


## AMAPÁ AMAZON AND SCHOOL INCLUSION: CHALLENGES AND PERSPECTIVES OF STUDENTS WHO ARE THE TARGET AUDIENCE OF SPECIAL EDUCATION IN FULL-TIME SCHOOLS

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### ABSTRACT

This study investigated the application of school inclusion policies for students who are the target audience of special education in full-time schools in the Amapá Amazon, highlighting the main facilitators and barriers in this process. The research method is based on documentary research from primary sources, in a qualitative approach, focusing on the public policies available in the State Department of Education (SEED) of Amapá. The data sources of this study included various documents, such as Pedagogical Plans, specialized educational service (SES) reports, guidelines and public policies implemented by SEED-AP, as well as reports and questionnaires available at the SEED-AP full-time school implementation management. Data collection involved three stages: identification of documents on inclusion in full-time schools, access through requests and public platforms, and qualitative and quantitative analysis with descriptive statistics to summarize the information. The results indicate that, despite advances in public policies, the implementation of school inclusion faces significant challenges, such as the lack of

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adequate infrastructure, the scarcity of trained professionals and the absence of formal diagnoses on architectural barriers. In addition, inequality in the distribution of resources accentuates regional disparities, limiting access to inclusive education in more isolated areas. It is concluded that, in order to achieve full and effective inclusion, it is necessary to strengthen the continuous training of professionals, improve the infrastructure of schools and promote an equitable distribution of resources. The research suggests the replication of effective inclusive practices identified in schools that stand out in the region.

**Keywords:** School Inclusion. Special education. Full-Time Schools. Amapá Amazon. Public Policies.

## INTRODUCTION

The process of including Special Education Target Audience<sup>7</sup> Students (EPAEE) in the Brazilian public school system has been a constant challenge, especially in the context of full-time schools in the Amapá Amazon. This region, characterized by its vast geographical expanse and cultural diversity, faces specific challenges in terms of infrastructure, teacher training, and public policy implementation. School inclusion, although provided for in national and international legislation, still encounters significant barriers, ranging from the lack of physical accessibility to the insufficiency of adequate pedagogical resources.

Full-time education, as Moll (2012) points out, aims to provide an educational environment that encompasses not only the academic development, but also the physical, emotional and social development of students. However, when it comes to students with disabilities, the implementation of this type of education faces additional challenges, which include the need for a Specialized Educational Service (SES) that is truly inclusive and effective. Sotero, Cunha and Garcia (2019) highlight that the articulation between SEA and comprehensive education must be carefully planned to ensure that these students have access not only to the regular curriculum, but also to the specialized support they need.

In the context of full-time schools in the Amapá Amazon, these challenges are even more pronounced. The region suffers from infrastructure problems, such as the lack of accessibility in schools, and the shortage of professionals trained to deal with the diversity present in classrooms. In addition, the geographical distances and isolation of many communities make it difficult to implement public inclusion policies uniformly.

This study aimed to unveil the process of inclusion of students who are the target audience of special education in full-time schools in the Amapá Amazon, exploring how these policies are implemented in practice and what are the main barriers and potentialities observed. The analysis is based on a documentary analysis, which offers an overview of public policies for inclusion and comprehensive education, highlighting the tensions and challenges faced in trying to ensure that all students have access to quality education, regardless of their limitations.

By investigating this topic, it seeks not only to understand the current difficulties, but also to propose recommendations to improve school inclusion in the region, ensuring that

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<sup>7</sup> The target audience for special education is considered to be students with disabilities, global developmental disorders and high abilities/giftedness according to the National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008).

full-time schools can fulfill their role more effectively and equitably. In this sense, this study sought to identify how full-time schools in the Amapá Amazon are implementing inclusion practices for students who are the target audience of special education, we will seek to answer the following research problem: how are school inclusion policies for students who are the target audience of special education implemented in full-time schools in the Amapá Amazon, and what are the main barriers and facilitators in this process?"

The interest in the study of this theme was aroused from our pedagogical experience in schools that offer high school integrated in public schools in the city of Macapá-State of Amapá. In addition, the idea intensified when we entered the Professional Master's Degree in Inclusive Education in the National Network (PROFEI) offered by the Federal University of Amapá - UNIFAP and participated in the discipline Public Policies: special and inclusive education. In this, through the teacher's didactics, we had the opportunity to be inserted in different contexts and periods of Brazilian Education, thus contemplating a diversity of public policies inherent to each historical period.

In this study, it is important to understand what special education and inclusive education are. Glat and Fernandes (2005, p. 01) explain what special education is and how inclusion education fits into this situation.

[...] Special Education, which for a long time was configured as a parallel teaching system, has been redimensioning its role, previously restricted to the direct care of students with special needs, to act, primarily, as a support to the regular school in receiving these students.

Therefore, with regard to special education, it is perceived that it belongs to one of the modalities of education aimed at people with mental, physical, affective, psychic or multiple capacities. Inclusive education, on the other hand, includes programs that aim to include people with disabilities in the educational context. This model has been implemented by full-time schools, based on the National Education Plan (PNE) in its goal 6 "to offer full-time education in at least 50% (fifty percent) of public schools, in order to serve at least 25% (twenty-five percent) of students in basic education" (Brasil, 2014).

Full-time education encouraged reflections and discussions related to public education and expanded the views and dialogues of some researchers in their work, such as: Sala, Moreno and Duarte (2020), Bernardo (2020), Guimarães and Bernardo (2020) Santos and Lins (2021), Oliveira and Braz (2023) who encourage reflection on various existing proposals regarding the way and purpose of extending the students' school day.

