

A regionalized historical-sociological constitutionalist analysis of the right to basic education in the district of Bailique in Macapá-AP: The education that Brazil does not know and does not need



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ABSTRACT

The first manifestation regarding public education was registered in 1717, the year in which the King

of Prussia instituted compulsory primary education in his country for children from 05 to 12 years old. In Brazil, the first Constitution granted by Dom Pedro, in 1824, recognized the right to education. In his text, he presented the free primary education for all citizens among civil and political rights, but selective, not extending this right to the entire population. Currently, the right to education is provided for in article 205 of the 1988 Federal Constitution. It is a right of all and a duty of the State. However, as much as this right is provided for in our legal system, many localities face numerous difficulties, some more and some less, in access to education, as is the case of the district of the Bailique Archipelago, located in the State of Amapá, about 230 km from the capital Macapá. The difficult access to the region corroborates its "oblivion" by the government and consequent violation of rights. People living in situations of social exclusion do not have the guarantee of access to or attendance at school, for example, with special emphasis on children and adolescents. Such violations contribute to perpetuating the intergenerational cycle of social inequality and poverty.

Keywords: Public Education, Riverside Communities, Violation of Rights.

1 INTRODUCTION

The present study seeks to highlight the difficulties faced by the "riverside" families living in the Bailique Archipelago, located in the rural region of Macapá-AP, in the fundamental guarantees of access to education.

Located about 230 km from the capital of the State of Amapá, it is estimated that the population of the district of Bailique is approximately 12 thousand inhabitants, with an extensive area of rural area that is composed of a set of eight islands that result in more than 52 communities. Access to the region is by river, on trips that last an average of 12 hours. The difficulties of access to the communities of



the region, added to other factors, certainly result in a partial forgetfulness on the part of the government, which directly affects the lives of the riverside families who live there.

For 35 years, the Federative Constitution of Brazil, promulgated in 1988, has guaranteed rights and duties to its people. Currently, the right to education is provided for in Article 205 of the Magna Carta, as a right of all and a duty of the State.

Education is a constitutionally guaranteed right to all, inherent to the dignity of the human person, the greatest good of man, and it is the duty of the State to provide indispensable conditions for its full exercise. In this context, the State's neglect of the guarantee of the fundamental right to education in the riverside region of the District of Bailique in Macapá is flagrant.

However, what happens is that, unfortunately, this right is still continuously denied, even today. In more distant locations, such as Bailique, basic rights, such as sanitation, electricity, health and education, are visibly neglected and have no prospects for improvement. In view of the latent reality experienced by the riverside families of this locality, the elaboration of this research began with the identification of the problems observed, delimitation of the theme, bibliographic survey, collection and analysis of data and preparation of results.

The research included on-site data collection, through the itinerant journey of the Court of Justice of the State of Amapá, with interviews with families in the region, four from the Vila Progresso community, three from Limão do Curuá and three from Foz do Gurijuba. A survey and analysis of the process of fundamental guarantees and their due social implementation were carried out, with bibliographic research on the scientific relevance, knowledge necessary to address the referred theme and the high degree of difficulty that is presented by the complexity of the suggested study situation.

Thus, the construction of the work was based on researching and analyzing, based on the national legal system, the bibliographic references, theories and works of renowned jurists about fundamental rights and guarantees and their due social concreteness, understanding the reason why the applicability of these theories are not fully implemented in civil society.

Regarding the relevance of the present study, it is noteworthy that there are few published studies, reinforcing the reality of social exclusion that these communities experience. Therefore, the need for academic production aimed at giving voice to these people and to the realities is reinforced, awakening discussions about public policies for education in hard-to-reach riverside locations.

In this way, the research has as a problem to explain why, on the one hand we have a State that has competence and autonomy in guaranteeing rights and dignity, and on the other a neglected population. What is missing for the State to deliver the existential minimum when it comes to educational and development policies for these human beings?

Thus, the present study aims to present relevant data on public basic education in the District of Bailique-AP. It is urgent to emphasize the importance of the research to highlight the absence of



public policies and guarantees of fundamental rights of families who live in places of difficult access, notably riverside families who live in the aforementioned archipelago. As well as understanding the current reality of these subjects of rights that make up the region, analyzing the performance of public authorities and identifying the limits between the competences and responsibilities of each one in the effectiveness of fundamental rights, with emphasis on education.

