


FULL-TIME EDUCATION IN THE METROPOLITAN REGION OF SANTARÉM/PA: Implementation Conditions

EDUCAÇÃO EM TEMPO INTEGRAL NA REGIÃO METROPOLITANA DE SANTARÉM/PA: Condições para implementação

EDUCACIÓN A TIEMPO COMPLETO EN LA REGIÓN METROPOLITANA DE SANTARÉM/PA: Condiciones de Implementación


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ABSTRACT:

The purpose of this article is to analyze some material challenges faced by schools that have implemented full-time programs in the Metropolitan Region of Santarém/PA (RMS/PA). The methodology employed is a bibliographic and documentary study, gathering information from the following indicators: QEdU; and eOPNE. The implementation of public policies for integral education in the western region of Pará was verified, indicating that the conditions of the schools require adjustments in infrastructure and the necessary knowledge for comprehensive education to ensure the induction policies of full-time education in RMS/PA.

KEYWORDS: Integral Education; Omnilaterality; Historical-Critical Pedagogy; Amazonia.

Introduction

The theme of Integral Education is not recent in the conceptual debates regarding formal education in Brazil. There are multiple approaches that can be given to the term, as demonstrated by Coelho (2009), so it becomes essential to clarify the analytical assumptions when addressing the topic. In this text, the term integral education is understood in light of the assumptions of Historical-Critical Pedagogy, which relates Integral Education to omnilateral formation, that is, to the "historical arrival of humans at a totality of productive capacities and, at the same time, to a totality of capacities for consumption and pleasures" (Manacorda, 2010, p. 96). In this sense,

Historical-Critical Pedagogy, as a Marxist pedagogy, does not reduce omnilateral formation to school education; it understands that omnilateral formation will only be fully achieved with the overcoming

of capitalist society and that the school's contribution to the struggle for omnilateral formation is not simply identified with full-time schooling or a mere aggregation of knowledge (Duarte, 2016).

Despite not limiting the understanding of omnilaterality to formal education, Historical-Critical Pedagogy acknowledges the significant contribution of schools to the intellectual, physical, and polytechnic formation of human beings through, among other aspects, the systematic teaching of scientific, aesthetic, and philosophical knowledge.

On the other hand, various studies analyzing educational policies in Brazil demonstrate the limitations imposed by the pedagogy of competencies or learning to learn for the integral formation of students (Saviani, 2013; Duarte, 2016; Malanchen, 2014; Libâneo, 2012). This occurs due to the overemphasis on actions of student reception in the school environment, formation based on the repetitive knowledge of the student's everyday life, and the promotion of meritocracy, employability, and entrepreneurship.

Regarding Integral Education policies, some research demonstrates the limits and weaknesses of the inducing programs (Jordão et al, 2023; Jacomeli, 2018), showing that the central axis of these policies focuses on extending the time students spend under the immediate responsibility of the school. This aims to ensure the reception of socially vulnerable individuals, provide school reinforcement activities, or even guarantee a plethora of recreational activities. In other words, the inducing programs emphasize a profusion of activities of different natures during the extended school stay, distancing themselves from the historical-critical defense of integral education highlighted earlier. Therefore, even though extending school time may have relevance for schooling, we will see that under current conditions, extending the time spent under the school's responsibility has not favored integral formation but has rather reiterated the role of the precaritized and accommodating school.

Recent studies have focused on mapping the impacts of inducing actions for extended school hours in the Metropolitan Region of Santarém in the Paraense Amazon and have demonstrated, among other aspects, that schools in the region face significant challenges in implementing the "full-time" hours as provided in federal legislation. These challenges include issues related to teacher training, curriculum activities, school management, among others (Sartori et al, 2023; Sousa, 2023; Ferreira, 2022). This article is an extension of one of the points discussed in the master's dissertation and aims to analyze some of the material challenges faced by schools that have implemented full-time inducing programs in the Metropolitan Region of Santarém/PA (RMS/PA).

The text is divided into two parts. The first part deals with the theoretical-methodological approach of the research. The second part presents data regarding the material challenges to implement actions for extending the school day in the metropolitan region of Santarem.

Theoretical-methodological approach of the study

Education is one of the fundamental factors for the socialization of culture and the knowledge historically produced by humanity. Therefore, education is a fundamental social and political factor that could positively transform reality through public policies and concrete actions that respond to the needs of universal access, retention, and success of students in school environments. It is necessary to pay attention to the consolidation of permanent policies, highlighting full-time education, where human beings would develop and be valued in their entirety.