Within this large universe are students with disabilities who also fit the same teaching standards that have been the subject of much debate and research in this area, it is worth highlighting here the research of Leite (2017), Sotero, Cunha and Garcia (2019), Moreno and Duarte (2020), Bernard and Rigo (2023), Gomes-Silva *et al* (2023) and Gomes-Silva and Zerbata (2024), who, among other things, introduced important aspects related to the inclusion of students with disabilities in basic education and this new educational model. This battle is widely presented in educational institutions because it is part of our early history. That is why it is important to know the highlights of its historical trajectory.

## **EDUCATION OF PERSONS WITH DISABILITIES IN BRAZIL: PARADIGMS AND ACTIONS**

According to Sassaki (2012), the history of special education in its construction process is crossed by the existence of several paradigms: exclusion, institution, integration and inclusion. This is how it all started in Brazil in the 1800s, because before that period people with disabilities were considered invalid to attend and perform any tasks in school environments.

In this context, these professionals were trained to receive children in psychiatric hospitals or special institutions. The period was characterized by initiatives based on institutionalization, that is, the objective was to "treat" people with disabilities based on the medical care model, with the objective of understanding disability as a disease and, thus, offering the most appropriate treatment for each "patient" person. Thus:

Doctors were the first to study the cases of children with more serious impairments and created institutions for children next to psychiatric sanatoriums. [...] these interests of physicians in people with disabilities would have greater repercussions after the creation of mental hygiene and public health services, which in some states gave rise to the medical-school inspection service and the concern with the identification and education of abnormal states of intelligence (Mendes, 2010, p. 95)

The same author mentioned above adds that children with special needs were welcomed in special schools and "normal" children attended regular schools, it was clear that the inclusion or exclusion of these individuals was related to the cultural and social problems in which they lived.

Education is made possible by the presence of individuals or groups in the school environment, in the community and by the opportunity for these people to be integrated into

the school environment. Care for the disabled in Brazil had its advent in the imperial period, when Emperor D. Pedro II founded two institutions: the Institute of Blind Boys in 1854 and the Institute of Mutes and Mutes in 1857 (Mazzotta, 2011). According to Lanna Junior (2013, p.1):

The institution was installed in Rio de Janeiro and had as its model the Institute of Blind Boys in Paris, whose teaching methods were considered the most advanced of its time. It was the eloquent speech of the young blind man and former student of the Paris Institute José Álvares de Azevedo that convinced the emperor to institute it, during the audience mediated by the court doctor, to Dr. José Francisco Xavier Sigae by the Baron of Rio Bonito, the then president of the province of Rio de Janeiro.

In this regard, Mazzotta (2011) points out that, in 1855, Ernesto Hüet, a French citizen, and his brother who was a teacher and director of the Bauges Institute, arrived in Rio de Janeiro to crown him Emperor D. Pedro II. In October 1856 he took over the entire school building and founded the Imperial Institute for the Deaf. On July 6, 1957, the centenary of its creation, the name was changed to the National Institute for the Education of the Deaf (INES) by Law No. 3,189, of July 6.

Galindo (2012) shows that the implementation of these two institutions in Brazil was similar to the European model of management of people with disabilities, that is, people with disabilities were in nursing homes, churches or psychiatric hospitals. This place is like a prison where people with disabilities were sent. It was, therefore, a place of residence and work for the learning of blind and deaf people, which means that they are segregated from their family environment for long periods of time.

However, research by Mazzotta (2011) shows that in the republican government, Marshal Deodoro da Fonseca, head of the interim government, signed decree No. 408 that changed the name of the National Institute of the Blind to Benjamin Constant Botelho with the approval of its regulation.

Through Decree No. 1,320, of January 24, 1891, the National Institute of the Blind (IBC) was named in honor of its former mathematics teacher and former director, Benjamin Constant Botelho de Magalhães. D. Pedro II in September 1857, three years after the creation of the Benjamin Constant Institute, approved Law No. 839, the Institute for the Deaf was founded in Rio de Janeiro (Mazzotta, 2011).

A few years after the creation of the institutes, workshops were created to learn the trade. Typography and bookbinding workshops for blind students and knitting workshops for girls; workshops on shoemaking, bookbinding, punctuation and gilding for deaf students.

Mazzotta (2011) points out that between 1854 and 1956 there were individual, official and private initiatives, such as the Institute for Blind Boys and the National Institute for the Deaf, and then in 1874 the creation of the Salvador State Hospital in the city of Bahia, which provided some help to the disabled. Until 1950 there were only forty state institutions. Of these, fourteen of them were conventional agencies, one federal, nine state and four private.

In 1926, the "Pestalozzi Institute" was founded in Porto Alegre and later in Minas Gerais. In 1948, Helena Antipoff founded the first Pestalozzi club in Brazil in Rio de Janeiro. In 1950, the AACD (Association for Assistance to Disabled Children) signed an agreement with the city of São Paulo. In 1954, the first APAE (Association of Parents and Friends of the Exceptional) was founded in Rio de Janeiro. In this regard, Silveira and Drago (2010, p.82) comment:

Gradually, this service was replaced by psychology, in which Helena Antipoff stood out. Antipoff held several teacher training courses, mainly in the region of Betim, Minas Gerais. Through Helena's work, the Pestalozzi Societies were founded in Brazil. From then on, society began to expand its concern with the care of people with disabilities and their insertion in the labor market. In 1954, the so-called APAE appeared in Brazil and in 1960, Campaigns were created for the education of people with visual, hearing and mental disabilities.