2 A CRITICAL SOCIAL APPROACH TO REGIONALIZED (IN)INSTITUTIONALIZATION

Barroso (2006), in his article entitled "Neoconstitutionalism and constitutionalization of law (The late triumph of constitutional law in Brazil)", provides an overview of the evolution of constitutionalization in Brazil. It brings philosophical, historical and social concepts of paramount importance for the understanding of the role of the effectiveness of the Constitution in the strengthening of democracy. It also focuses on the importance of having an independent judiciary with powers and duties constitutionally provided for the maintenance of social order.

What draws great attention, among many other reflections exposed, is the fact that the Minister of the Federal Supreme Court has treated the Brazilian constitutionalization as a belated triumph. Even so, its great importance was portrayed so that, currently, through democratic mechanisms, the country could make social political advances such as removing Senators from the Republic due to corruptive scandals, impeachment of the president, among other relevant facts for the demonstration of the strength of democracy.

Well, having exposed what is necessary, it is important to emphasize that this text does not intend to exhaustively discuss Neoconstitutionalism or the process of constitutionalization in Brazil. The important thing here is to demonstrate that, in our understanding, although constitutionalization occurred at great speed after 1988 with the promulgation of the current Constitution, there is still much to be constitutionalized so that there are, in a more effective way, isonomic treatments for the real strengthening of democracy.

An example of what is being addressed would be the guarantee of the right to inclusive and quality education for all. In view of the constitutional provision that everyone is equal before the law, stamped in article 5¹, the subjectivity of constitutionally expressed rights is still far from their full effectiveness. As will be shown below, there is a huge disparity in quality, effectiveness and access to education between riverside communities and urban areas. Thus, despite the constitutional advances, the right to education is still neglected today, as thousands of children and young people are unfortunately out of school.

With the concern of those who, empirically, analyze the issue addressed in this article, it is

¹ Article 5 – All are equal before the law, without distinction of any kind, and Brazilians and foreigners residing in the country are guaranteed the inviolability of the right to life, liberty, equality, security and property, in the following terms" (BRASIL, 1988).



possible to state that this is not an isolated, unnoticed or unknown case. The reality is exposed by various media, social media, and even the object of protests by the local population. Frequently, the problems of the region, the object of study, are the subject of local and national reports, demonstrating the great difficulty experienced by this portion of the population.

The socioeconomic disparity between the riverside region and large centers is stark. Furlan and Pires (2017, p. 6 apud PIRES, 2017) already drew attention to the social and economic problems found in the region: "According to research developed by Pires (2017), in the communities of the archipelago there is a strong participation of government income transfer programs. The main benefits received are the Family Allowance and the Defeso Insurance." In terms of consumption and price, the problems are even further away from normality.

All products are more expensive than in the city. Gasoline (used only for small and medium-sized vessels) has an incidence of 20% of the common value purchased in the city of Macapá. The food contained in basic food baskets, for example, follows the same pattern of higher charges. The justifications used by the merchants are always based on the fact that there is enormous difficulty in taking the products from Macapá to Bailique. As previously stated, this is a river trip of approximately 12 hours.

In the same way that the right to education is violated, other rights are violated. There is, for example, no oversight. It is rare that institutions such as PROCON or IPREM carry out inspections to curb abusive acts of irregular commercialization of price and quality. However, all rights to the acquisition of products in price, quantity and adequate quality are provided for by specific legislation, that is, in our understanding, in the process of constitutionalization it exists in a macro sense, however, when elevated to specific and regionalized issues, it clearly needs greater state attention.

3 MEANINGS ABOUT THE EMERGENCE OF EDUCATION IN THE HISTORICAL CONTEXTUALIZATION

The first model of education comes from the dawn of humanity, however education was not in the traditional way we know today. It was molded to the basic needs of the time, such as traditions and customs. The children and young people learned group survival techniques and collective practices such as hunting, fishing, planting, and others. Education was based on daily learning, and thus was passed on to its generations.