Arruda and Colares (2020) argue for the relevance of integral education policies to go beyond government actions and signal towards the pedagogical aspect and its impact on the implementation of a comprehensive integral education project. In this sense, they advocate for inducing actions for full-time education, conceiving the operationalization of extended school hours under conditions of education aimed at overcoming structurally entrenched inequalities.

On the other hand, current research has indicated that after the State Reform and the introduction of principles of New Public Management, the responsibility for policy implementation was transferred to local managers, especially to public school administrators (Krawczyk, 1999; Drabach et al, 2014). In this sense, the implementing units (schools) are challenged with the implementation of projects and programs, often without feasible conditions to effectively carry out the planned activities with quality.

Inducing policies for Full-Time Education have been strongly encouraged in recent years, particularly after the establishment of the Education Development Plan of 2007, which introduced initiatives such as the More Education Program. This program extended the school day for some socially vulnerable students to 7 hours daily under the responsibility of the school.

It can be said that the inducing policies aimed at extending the school day under the responsibility of the school did not explicitly outline guidelines for omnilateral formation in their guiding documents. On the contrary, these policies are oriented towards using school time for reinforcement activities, recreation, or activities that align with the immediate possibilities of the implementing units. On one hand, this diminishes the formative meaning of the term "Integral Education", associating it only with the

expansion of the school day. On the other hand, it imposes responsibilities and challenges on schools and their managers to provide the means to ensure the extension of the school hours, as the inducing programs do not always facilitate better infrastructure or the provision of diversified teaching materials, nor do they always provide training for education professionals to think about the meanings and possibilities of integral formation.

This article argues for the need for the material conditions for offering integral education to be concretely safeguarded in educational policies and to enable the implementation of inducing programs for full-time education. This should not only apply to large urban centers or schools that already have better infrastructure and qualified personnel but should also consider specifically the Metropolitan Region of Santarém – Pará. It advocates for the development of conditions guaranteed by the government to implement such policies with quality in this region.

The National Education Plan (NEP) in force until 2024, established by Law No. 13,005/2014, presents comprehensive education as a development towards denaturalizing school failure, repetitions, untimely exits from school, and social inequality in many regions of our country. Goal 6: "To offer full-time education in fifty percent of public schools in basic education." The achievement of this goal would be operationalized by strategies indicating the following purposes: promotion of pedagogical, cultural, and sports monitoring activities to extend the school day; creation of programs for building new schools or adapting existing ones to develop conditions for implementing actions to extend the school day; fostering partnerships between schools and local venues that can be used for extending the school day activities; encouraging the creation and extension of school hours in indigenous, quilombola communities, and also for the support of people with disabilities.

Regarding the national fulfillment of Goal 6 of the NEP – provision of full-time education in at least 50% of public schools, aiming to serve at least 25% of students in Basic Education – we observed the percentage indicators from 2015 to 2020 at the national level in Table 1.

Table 1 - Percentage Indicators of Goal 6 of the NEP (2015-2020)

Year	Strategy 1	Strategy 2
2015	44.6%	18.3%
2016	32.4%	12.6%
2017	40.4%	16.9%
2018	33.1%	13.9%

2019	33.0%	14.2%
2020	29.5%	12,9%

Source: Sousa (2023).

Enrollment in full-time education is considered when a student spends seven (7) hours or more at school. Contrary to what was forecasted in the NEP, the outcome of Goal 6 between 2015 and 2020 demonstrated that the percentage of schools offering full-time education and the percentage of students enrolled in extended hours decreased significantly over the period.

When considering the federal policy announced and what is being concretized in the indicators, we perceive a paradoxical situation of a decrease in full-time education enrollments and schools offering them. In this regard, the question arises: what are the conditions for schools to implement full-time induction programs? In the specific case of this article, the investigation refers to the RMS. In the study, we consider quantitative information from QEdU and OPNE, which contribute to evaluating the possibilities of implementing policies, focusing particularly on analyzing this issue in the RMS.

The conditions for implementing inducing actions for full-time education in the RMS

The municipal composition of the Metropolitan Region of Santarém/PA is located in the western region of Pará and has the spatial configuration approved by State Complementary Law No. 79, dated January 17, 2012, with the presence of the municipalities of Santarém, Belterra, and Mojuí dos Campos (Pará, 2017, p. 11).