This period can be considered a milestone of the Estado Novo (1945-1964), which according to Mendes (2010) is identified as a movement that provides for a broad implementation of special education. Thus, about 190 educational institutions were created in the country at the end of the 1950s, of which approximately 77% were public and normal schools. A period that became known as institutionalization (Mendes, 2010). In the words of Galindo (2012, p. 15):

Thus, institutionalization (segregation) lasted until the mid-50s of the twentieth century; because in this period, the Western world was experiencing great transformations in relation to social movements. In the 60s, as a result of the world wars, the movement emerged and the institutionalization of people with mental disabilities and other disabilities was made. In this perspective, a model of service to the implementation of professional qualification services was then initiated, with the aim of preparing the individual for integration or reintegration into the life of the community

This period represents the idea that institutionalization is called segregation, where it represented a period linked to professional qualification.



### **3 ON THE RIGHT TO EDUCATION OF PERSONS WITH DISABILITIES IN BRAZIL**

In Brazil, the right to education for people with disabilities is guaranteed by several laws and public policies that aim to promote inclusion and equality. The Federal Constitution of 1988 is a fundamental milestone in the provision of special educational assistance to people with disabilities, preferably in the main school system, according to its article 208 (Brasil, 1988). In addition, the National Education Guidelines and the Basic Law (LDB) approved in 1996 reinforce the need for an inclusive education system that guarantees the full development of students with special educational needs (Brasil, 1996).

The national policy on special education implemented in 2008 from the perspective of inclusive education provides guidelines for the inclusion of students with disabilities and proposes the provision of special education services in regular classes of regular schools (Brasil, 2008). This document emphasizes the importance of continuing education of teachers and the adaptation of school infrastructure to meet the needs of their students.

In 2015, the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities) established the rights of persons with disabilities, including the right to inclusive education at all levels and forms of education (Brasil, 2015). This legislation provides for the removal of physical, pedagogical and attitudinal barriers and promotes a fair and barrier-free educational environment.

The ratification of the Rights of Persons with Disabilities by the United Nations (UN) in 2008 also strengthens Brazil's commitment to inclusive education, ensuring equal opportunities and full participation in society for people with disabilities (UN, 2006). This legal and policy framework emphasizes Brazil's continued and progressive development towards inclusive and high-quality education for all.

### **OVERVIEW OF FULL-TIME EDUCATION IN BRAZIL AND IN THE STATE OF AMAPÁ**

Full-time education in Brazil has been consolidated as a fundamental strategy for improving the quality of education and promoting educational equity. This educational model, which extends the school day of students, aims to provide an environment richer in educational experiences, addressing both cognitive and socio-emotional development. The Law of Guidelines and Bases of National Education (LDB), in its article 34, establishes the possibility of progressive extension of the school day, encouraging the implementation of full-time schools. In this regard, Castro, Leite and Silva (2018, p.7) state:



This means that there was knowledge not taught to the student that was lacking in his school development. The range of teachings necessary for an adequate growth of the student was not restricted only to the subjects offered by the school at that time. The longer the student's time in school, the better his performance would be. This new way of teaching and learning would be gradually available to the student, as well as to the educator.

We thus see that full-time study has been present in the union educational system since antiquity. Article 34 of LDB 9394/96 reiterates that "the primary school day includes at least four hours of effective work in the classroom and the length of stay in school will gradually increase" (Brasil, 1996). In this way, the way students remain in school would evolve gradually. Another program that strengthened legislation that supports full-time education was Mais Educação, developed in 2007.

The More Education Program marks a significant advance in the promotion of this educational model. The program encourages the extension of the school day with diversified activities, such as art, culture, sports and school reinforcement workshops, contributing to the integral development of students (Brasil, 2007). Data from the National Institute for Educational Studies and Research Anísio Teixeira (INEP) indicate that, between 2008 and 2018, there was a significant increase in the number of schools and students participating in the program, evidencing the growing adherence to the full-time model (INEP, 2019) in the country (Brasil, 1996).

However, the implementation of full-time education faces significant challenges. Inadequate school infrastructure and a lack of human and financial resources are frequent obstacles. Studies show that many schools still do not have appropriate facilities to support the extended workday, such as cafeterias, libraries and spaces for extracurricular activities (Caetano, 2018). In addition, the continuous training of teachers and curricular adaptation are crucial aspects for the effectiveness of the model, requiring consistent investments and public policies.

The expansion of full-time education in Brazil represents an important step towards building a more inclusive and equitable education system. However, to achieve the universalization of this model, it is essential to address the structural and financial challenges, ensuring the quality and sustainability of the initiatives. The consolidation of full-time education depends on a continuous commitment by governments and society, aiming to provide quality education for all students.