[...] The children accompanied the adults in all their work, helped them as best they could, and as a reward received their portion of food like any other member of the community. Their education was not entrusted to anyone in particular, but to the widespread surveillance of the environment. Thanks to an insensitive and spontaneous assimilation of his environment, the child gradually conformed to the standards revered by the group. The daily interaction she had with adults introduced her to the beliefs and practices that her social group considered best. Strapped to his mother's back, stuffed into a sack, the child perceived the life of the society that surrounded him and shared in it, adjusting himself to its rhythm and its norms [...], the



child acquired his first education without anyone expressly directing him. [...] In primitive communities, teaching was for life and through life; To handle the bow, the child hunted; To learn how to steer a boat, he sailed. The children were educated by taking part in the functions of the community (PONCE, 1989, p. 19).

Moving forward in time, we reach the Middle Ages, where education was the responsibility of the church, and the seven liberal arts were taught: grammar, rhetoric, logic, arithmetic, geography, astronomy, and music. However, who had the right to study at the time, they were the sons of the nobles. As a result, a large part of the population still lacked basic educational skills such as reading, writing, and math.

3.1 THE EMERGENCE OF PUBLIC EDUCATION: A NECESSARY APPROACH

Compulsory public schooling had its origin in Prussia, in the seventeenth century, when King Frederick William I instituted compulsory primary education for children aged 5 to 12, on the subject Murray Rothbard (1999, p. 25) argues that:

It was King Frederick William I who inaugurated the Prussian compulsory education system, the first national system in Europe. In 1717 he ordered compulsory attendance for all children in state schools, and in later acts followed up with the provision for the building of more schools.

The king instituted regulations that ensured that the obligation was in fact complied with by the Prussian population. Children and adolescents should attend an institution previously qualified for such competence, and excessive absence is punishable by the student and negligent parents. The laws forbade the hiring of any child who had not completed their compulsory education. Education was seen as a deep interest of the State for the training of soldiers and workers, but it revolutionized society in several aspects.

For the State, education would reflect on the proper functioning of society. The State, being capable of educating its citizens in the direction of its ends, is a State capable of always maintaining itself as a fundamental "entity" for life in society. The freedom to teach content that it supposes to be adequate for the maintenance of its dominion, makes the State maintain the submission required for the preservation of order.

3.2 A BRIEF RETROSPECTIVE OF PUBLIC EDUCATION IN BRAZIL

In Colonial Brazil, there was a need to start the process of public education, but part of the population was left out. Selectivity was not the only problem of public education in the colonial era, we can mention the low level of education, where a significant portion of students completed primary education semi-illiterate.

It is evident, therefore, that education in Brazil was stimulated by the Government of D. João



VI, with everything, being disproportionate, because the crown saw education as a two-way street, investing in professionals who would meet its immediate desires in numerous sectors, envisioning only the qualified workforce to serve it, while education Primary was left out altogether because it wasn't interesting. In relation to the subject, the literary critic Fernando de Azevedo (1964, p. 562) adds:

On the ruins of the old colonial system, King João VI limited himself to creating special schools, set up in order to satisfy as quickly as possible and with less expense this or that need of the environment to which the Portuguese court was transported. It was necessary, first of all, to provide for the military defense of the Colony and to train officers and engineers, both civilian and military: two schools came to meet this fundamental need, creating in 1808 the Navy Academy and, in 1810, the Royal Military Academy, with eight years of courses. Doctors and surgeons were needed for the Army and Navy: in 1808, in Bahia, the surgery course was created, which was installed in the Military Hospital and, in Rio de Janeiro, the anatomy and surgery courses, to which they added, in 1809, those of medicine, and which, expanded in 1813, were established with those in Bahia, comparable to those of Rio, the origins of medical education in Brazil.

In Imperial Brazil, with the country's independence, public policies aimed at public education began to be discussed. In 1827, the first education law in Brazil was introduced, aiming to spread basic knowledge in all villages, so it decided to found the so-called school of first letters, which should be established wherever there were towns and villages. The subjects taught were reading and writing, basic arithmetic operations, national grammar, and the principles of Christian morality.

