

REFLECTIONS ON THE FULL-TIME EDUCATION IN RURAL SCHOOLS OF SANTARÉM, PARÁ, BRAZIL

Abstract

This article aims to understand how full-time education policy was implemented at five rural schools in Santarém, Pará, Brazil, and how it has influenced students' school performance. This is a qualitative research, followed by field research. Five groups of individuals (teachers, monitors, parents, directors and education coordinator) were interviewed. Data collection was carried out through application of semi-structure interviews, which were organized in categories and interpreted through content analysis technique. The study reflects on the implementation of full-time education policy in the city through the Mais Educação Program (PME). The preliminary results show that the program represents an occupation for students so as to they get rid of idleness, and there was better academic productivity after their participation in the program. They still indicate difficulties concerning the relationship between teachers and volunteers of the program, in the relation space vs. time, as well as in the connection between pedagogical activities of school period and expanded period. The article analyzes these problems and points out challenges for consolidating the full-time education policy in rural schools.

Keywords: Policy. Full-Time Education. Rural Education.