abbreviation - MST

HISTORICAL CONTEXT OF THE STRUGGLE FOR THE CONSOLIDATION OF EDUCATION IN THE COUNTRYSIDE

The proposal for rural education began to be built from the 1990s onwards, emerging from social movements, such as popular education, which brings the issue of a liberating education.

Rural education is the result of intense social movements, representing an achievement achieved after much struggle. It is crucial to recognize that education focused on the countryside is a liberating form of teaching, which seeks to integrate young people who live in this environment with society in general, avoiding any prejudice or prejudice to these individuals. For a long time, the countryside was mistakenly regarded as a place of backwardness or retrogression, but rural education seeks to reverse this view and fully value the potential and contributions of rural communities.

In this space of dispute about the absence of public power and the demands for an educational model that respects the diversities of rural subjects, such as the Landless Rural Workers Movement (MST), advocate:

> […] The Landless Movement or MST, is the result of an agrarian issue that is structural and historical in Brazil. It was born from the articulation of the struggles for land, which were resumed in the late 1970s, especially in the Center-South Region of the country and, little by little, expanded throughout Brazil (Caldart, 2019, p. 1).

Therefore, the relevance of social movements is crucial in the search for land rights, permanence and access to education and for the improvement of the quality of life of the peasant population. Like this:

> [...] social movements or in schools bring other Pedagogies. Victims of historical processes of domination/subalternization bring their pedagogies of resistance. In these collective actions for liberation/emancipation, other political and political subjects are produced. They demand recognition, they build their self-recognition. They pressure the State for another project of the countryside, of the city, of society (Arroyo, 2012, p. 14-15).

In this way, the expression rural education originated in the struggle for the emancipation of the land by the MST, which played a significant role in the debates around this proposal for an educational policy that would serve the communities of agrarian reform settlements. Caldart (2002, p. 2) highlights this educational dimension in the MST movement: "The Landless educate themselves, that is, they humanize themselves and are formed as social subjects, in the very movement of the struggle that they directly unleash."

Within this context, Rural Education is the result of the struggle of social movements with the proposal to claim the acceptance of their specificities in the construction of an

educational project, which considers their singularities and diversities existing within this space.

SCHOOL TRANSPORT POLICIES IN BRAZIL/AMAZON

In this topic, it will be addressed how school transportation is being offered, its quality, the conditions of the access roads, the time that the subjects take on the home-school route and its impact on the access and permanence of the rural student in the school environment.

Thinking about this difficulty, government programs were created aiming at a solution, because before offering the service, there is a need to plan the route that the bus must follow in order to satisfactorily serve all demanding students, which is equivalent to satisfying restrictions regarding the capacity of the buses, the duration of the trip, the total fulfillment of the demand and the fulfillment of the time of start and end of classes, as well as the conditions of the roads and side roads. This directly reflects on the performance of the economic, operational and social results of the institutions involved, as well as on the financial contribution to the acquisition of buses for the municipalities.

Thus, according to Serra's statements:

> [...] It is not uncommon to come across situations in everyday life that configure this reality. Students and teachers are often subjected to real adventures to get to school, because the means of transport is in a very poor state of conservation and the roads are often almost impassable (Serra, *et. al*, 2008, p. 05).

SCHOOL TRANSPORTATION IN CURRENT LEGISLATION

School transportation has been an educational policy since 1930, but it is only indicated as a duty of the state in the Federal Constitution of 1988. Therefore, school transportation is present in article 208, item VII, of the Federal Constitution. It is the duty of the State to ensure comprehensive care for the student, at all stages of basic education, through supplementary programs of didactic and school material, transportation, food and health care (Brasil, 1988).

As established in article 211 of the Constitution, the responsibility for transport is attributed to the municipalities. The Union, States and Municipalities organize their education, according to item 2 - it is the responsibility of the municipalities to provide early childhood and elementary education, while in item 3 - States and the Federal District must act in elementary and secondary education (Brasil, 1988).

Currently, there are two programs aimed at school transport policy: the National Program to Support School Transport - PNATE and the Caminho na Escola Program. The PNATE was created by the federal government in 2004, through Law No. 10,880, aiming to

ensure not only access, but also the permanence of elementary school students living in the countryside in the use of school transportation (Brasil, 2004). In relation to the transfers of the program, in article 2, paragraph 2, it establishes:

> The Deliberative Council of the FNDE shall disclose, each financial year, the form of calculation, the amount to be transferred to the States, the Federal District and the Municipalities, the frequency of the transfers, as well as the guidelines and instructions necessary for the execution of the PNATE, observing the amount of resources available for this purpose contained in the Annual Budget Law, and in its amendments, approved for the Fund (Brasil, 2004).

Therefore, the federated entities must establish councils to monitor and supervise the transfers. In addition, the importance of these councils is vital for the resources to be well applied, ensuring the effectiveness of the program, and if any requirement is disobeyed, the transfer of resources is suspended. In order to supervise, the FNDE establishes deadlines for accountability (Brasil, 2004).

In 2007, the "Caminho da Escola" program was created, through Resolution No. 3 of 2007 (Brasil, 2007). The objective of the program was to grant credits from the National Bank for Economic and Social Development (BNDES) for the acquisition of buses, minibuses and new boats for the transport of students (Brasil, 2012b).