With the approval of the Additional Act of 1834, the decentralization of primary education took place, where the responsibility ceased to be of the State and began to be conducted by the provinces, however the lack of preparation and commitment significantly affected this education. In the Brazilian Republic, we can mention that the importance of education is gaining strength again. Its reformulation with renowned educators creates a current that gives rise to the so-called "Pioneers' Manifesto", a document that incorporates the ideas of a new direction in the educational function of the State.

The Revolution of 1930 led to significant progress in the educational area, analyzing the ideas of the New School. The Constitution of 1934 contained public education as one of its priorities. However, only three years later, the Constitution of 1937 presented a significant setback, valuing the same aspects of education in the Brazilian Empire.

In 1946, educational responsibility returned to the hands of the state. Another milestone of great importance and value for Brazilian education was the 15th conception of Law No. 4,024/1961, called the law of guidelines and bases of education, which has been adding objectives and goals for the future.

Brazilian education has come a long way to solidify. The military dictatorship was another great challenge, because in this period education underwent considerable changes, being seen only as a labor force to meet the desires of capitalism, and not for the intellectual formation and construction of the student's critical capacity.

With the 1988 Constitution, education became a right for all, with the objective of personal and



professional training. Incorporated into social rights, public education becomes a fundamental tool for the development of society, seeking to reduce social inequalities.

4 SOCIAL RIGHTS AND EDUCATION

In preamble² of the Federal Constitution of 1988, the Constituent Assembly informs that the democratic rule of law was instituted as a way to ensure the exercise of social and individual rights, as well as equality, justice, development, and well-being. In this corollary, the text of the Constitution clearly influences the Universal Declaration of Human Rights.

On December 10, 1948, the Universal Declaration of Human Rights (UDHR) was proclaimed by the United Nations (UN) General Assembly. Moreover, possessing the goal of being achieved by all peoples and nations, the document is one of the main pillars of various constitutions around the world. In light of this, it presents the following basic principle: "All human beings are born free and equal in dignity and rights." In the same vein, social, economic and cultural rights were defined and ensured, seeking to guarantee reasonable social conditions for all men, thus being implemented together the UDHR.

The post-war period was the watershed, as it gave rise to social rights. For Vladimir Brega Filho, "individual rights (Public Freedoms) were not sufficient to guarantee fundamental rights, as there was a need to create conditions for their exercise" (2002, p. 6). In this sense, it is also the understanding of Abboud (2011, p. 16)³ to argue that in Neo-Constitutionalism there are no reasons to maintain the discretion of administrative acts that are not exhaustively justified in the dictates of the law.

It is necessary to establish a dialogue of great significance for the subject under discussion. When the Constitution is about equality, it is not about treating everyone equally. On the contrary, the Constituent Assembly was aware that social, regional, ethnic, economic, gender, and sex disparities would be predominant factors for the necessary adjustments to the law. Many neo-constitutionalist authors call this process positive discrimination, which, unlike discrimination, seeks to provide equal conditions so that people who are in some type of social, economic, gender or sex vulnerability, for example, have the same conditions for admission to college, work, schools, housing programs, among others.

² We, the representatives of the Brazilian people, gathered in the National Constituent Assembly to establish a Democratic State, aimed at ensuring the exercise of social and individual rights, freedom, security, well-being, development, equality and justice as supreme values of a fraternal, pluralistic and unprejudiced society, founded on social harmony and committed, in the internal and international order, with the peaceful settlement of controversies, we promulgate, under the protection of God, the following CONSTITUTION OF THE FEDERATIVE REPUBLIC OF BRAZIL.

³ In the Constitutional State, there is no longer any room for the purely discretionary administrative act. Discretion is not consistent with the Democratic Rule of Law, since every act of the Public Power, especially the one restricting rights, must be broadly founded, exposing exhaustively the factual and legal foundations in order to demonstrate why that choice of the Public Administration is the best possible.



In order for social rights to be enforced, it is essential that the Executive Branch create government policies, thus mediating the relationship between the State and society. In this way, enabling the implementation of public policies, seeking action strategies in the search for the effectiveness of the rights to education, health, work, housing, among others, respecting the competence of each of the federative entities. For a better understanding of the limits of the powers that be.