Santarém is located in the western region, in the mesoregion of Baixo Amazonas, on the right bank of the Tapajós River, at its confluence with the Amazon River, approximately 807 km in a straight line from Belém, the capital of the state. It is considered the third most populous municipality in the state. Santarém is regarded as the main urban, financial, commercial, and cultural center of western Pará. In terms of education, Santarém has an average of 356 early childhood education units and 485 elementary education units, with 2,734 teachers and enrollment numbers of 10,097 in early childhood education and 54,828 in elementary education (Pará, 2017).

Belterra extends over 4,398.4 km² and had a population of 17,732 inhabitants in the last census. The population density is four inhabitants per km², and it is located 36 km southwest of Santarém. The municipality is known for its historical-cultural and architectural heritage and was created in 1934. Its public school education results from specific government actions. Santos (2016) highlight that the educational actions

developed by the Municipal Education Secretariat were planned to comply with the guidelines of the macro policy, albeit with limitations regarding basic educational inputs for providing education, such as the quantity of school buildings, number of qualified teachers, human, financial, and material resources necessary to improve the results of municipal public education.

Another municipality belonging to the Metropolitan Region of Santarém is Mojuí dos Campos/PA, being the 144th municipality in Pará (Fapespa, 2016, p. 8), with a population of 16,184 inhabitants. Mojuí dos Campos remained as a district of Santarém/PA until December 31, 2012, ascending to the category of municipality with the inauguration of its first mayor on January 1, 2013. In the field of education, it serves 64 public schools in urban and rural areas. Currently, the Municipal Education Secretariat (SEMED) provides basic education for four thousand five hundred and fifty-three students in the public school system.

Santarém and Belterra have established education systems by municipal law. The newest municipality, Mojuí dos Campos, presents on the municipal government's institutional website Decree No. 456, dated July 14, 2019, which establishes the composition of members for the development of the Education System and Municipal Education Council of the municipality.

Although efforts by the Municipal Education Secretariats (SEMEDs) of the RMS are observed, Full-time Education in Santarém, Belterra, and Mojuí dos Campos occurs only to a limited extent through specific actions. According to Cruz and Monteiro (2019), Hage and Cruz (2015), in the Metropolitan Region of Santarém/PA, due to its characteristics, multi-grade teaching still persists, schools in rural areas are being closed, and about 2.2% of teachers without a degree are working in basic education. Given this scenario, we question under what conditions full-time education has been possible in the RMS.

In Table 2 there are Percentages of schools with enrollments of students in extended school hours, showing the national percentage and those of the municipalities in the RMS.

Table 2 - Public Schools with Full-Time Enrollment - Brazil and RMS - 2015-2020

Year	Brazil	Santarém/PA	Belterra/PA	Mojuí dos Campos/PA
2015	44,6	58,2	29,8	39,1
2016	32,4	7,6	-	-
2017	40,4	17,5	12,3	-
2018	33,1	28,9	1,9	-
2019	33,0	40,1	12	13,8
2020	29,5	11,1	-	11,5

Source: Sousa, 2023.

In 2015, the national percentage of public schools with full-time enrollment was considered reasonable, albeit with values below Goal 6 of the NEP, showing negative variations over the years surveyed, as we had already observed in Table 1.

Regarding the municipalities of the RMS, Santarém was above the national average in 2015 and 2019, with 2015 being the only year when the municipality exceeded the rate stated in Goal 6 of the NEP text, with a percentage of 58% of its schools offering full-time enrollment. Although Santarém was above the national average in both years, there was significant fluctuation in the percentage of schools offering full-time enrollment. In general, all municipalities had a higher percentage of schools with full-time enrollment in 2015, all above 29%. However, this rate did not sustain over the period, so despite the NEP's announcement of the need to increase the percentage of schools offering full-time hours, the general trend was a decline.

From the concluded analyses, we can consider that these percentages are below the projected goal, and it is possible that the execution of the goal will be unfeasible by the end of the NEP's validity. We observe that the number of public schools with full-time enrollment is still very low. The data presents the panorama of the implementation of the comprehensive education policy in the municipality of Santarém (reduction of 80.9%), Belterra (reduction of 100%), and Mojuí dos Campos (reduction of 70.6%).