In this sense, the Caminho na Escola program aims at the acquisition of vehicles, such as: buses, bicycles and boats, seeking to meet the specificities and helping rural populations on the way, for example, bicycles, help students who travel long distances on foot to the place where they study or where school transport passes (Ribeiro; Jesus, 2015).

SCHOOL TRANSPORTATION IN THE TERRITORY OF BAHIA, ESPECIALLY IN VILA ANGELINÓPOLIS

School transport in the Municipality of Baião is offered by land and water, with buses, minibuses and vans. In 2023, a total of 44 vehicles, covering 60 routes, so that students can get to school in the morning, afternoon and evening shifts. (Field Research Report collected by the Head of the Department of Transportation, 2024)

Of this amount, 36 vehicles are land, 07 in the urban area and 29 in the rural area of the municipality. There are 08 aquatic and only 01 that brings students to the urban area, 07 of these aquatic take students to school in the rural area.

In Baião, the countryside has a very strong representation in municipal basic education, and needs a closer look at quality issues and access conditions. Thus, the main items that hinder the full functioning of the education system in the rural area are noted,

among many, we can mention the poor condition of the roads and side roads for driving, deteriorated or inadequate vehicles, long distances traveled.

The total mileage covered by school transport in the municipality for the year 2023 is 2,338 km (two thousand three hundred and thirty-eight kilometers). Of this, 204 km (two hundred and four kilometers) cover the urban area of the municipality and 2,134 km (two thousand one hundred and thirty-four) cover the rural area.

Of this amount of mileage covered by school transport in Baião, it is worth highlighting the Pole School of Km 50 (EMEIF Professor Pastor Antenor Rodrigues de Freitas), because, being built to be a core school, it lives up to its amplitude, having a kilometric extension of the school transport service with 634 Km (six hundred and thirty-four kilometers), almost a third of the mileage covered in the rural area of the municipality, divided into 05 routes of coverage. As shown in table 02 below:

Table 2 - Table of locations of routes and vehicles

No. of Routes	Location of the Routes	KM Daily	Transport Used
01	Vicinal of the Maxixe	132 km	Pickup truck
02	Renato Lima's neighborhood	140 km	Pickup truck
03	Angelim	140 km	Pickup truck
04	Km 28 of Br. 422	104 km	Bus
05	Daniel Lucas Community	118 km	Minibus

Source: Field Survey collected by the Head of the Department of Transport.

As we will present the vehicles that make the school transport route at the Km 50 Pole School, having on their routes 03 (three) trucks that are used as vehicles for transporting students from their homes to school, these being considered inadequate vehicles due to safety for students, as they transport students from elementary school and early childhood education, these children being very small.

A factor that drew a lot of attention during the interview with the Head of the Department of Transportation was the one about the types of vehicles used as school transport in the municipality, where he answered that they were used only: buses, minibuses and vans, for the land route of school transport.

However, what was observed during the field research was the use of 03 (three) pickup trucks transporting students, where the minors were piled up inside the cabin and the older ones were transported in the body, which was a kind of cage where they also piled up without any kind of safety and comfort, running serious risks of accidents or even arriving at school with their dirty or soaked clothes and materials due to the constant rains.

A factor that can influence the provision of this service using a pickup truck is the existence of an unpaved road, without a minimum infrastructure necessary for the journey of vehicles, thus making it difficult at some times of the year, such as the reverse, the

circulation of large and heavy vehicles due to the increase in the incidence of rainfall, which further aggravates the situation, and only smaller cars with 4X4 traction can make the journey.

Another issue to be addressed is the risks to which these students are exposed during the trip, among these are delays, hunger, fatigue in addition to possible accidents, are among the mishaps faced by students in the countryside. Without safe and effective transport, with roads and side roads almost inaccessible, these are impaired, as there is no access with equal conditions.

The other communities that need the school transport service to get to the Polo School face the same difficulty in accessing the school environment, especially during the Amazonian winter period, due to the large amount of rainfall in the region added to the lack of adequate infrastructure on the roads that give access to Vila Angelinópolis. It was observed during the field interviews that some bridges over the igarapés are a real risk for those who travel on these roads, due to the lack of signaling, they are bridges without any defense where a simple slip can cause a very serious accident.

The roads are in precarious condition, a lot of mud and full of puddles of water during the winter, making access difficult for all means of transport. In the summer, these puddles dry up and turn into a dense sandy beach that makes it difficult for motorcycles and bicycles to travel, in addition to a lot of dust, which makes the students arrive all dusty at school, and the student needs to bring the uniform inside the backpack or in a plastic bag to avoid arriving dirty (Figure 1).

Figure 1- Road that gives access to Vicinal do Maxixe



Source: author's personal collection.

School transportation is an essential factor for the access and permanence of rural students in the school environment, as Carmo (2016) points out, the absence of school transportation, in many cases, makes it impossible for teachers and students to have access to school. This loss can be caused by several factors that interfere with the attendance of school transport. Ranging from the poor condition of vehicles, precariousness of roads and branches, falls of large trees making it impossible to pass and even logging trucks stuck on the roads, among other cases.

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