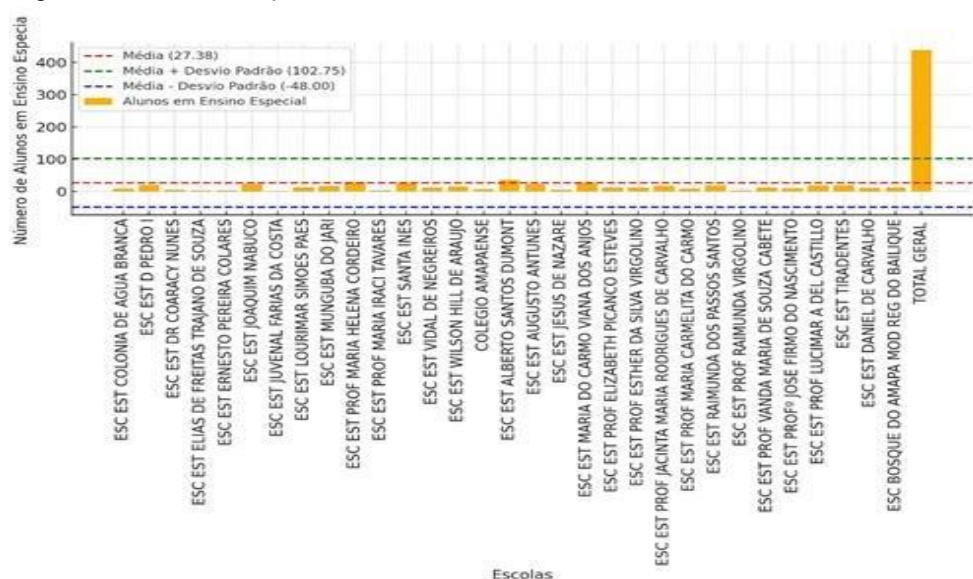
With regard to the State of Amapá, the journey towards the implementation of comprehensive high school began in 2011 with the adoption of the Innovative High School Program (PROEMI). This program is designed to prepare schools for an expansion of the daily workload and a greater flexibility of the curriculum. The goal was to provide a more holistic education that would not only prepare students academically but also equip them with life skills.

In 2014, the federal government intensified its efforts with the launch of the National Pact for the Strengthening of Secondary Education. This pact aimed to prepare the ground for a comprehensive reform of secondary education, including the expansion of the workload. In the same year, Law No. 13,005/2014 was enacted, establishing the National Education Plan, which, in its Goal 6, determined that 50% of public schools should offer full-time education by the end of the decade (Brasil, 2014).

The State of Amapá responded promptly to federal impulses, adapting its own educational system to incorporate these new paradigms. In 2015, Law No. 1,907/2015 was approved, which established the State Education Plan, echoing the national goal with the same objective of expanding comprehensive education. Implementation began modestly, with the conversion of some existing schools into full-time education centers. In 2017, Federal Law No. 13,415/2017 formally instituted the policy to promote the implementation of full-time high schools, consolidating the state's commitment to this educational vision.

According to the Management of the Implementation of Full-Time Schools of the State Public Network of SEED-AP (2024), full-time high school in Amapá was structured to not only increase the number of hours in the classroom, but also to enrich the quality of the education offered. The curriculum has been expanded and diversified to include subjects focused on the personal and professional development of students, in addition to traditional academic subjects. This holistic approach aims to provide a more well-rounded education, preparing young people for both academic and everyday life challenges. Figure 1 illustrates the sum of students Target Audience of special education per full-time school in Amapá, allowing us to evaluate the extent and effectiveness of school inclusion in this new educational format.

Figure 1- Number of special education students with Mean and Standard Deviation



Source: CEPE/SEED/AP; SCHOOL CENSUS/INEP (2023).

Based on Figure 1, which shows the number of (EPAEE) enrolled in full-time schools in the state of Amapá, a very unequal distribution of this service among the institutions is observed. The average number of EPAEE enrolled in special education per school is 27.38 students, which, at first glance, may seem a moderate value. However, most schools are below this line, which already indicates that there is a higher concentration of EPAEE in a reduced number of schools.

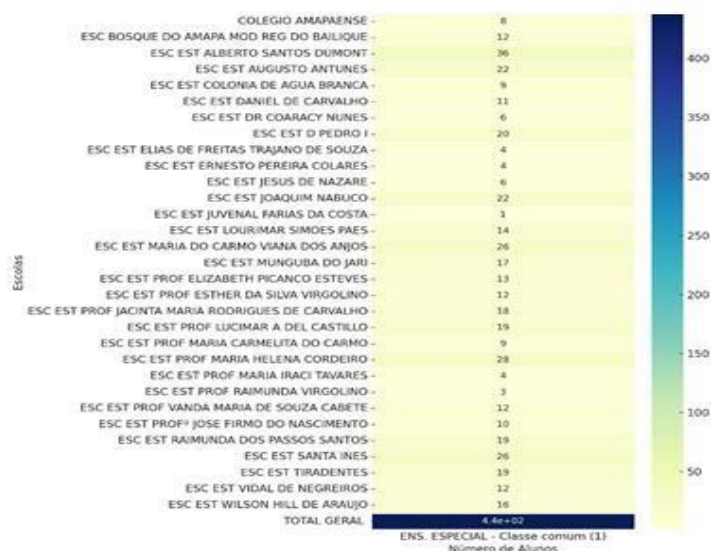
In addition, the high standard deviation demonstrates that there are schools with a much higher number of EPAEE compared to the majority. Some schools significantly exceed the average and stand out as centers of specialized care. These institutions, by being above the line that represents the "Mean + Standard Deviation" (102.76), probably suggest greater infrastructure and resources for the care of these students, reflecting a centralization of this type of service.

In contrast, most schools are between the average and significantly lower values, with some even approaching zero. This reflects that many institutions serve a small number of students with special educational needs (EPAEE). This low demand in certain schools may be explained by the lower need for specialized attention in some regions or by the possible concentration of these students in specific educational centers.

Figure 2 provides a better representation of this relationship. Similar findings were identified in a bibliographic research on the process of inclusion of students with disabilities in Full-Time Schools (FTEs) of the Brazilian public network. In the study carried out by

Casto, Leite and Silva (2018), the authors conclude that the inclusion of students with disabilities in FTEs has occurred without adequate prior planning to solve their situation. In other words, there is no clear legislation that guarantees conditions that favor the academic performance of these students. Figure 2 below illustrates this situation well.