As we emphasized above, holding school management accountable for policy implementation at the school level is a significant challenge for public school administrators. In the case of policies aimed at extending the school day, numerous issues arise that challenge the work of school managers – from ensuring the availability of physical spaces for activities during extended hours to providing meals for students, establishing partnerships with the school, securing financial resources for space adaptation and activities, among others. Therefore, when it comes to full-time education implemented through comprehensive education induction programs, educational management should not feel isolated or unsupported; rather, it should be supported by public policies, which, apparently, has not been the case.

On the QEdu Platform - Educational Data, the operating conditions of schools were analyzed, with comparative data at the national level and the Metropolitan Region of Santarém. Table 3 provided data on financial resources for each city belonging to the RMS/PA.

Table 3 - (In) Sufficiency of financial resources to enable the operation of schools

Location	Were the financial resources received sufficient?			
	I strongly disagree	I Disagree	I Agree	I stongly agree
Brazil	17%	50%	33%	0%
Santarém	22%	59%	19%	0%
Belterra	27%	36%	28%	9%
Mojuí dos Campos	8%	75%	17%	0%

Source: Sousa, 2023.

The outcome presented in Table 3 does not provide encouraging indications regarding the operating conditions of the school and the management work of the executing units. Regarding financial resources, managers express dissatisfaction with the funds received at schools, considering them, for the most part, insufficient to meet all the demands of the school community and pedagogical activities. This difficulty hampers both pedagogical and bureaucratic processes within the school, especially when considering the extension of students' time in school. It became evident that in Santarém and Mojuí dos Campos, over 80% of managers consider the funds insufficient for the school's management needs, and in Belterra, the percentage is over 60%.

As it is evident that public resources are insufficient, according to the managers, to fulfill the school's tasks, we sought to identify if there are other sources of revenue being mobilized to help meet the schools' financing needs. Frame 1 contributes to an overview of the identified problems.

Frame 1 - Provision or lack of resources for the operation of schools

Funding Source	Nacional	RMS/PA
Direct School Funds Program	93%	96%
Events held on school premises (parties, raffles, etc.)	64%	84%
Companies supporting the school	13%	13%
Non-profit organizations	16%	17%
Funding from the education network	61%	43%
Payments of fees by the students' families	1%	1%
Voluntary contributions from the students' families	-	27%
Voluntary contributions from school staff	31%	57%

Source: Adapted from Sousa, 2023.

The main source of financial resources that enable the functioning of schools, both at the national level and in the RMS, comes from the PDDE. However, it is worth highlighting the actions developed by the schools themselves, aiming to raise funds for their maintenance, characterized by events promoted by the school itself (84%), followed by voluntary contributions from school professionals (57%) – which has also been observed in other regions of Brazil, as demonstrated by Cruz (2022).

Although the school receives resources from the public sphere, we have found that these resources are insufficient to manage all the increasingly complex needs of the school. In public schools, resources are limited and demands are diverse, requiring administrators to be creative, seek partnerships, or even improvise to provide administrative and educational processes. This is particularly true when considering activities to extend the time students spend in school.

If financial resources are deemed insufficient for pedagogical and administrative work in schools, there may well be deficiencies of another kind. In this regard, we highlight some operating conditions of schools in Table 4.

Table 4 - Evaluation of school infrastructure aspects

	Very inadequate				Inadequate				Adequate				Very adequate			
	Nacional	Santarém	Belterra	Mojú dos Campos	Nacional	Santarém	Belterra	Mojú dos Campos	Nacional	Santarém	Belterra	Mojú dos Campos	Nacional	Santarém	Belterra	Mojú dos Campos
a) Condition of outdoor area equipment	18%	24%	30%	10%	35%	42%	60%	70%	45%	33%	10%	20%	0%	0%	0%	0%
b) Access to the outdoor recreation area	18%	21%	30%	0%	38%	47%	40%	73%	41%	31%	30%	27%	0%	0%	0%	0%
c) Access to the main entrance for people with physical and visual disabilities	13%	19%	30%	17%	35%	35%	40%	42%	49%	44%	36%	42%	4%	0%	0%	0%

Source: Adapted from Sousa, 2023.

Three axes of analysis were considered regarding the structures of schools in the RMS – the conditions of use of outdoor areas; the conditions of access to outdoor areas; and access to the school for people with disabilities. Regarding the first and second aspects, over 60% of RMS managers consider the conditions of use and access to outdoor areas of schools inadequate or very inadequate; as for the third aspect, more than 55%

of managers consider access to the school inadequate or very inadequate. In all cases, especially in the municipality of Belterra, the precariousness of the use of school spaces is evident.