Figure 2 - Concentration of students targeted by full-time school in the State of Amapá



Source: CEPE/SEED/AP; SCHOOL CENSUS/INEP (2023).

The analysis of the *heatmap* reveals an unequal distribution of the concentration of students in special education in schools. It is observed that some schools have a high concentration of students, highlighted by the darker tones in the graph, which indicates a greater demand for this type of service in these institutions. These schools may be acting as specialized centers or regional hubs, receiving a significant number of students in special education, possibly due to their infrastructure and capacity to deal with the needs of this public.

In addition, the results reveal a great disparity in the distribution of students in special education among schools. Some institutions take a central role in serving these EPAEE, while most schools serve a small number of students. These data suggest the need for a deeper analysis of the allocation of resources and the capacity of specialized care in the different schools, in order to ensure a more equitable and efficient distribution.

## **SCENARIO OF THE EDUCATION OF STUDENTS TARGET AUDIENCE OF SPECIAL EDUCATION IN FULL-TIME SCHOOLS IN THE AMAZON OF AMAPÁ**

The State of Amapá, located in the Northern region of Brazil, has a territorial area of 142,470.762 km<sup>2</sup> and a population of approximately 733,508 inhabitants, according to the 2023 Census. The demographic density is 5.15 inhabitants per km<sup>2</sup>, indicating a low population concentration.

The state of Amapá, located in the northern region of Brazil, has an economy predominantly based on extractive and agricultural activities. Mining, especially manganese, is one of the main economic sectors, complemented by timber production and subsistence agriculture. Amapá also has potential in ecological tourism, due to its rich biodiversity and natural landscapes (IBGE, 2020).

The economy of Amapá is diversified, with emphasis on the mineral extractive industry, agriculture, livestock and public services. In 2023, the revenue realized by the state was R\$ 11.25 billion, while the committed expenses totaled R\$ 8.5 billion. The monthly household income per capita is R\$ 1,520. The state also registers a fleet of 242,574 vehicles, which shows growth in the transport and urban mobility sector (IBGE, 2020).

In the educational area, the state has 131,948 enrollments in elementary school, according to 2023 data. Amapá's Human Development Index (HDI) is 0.688, reflecting significant challenges in terms of education, health, and income. The schooling rate among children aged 6 to 14 is 99.4%, while the illiteracy rate for people aged 15 and over is 5.4% (IBGE, 2020).

Still with regard to educational aspects, Amapá still struggles with low school performance rates and high dropout rates. Despite efforts to improve school infrastructure and teacher qualification, basic and higher education faces challenges such as lack of resources and inequality in access. Comprehensive and inclusive education programs are being implemented to try to reverse this situation, but the need for continuous investments and effective public policies is evident (MEC, 2018).

## **MATERIAL AND METHOD**

The methodology adopted in this study is based on documentary analysis as the main tool to investigate the process of inclusion of students who are the target audience of special education in full-time schools in the Amapá Amazon. A quantitative and exploratory

approach was chosen, with the aim of understanding in a deep and contextualized way the inclusive practices, the barriers faced and the strategies used in the school environment.

The choice for document analysis is due to its ability to provide a detailed view of how public policies for school inclusion are implemented and operationalized in full-time schools. According to Cellard (2008), document analysis is essential for understanding the context and application of institutional policies, allowing the identification of both the practices adopted and the challenges faced by the social actors involved. In addition, Lüdke and André (2003) highlight the validity of documentary research, pointing out that documents are stable and rich sources that last over time. These sources can be consulted as many times as necessary to deepen the analysis.

The data sources of this study included a wide range of documents, such as Pedagogical Plans of the Schools, Specialized Educational Service (SES) Reports, Guidelines and Public Policies issued by the Department of Education of the State of Amapá - SEED-, as well as Reports and questionnaires available at the Management of Implementation of Full-Time Schools of the State Public Network of SEED-AP. (Lüdke; André, 1986).

Data collection was conducted in three main stages. First, the relevant documents were identified, focusing on materials that directly address the inclusion of students who are the target audience of special education in full-time schools. Then, access to these documents was carried out, through formal requests to schools and competent educational authorities, as well as through public platforms.

Finally, the data were analyzed both qualitatively and quantitatively, using descriptive statistics with the objective of summarizing the information contained in the observed data set, providing a global view of the values (Guedes *et al.*, 2005). For the presentation of the results, graphs and tables were elaborated, which were discussed in the light of the pertinent scientific literature. The combination of quantitative and qualitative approaches allowed for a more in-depth analysis of the phenomena, generating more detailed and robust data (Richardson, 2017).

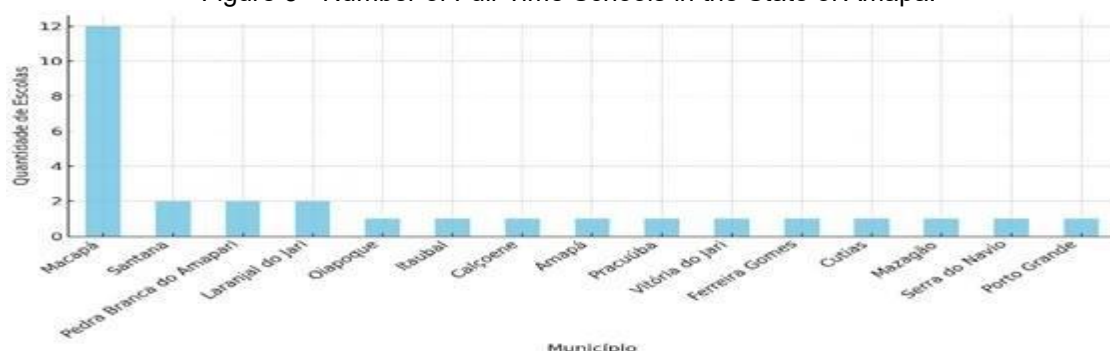
## **RESULTS AND DISCUSSION**

The objective of this research was to analyze the implementation of school inclusion policies for students with disabilities in full-time schools in the Amapá Amazon, identifying the main obstacles and facilitating elements in this context. To achieve this objective, the



research sought to answer the following central question: how are school inclusion policies for students with disabilities applied in full-time schools in the Amapá Amazon, and what are the main barriers and facilitators involved in this process? The results provide a detailed view of the distribution of these schools, with emphasis on the disparities between urban and rural areas, in addition to examining the service offered to students who are the target audience of special education. To deepen the understanding of these results, Figure 3 below clearly illustrates the distribution of full-time schools in the Amapá Amazon.

Figure 3 - Number of Full-Time Schools in the State of Amapá.



Source: Prepared by the Authors (2024).

According to Figure 3 above, the distribution of full-time schools by municipality reveals a greater concentration of these institutions in urban and economically developed areas, which is in line with the specialized literature. These municipalities, generally more populous, have better resources and infrastructure, facilitating the implementation of this educational model. In contrast, expansion into rural or disadvantaged areas faces significant challenges, such as a lack of infrastructure and skilled professionals, perpetuating regional inequalities.

This unequal distribution is worrisome, as it limits access to quality education in municipalities with few or no full-time schools, contributing to the maintenance of social disparities. The literature points out that full-time schools are fundamental for social inclusion and the improvement of educational quality, being associated with better academic indicators and lower school dropout rates (Buzeto, 2020).

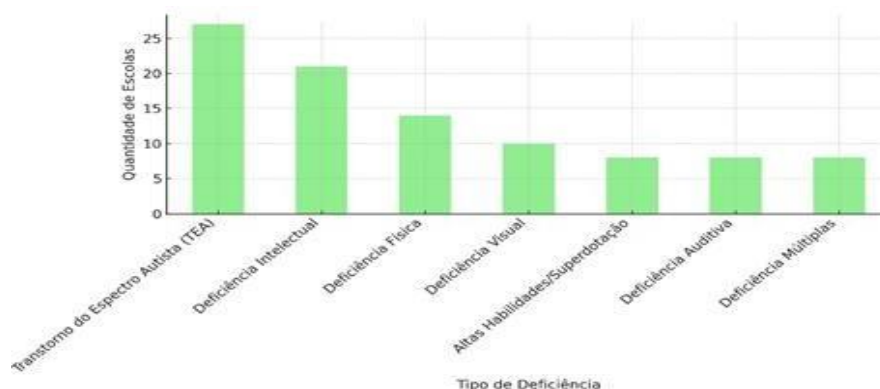
This scenario also highlights the need for public policies that promote the equitable expansion of full-time education, ensuring that all students have access to a complete and inclusive education, regardless of their location (Sobreira Filho, 2020).

Figure 4 complements this analysis by focusing specifically on the target audience of special education served in full-time schools in Amapá. It offers a detailed overview of the



distribution of these students, highlighting the specific needs and strategies adopted to ensure inclusive education. This figure reinforces the importance of public policies that ensure not only the expansion of full-time education, but also the quality and equity in the care of students with disabilities.

Figure 4 - Types of special educational needs met in full-time schools in Amapá



Source: Prepared by the Authors (2024).

According to Figure 4, the types of specific educational needs met in full-time schools in Amapá show important trends related to educational inclusion in Brazil. There is a prevalence in the care of students with intellectual disabilities and autism spectrum disorders (ASD), indicating the focus of public policies and teacher training in these areas. According to the literature, as pointed out by Carvalho (2019), these groups have received greater attention, which has contributed to a better preparation of schools in their inclusion.

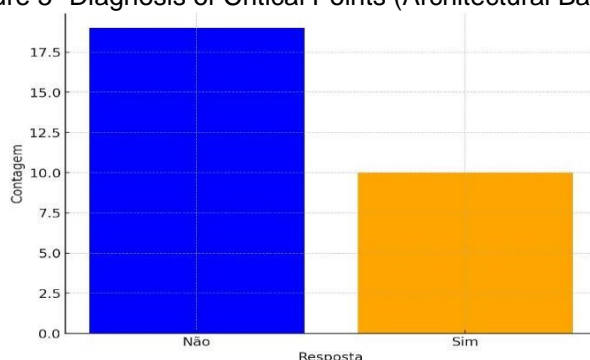
In addition, the diversity of specific educational needs met, including physical, hearing and visual disabilities, points to an effort by institutions to cover a wide range of needs, in line with the concept of inclusive education proposed by Mantoan (2006). However, the lower frequency of care for sensory impairments may indicate gaps in teacher training and in the availability of specialized resources, as discussed by Oliveira (2017). These findings were also corroborated in a study conducted by Pereira *et al.*; (2024), when analyzing the process of inclusion of students with disabilities in the context of a Full-Time Educational Center (CETI) in Parintins in the state of Amazonas.