One question that arises is: if school structures are insufficient even for regular shifts, how can we consider extending the time students spend in school? Adding to this question is the fact that managers indicate the insufficiency of resources received for school management. Furthermore, when considering the resources and infrastructure of municipal public schools and issues that interfere with pedagogical practices, QEdU Education Data indicates incidents of class interruptions in the Metropolitan Region of Santarém due to structural infrastructure problems, such as basic items like lack of water, electricity, among others considered essential for school operation. This fact highlights that fulfilling the school's planning, its duties, and demands have been compromised due to the absence of fundamental conditions for operation. Therefore, once again, we question the conditions for children and young people to stay in school full-time: are there conditions for this?

We are aware of the right children have to enjoy and spend more time in school, and we know that extending the time spent in school could favor a critical historical formation. However, it is relevant to emphasize the need for the government to pay attention to the material conditions and structural adjustments necessary for the proper functioning and satisfaction of students, educators, and the school community to enjoy spaces prepared to receive them.

In addition to the highlighted conditions, we have systematized the data related to the frequency of school meals in Frame 2.

Frame 2 - Number of meals offered, by length of stay in schools

For students who stay less than 4 hours in school				
	Nacional	Santarém	Belterra	Mojuí dos Campos
Once	64%;	85%	45%	75%
Twice	15%	-	-	8%
Three times or more	-	-	-	-
Not applicable	21%	15%	55%	17%
Total	100%	100%	100%	100%
For students who stay between 4 and 7 hours in school				
	Nacional	Santarém	Belterra	Mojuí dos Campos
Once	21%	32%	64%	25%
Twice	22%	24%	9%	25%
Three times or more	17%	-	-	-
Not applicable	40%	44%	27%	50%
Total	100%	100%	100%	100%

Source: Sousa, 2023.

What can be observed in Frame 2 is that in the RMS, the majority of schools, whether part-time or full-time, offer only one meal per day. In the case of full-time schools, a low percentage offers more than one meal per day.

Although we recognize the importance of providing school meals, there are still inconsistencies regarding the establishment of their provision for students. It is not feasible for a student to spend seven hours daily in school and only have one meal per day. This is a concern that must be addressed with sensitivity and attention by the school system, as students are the subjects of the educational process and have the right to receive nutritionally valuable meals in appropriate spaces at school.

Regarding textbooks, the data identified in the QEdU Educational Observatory highlights pedagogical materials as an important factor in the teaching-learning process. However, the observatory reveals that they are not the most individually used by students. In some cases, schools do not receive textbooks for everyone, the quantity is insufficient, compromising the learning and performance of the student, as the pedagogical resource, in this case, the "book," could favor conceptual reading and study practices in the classroom.

In general, the research results presented on educational platforms have shown that the conditions of schools are not sufficient, which likely generates negative impacts for the implementation of extended school hours. These results do not only encompass full-time education schools, considering enrollments, physical structures, and preparedness of schools, but they also explicitly highlight a significant fragility in schools, distancing them from what would be desirable as a standard of quality or elementary condition for implementing extended school hours.

In the Metropolitan Region of Santarém, the physical structure of schools still limits activities that could enhance comprehensive education. A high percentage of schools can be identified without the minimum operational structure concerning building maintenance and availability of suitable spaces for activities that go beyond the classroom. "The school exists and should provide the acquisition of instruments that enable access to elaborated knowledge (science)" (Saviani, 2019, p.60). If the structural conditions are not adequate, the role of the school in comprehensive education faces obstacles in being fulfilled.

On one hand, education as a fundamental social right established becomes a state obligation, with the implementation of actions and programs aimed at universalizing basic education to improve education, and the physical structure of schools at different levels and modalities should enhance comprehensive education. However, when

studying the actual conditions of schools, on the other hand, we perceive serious gaps for the right to education to materialize, not only as isolated actions.

The change related to class hours, increasing the time students spend in schools without the allocation of resources for hiring teachers or for making investments in infrastructure and improving professional development makes it unfeasible for this extended time in school to be of quality.

When we revisit the strategies outlined in the 2014-2024 National Education Plan (PNE), we notice that actions to improve infrastructure and inclusion were planned. However, based on the data collected in the RMS, there is a significant gap between what was planned and what is being implemented in schools. We realize that municipalities simply extending students' hours without resources achieves little, which essentially means increased accountability for teachers, managers, and schools, deepening the scenario of educational deficits (Orso, 2020, p. 41). The ongoing discussion regarding the impact of school resources on student learning is indeed controversial, but we aim to analyze pillars of material support from a perspective of holistic human development, relating to educational spaces where the results indicate inadequate school infrastructure. This is pursued through various means, such as organizing events, establishing partnerships, or even voluntary contributions to raise funds for school operation.