In addition, public policies, such as Specialized Educational Service (SES), play a crucial role in the distribution of resources and training, contributing to the concentration of efforts on certain disabilities. However, for a more balanced inclusion, it is necessary to broaden the focus to equitably address all disabilities, as suggested by (Glat and Flesch, 2010; Tassa, Rodaski and Cruz, 2023).

Although the result shown in Figure 4 represents progress in inclusion, the literature, as Sasaki (2012) points out, emphasizes that full inclusion transcends the simple physical presence of students who are the target audience of special education in schools. It is essential to ensure that all students are not only present, but that they actively participate in and fully benefit from the educational environment. In addition, this result demonstrates advances in educational inclusion, but also highlights the need for a more balanced and continuous approach, ensuring that all disabilities are addressed in an effective and truly inclusive way.

In this context, it is crucial to also consider the challenges that still persist, such as architectural barriers, which can compromise accessibility and effective student participation. Figure 5, entitled "Diagnosis of Critical Points (Architectural Barriers)", addresses precisely these obstacles.

Figure 5- Diagnosis of Critical Points (Architectural Barriers)



Source: Prepared by the Authors (2024)

Figure 5 shows the "Diagnosis of Critical Points (Architectural Barriers)" in full-time schools in the Amapá Amazon reveals the proportion of schools that carry out or do not carry out a formal diagnosis of the architectural barriers present in their facilities. The results show that a significant percentage of schools do not carry out formal diagnoses of architectural barriers, which directly implies the quality and effectiveness of school inclusion (Brasil, 2015).

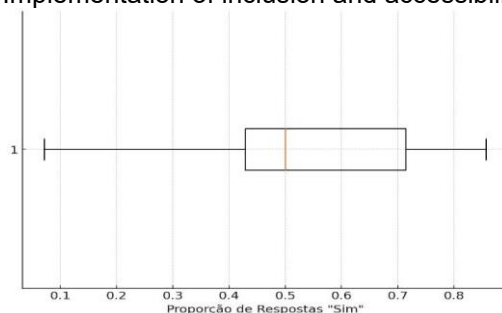
This may reflect a number of problems, such as a lack of awareness of the importance of these diagnoses, a lack of financial and technical resources, or a gap in the training of school managers regarding the need for accessible infrastructure. The literature, such as Sasaki (2006), emphasizes that accessibility is the basis for inclusion and that without an adequate diagnosis, schools are unable to plan the necessary adaptations, perpetuating the physical exclusion of students with disabilities

The diagnosis of architectural barriers reveals a worrying scenario of negligence and lack of preparation in full-time schools in the Amapá Amazon. The absence of formal diagnoses seriously compromises the inclusion of students with disabilities, perpetuating exclusion and violating the basic principles of inclusive education. To reverse this situation, coordinated action is needed between schools, educational managers and the government, with a focus on training, technical support and continuous inspection.

Furthermore, this in-depth analysis highlights the urgency of measures to ensure that all learners, regardless of their physical abilities, have access to quality education in a safe and accessible environment (Pereira, 2024). These findings were also identified in the study by Silva and Duarte (2016), which sought to understand how the process of inclusion of people with special educational needs in full-time schools in Caruaru-PE is carried out.

In addition, Figure 6, entitled "Implementation of Inclusion and Accessibility Policies", offers a detailed overview of the strategies that can be adopted to overcome these barriers. This figure illustrates how the implementation of public policies focused on inclusion and accessibility is crucial to transform the educational scenario, promoting equal opportunities and respect for the rights of all students.

Figure 6- Implementation of inclusion and accessibility policies.



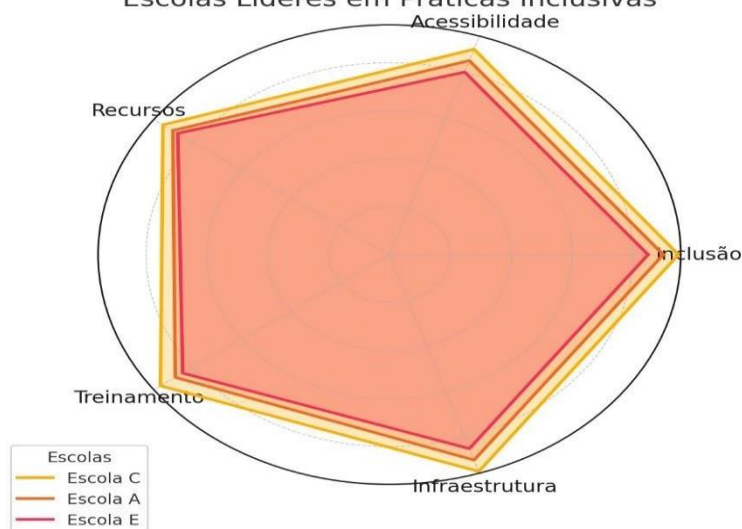
Source: Prepared by the Authors (2024)

The result of the *boxplot* of the proportion of "Yes" answers in full-time schools offers a clear view of the variation in the implementation of inclusion and accessibility policies. The median suggests that schools, on average, are adopting about half of the necessary inclusive practices, with significant variation between them. The interquartile breadth indicates considerable diversity in the practices adopted, possibly reflecting differences in resources or priorities between schools. In addition, the presence of *outliers* can point to schools that stand out positively or that face considerable challenges in terms of inclusion. These *outliers* deserve special attention to understand the factors that contribute to these outliers.

In summary, the findings reveal progress in implementing inclusive policies, but also highlight the need for greater consistency and support to ensure that all schools provide an accessible and inclusive environment for all students. This had already been discussed by Sala, Moreno and Duarte (2020) regarding the organization of SEA (Specialized Educational Service) in a full-time application school.

To deepen the analysis, Figure 7, entitled "Full-Time Schools with Best Practices in the Amapá Amazon", presents a detailed profile of these institutions that stand out in the implementation of inclusive practices. This figure illustrates the characteristics and strategies adopted by these schools, serving as a model to be followed by other institutions in the region. The study of these successful examples can provide valuable insights on how to overcome challenges and promote a truly inclusive educational environment in all schools in the Amapá Amazon.

Figure 7 - Full-Time Schools with Best Practices in the Amapá Amazon  
Escolas Líderes em Práticas Inclusivas



Source: Prepared by the Authors (2024)

The analysis of Figure 5 of the radar of full-time schools in the Amapá Amazon, specifically schools (ESC. EST. DE TEMPO FULL-TIME AUGUSTO ANTUNES- "C"; ESC. FULL-TIME EST. PROF. JOSÉ FIRMO DO NASCIMENTO- "A" and ESC. EST. QUIL. FULL-TIME DANIEL DE CARVALHO- "E"), who lead

In terms of inclusive practices, it reveals important *insights* into the implementation of inclusion and accessibility policies in these educational institutions. These findings were found through a questionnaire of semi-open questions applied from August 1 to 30, 2024 via

*google forms* for school managers, taking into account the following dimensions: inclusion dimension; Accessibility; Resources; Teacher training and infrastructure.

In the Inclusion dimension, School C stands out as the leader, with a high proportion of practices adopted. This school demonstrates a robust commitment to ensuring that special education target students are fully integrated into the school environment. Schools A and E, although they also have high proportions, show a slight difference that indicates the need for additional effort to achieve the same level of inclusion observed in the School (Santos and Carramillo-Going, 2023).

In terms of Accessibility, School C again stands out, reflecting a physical environment more adapted for students with disabilities. Accessibility is a vital component of effective inclusion, and the variations observed suggest that while schools A and E are committed to the cause, they still face significant challenges in making their facilities completely accessible (Brasil, 2015).

Analysis of the Resources dimension reveals less variation across schools, indicating a more even distribution of materials and technologies needed to support inclusive education. However, School C retains a small advantage, possibly due to better management or greater availability of resources, which can have a direct impact on the quality of education offered.

When it comes to Training, School C again stands out, reflecting a greater investment in teacher training. Continuous teacher training is crucial to ensure that education professionals are prepared to deal with the diversity of student needs. Schools A and E, although also compromised, have a slight lag, suggesting that a more intense focus on training could further improve their results.

Finally, in the Infrastructure dimension, School C achieves almost perfection, indicating that its physical environment has been extensively adapted to support the needs of students with disabilities. This adequacy is essential to ensure that physical barriers do not prevent the full participation of students in the educational environment. Schools A and E, although well positioned, have room for improvement, especially in ensuring that all facilities are accessible and welcoming to all students.

In summary, the radar chart shows that, although there is significant progress in the implementation of inclusive practices in schools C, A, and E, there are notable variations between them. School C, which leads in almost all the dimensions analyzed, serves as a model for the others, demonstrating that it is possible to create a truly inclusive educational

environment with the proper investment in infrastructure, resources and training. Schools A and E, while performing well, can benefit from a more detailed analysis of their practices to identify specific areas for improvement. This analysis highlights the importance of an ongoing commitment to inclusion, so that all schools can provide quality and affordable education for all students, regardless of their special needs.

## **8 FINAL CONSIDERATIONS**

This study was guided by the following central question: how are school inclusion policies for students who are the target audience of special education applied in full-time schools in the Amapá Amazon, and what are the main barriers and facilitators involved in this process? The research carried out sought to answer this question by analyzing the implementation of these policies in a context marked by unique geographical, social and structural challenges.

The relevance of the research is directly linked to the importance of ensuring that all students, regardless of their disabilities, have access to quality education. In the context of full-time schools, this premise gains even more prominence, since the modality aims not only at the academic development, but also at the social and emotional development of students. The research showed that, although inclusion policies are present, their application faces significant difficulties, especially in more isolated areas of the Amapá Amazon, where the infrastructure of schools and the training of professionals are still insufficient.

Among the main limitations identified, the lack of adequate infrastructure to meet the needs of students targeted by special education stands out, a critical issue that prevents the full inclusion of these students in the school environment. In addition, the survey revealed that many schools do not carry out formal diagnoses on architectural barriers, which compromises the quality of inclusion and perpetuates the exclusion of these students. The unequal distribution of resources among schools was also identified as a factor that accentuates regional disparities, creating a scenario in which inclusion is more robust in some urban centers and precarious in rural areas.

Given these findings, the study suggests the need for further research that explores in more depth the practices that have been shown to be effective in schools that lead in terms of inclusion. Analyzing and replicating these practices in other institutions could contribute to a more equitable distribution of resources and an overall improvement in the

service to students with disabilities. In addition, the continuous training of teachers and school managers is essential for these professionals to be able to effectively implement inclusion policies. The creation of public policies that ensure the necessary infrastructure, combined with the use of assistive technologies, is another area that deserves attention in future investigations.

In summary, the research confirms that, despite the advances in the implementation of inclusion policies in full-time schools in the Amapá Amazon, there are still significant challenges to be faced. Overcoming these barriers is essential to ensure that inclusive education becomes a concrete and effective reality, allowing all students, regardless of their limitations, to fully participate in the school environment and have access to development and learning opportunities.



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