Concluding Remarks

The data diverges from the reality of schools in the RMS/PA, as regarding the school environment, management in the figure of the principal has been held accountable for various demands, whether administrative, bureaucratic, relational, or pedagogical. However, it has been made clear that the material conditions are not adequate to implement comprehensive education programs; that the way policies are implemented in schools does not align with a perspective of comprehensive formation, but merely expands the hours students spend in school, reiterating the same activities as the regular shift; in addition to other elements of infrastructure precariousness such as: the deterioration of classroom physical facilities, unhealthy conditions and high thermal sensations, lack of sports courts or suitable spaces for extracurricular activities; makeshift libraries, dilapidated computer and multimedia laboratories, insufficient textbooks, limited or insufficient equipment and materials for activities, beyond the formal curriculum (Sousa et al, 2023).

In essence, the highlighted issues compromise the implementation of measures to promote full-time education, indicating fragility in matters concerning conditions.

Administrative and pedagogical functions within the school community require minimum conditions to enact practices that prioritize student value and support significant transformations in human life. Consequently, comprehensive education, in its materiality, must be ensured through necessary working conditions facilitated by effective public policies. The burden of addressing the precarization of work and devaluation of education should not solely fall on managers. Therefore, we emphasize that the analyses in this study underscore the incongruity between the materiality of education. While there is progress in the realm of ideas, knowledge, planning, and organization of full-time education, as outlined in the National Education Plan (PNE), the material conditions remain precarious and require assessment and recognition as educational public policy.

Studying comprehensive education in the Metropolitan Region of Santarém provided an overview of the established conditions as actions of comprehensive education policy. With this purpose in mind, we reflected on the proposed actions and existing practices in public schools, which allowed us to identify the gap between ideal conditions and the real conditions of schools, as well as successful initiatives in the RMS/PA.

The study indicated that access to and expansion of schooling is still not a reality for everyone, especially for the most vulnerable sectors of the population. What is more often observed is a precarious inclusion, with limitations on its functioning. We still encounter a lack of basic conditions, showing how schools are presented in an unequal manner for the poorest. The education to be received by students in the RMS needs to be grounded in Comprehensive Education; however, for its concretization, changes, investments, and structural expansions are necessary. Therefore, education, with the perspective of being a social and human right, implies educational planning and public investment.

Therefore, the model of full-time education is based on principles such as the valorization of teaching, the comprehensive education of students, and the promotion of democratic and supportive coexistence. For this to happen, it is important for the school to provide adequate structure, including physical infrastructure and appropriate furniture. However, policies for comprehensive education need to advance towards ensuring and materializing these conditions.

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RESUMO:

O artigo tem por finalidade analisar alguns desafios materiais das escolas que implementaram programas indutores de tempo integral na Região Metropolitana de Santarém/PA (RMS/PA). A metodologia empregada é de estudo bibliográfico e documental, com o levantamento de informações nos seguintes indicadores: QEdu; e OPNE. Verificou-se a implementação das políticas públicas de educação integral na região oeste paraense, indicando que as condições das escolas necessitam de adequações na infraestrutura e nos conhecimentos necessários à formação integral para garantir as políticas indutoras de educação em tempo integral RMS/PA.

PALAVRAS-CHAVE: Educação Integral; Omnilateralidade; Pedagogia Histórico-Crítica; Amazonia.

RESUMEM:

El artículo tiene como objetivo analizar algunos desafíos materiales de las escuelas que implementaron programas de tiempo completo en la Región Metropolitana de Santarém/PA (RMS/PA). La metodología utilizada es un estudio bibliográfico y documental, con la recopilación de información en los siguientes indicadores: QEdu; y eOPNE. Se constató la implementación de políticas públicas de educación integral en la región oeste de Pará, lo que indica que las condiciones de las escuelas requieren ajustes en la infraestructura y en los conocimientos necesarios para la formación integral a fin de garantizar las políticas inductoras de educación a tiempo completo en la RMS/PA.

PALABRAS CLAVE: Educación Integral; Omnilateralidad; Pedagogía Histórico-Crítica; Amazonia.