5 EDUCATION IN THE COMMUNITIES OF THE BAILIQUE ARCHIPELAGO-AP: DIFFICULTIES, ANXIETIES AND PROBLEMS

Basic education is the responsibility of the States and Municipalities⁴. It is evident from the data collected that this right has been neglected, a fact that can be verified through the absence of adequate infrastructure, low remuneration of educators and education professionals, absence of incentive to educators and students. Therefore, the low investment in education by the government is related to the picture presented here.

According to data from the Basic Education Census (2022), the district of Bailique has five schools belonging to the municipal network of Macapá, namely: Jaranduba do Bailique Municipal School; Canal dos Guimarães Municipal School; Rosa de Saron Municipal School, Maranatha Municipal School and EMEI Parish of Bailique.

It was also possible to identify, according to the data of the aforementioned Census, the existence of 16 schools linked to the state education network: Rosa dos Santos Sarges State School; Igarapé Grande da Terra Grande State School; Cláudio dos Santos Barbosa State School; Bento Tolosa de Santana State School; Franco Grande State School; Benevenuto Soares Rodrigues State School; Romana Farias State School; Igarapé do Buritizal State School; Igarapé o Marinheiro State School; Igarapé Grande do Curuá State School; Maria José Campelo da Silva State School; Prof. Nair Cordeiro Marques State School; Prof. Glicério de S. Figueiredo State School; Erivaldo Ferreira dos Santos State School; Franquinho do Bailique State School and; Bosque do Amapá State School.

The research shows that a significant portion of the education professionals assigned to work in the region do not stay for long periods, due to the insufficiency of structure for them to carry out their work as educators, as well as to remain in the communities with the minimum possible quality of life. In order to corroborate the above, the data extracted from the Qedu.org.br portal, referring to infrastructure, show that schools in the region do not have basic items, such as accessibility, library, teachers' room, filtered/treated water, sewage, among others.

Another factor that can be observed is the turnover of education professionals in the region,

⁴ CF/1988. "Art. 205. Education, a right of all and a duty of the State and of the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRASIL, 1988).



which ends up influencing the learning cycle of children and adolescents. Students often experience delays and setbacks in learning. This is clearly an obstacle to the foundation of human dignity and citizenship, constitutionalized in Article 1, in the following terms: "Article 1 The Federative Republic of Brazil, formed by the indissoluble union of the States and Municipalities and the Federal District, is constituted as a Democratic State of Law and has as its foundations: I - sovereignty; II - citizenship; III – the dignity of the human person [...]". Thus, it is important to note that only in the present excerpt of the work, there was a flagrant prejudice to two constitutional foundations.

5.1 BOSQUE DO BAILIQUE SCHOOL: INFRASTRUCTURE, SCHOOL DROPOUT AND EDUCATIONAL DELAYS

Before delving into the data related to dropout, delays and other educational issues, it is important to bring information about the physical structure of the Bosque do Bailique School and its surroundings. The teaching unit was built on the banks of the Amazon River. It even won national architectural recognitions for adapting civil construction to the ecological system that the locality needed.

By way of introduction, it can be stated that the school is built in wood, on stilts and has a structure to receive students from the surroundings of the Archipelago. It is located in the village of Progresso. It is worth noting that the institution has already been considered the one with the largest socio-educational infrastructure in the region.

However, with the temporal wear and tear and with the social and infrastructural neglect of the public power, it is currently scrapped and the "verge" of being literally swallowed by the waters of the Amazon River.

Figure 1. Bosque do Bailique School-AP



Fonte: capi40.com.br/escola-bosque-do-Bailique (2023).

On-site data collection played a crucial role in the development of the research. With prior



knowledge of the infrastructure situation of schools in the region and together with data compiled from the Qedu.org.br platform, it was possible to measure data related to the number of enrollments, teachers, failure and dropout. The data for the Bosque School are shown below.

Table 1: Bosque School

BOSQUE DO AMAPÁ-BAILIQUE SCHOOL							
2019				2020			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
649	101	74	-	644	20	18	-
2021				2022			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
758	0	0	-	725	0	0	34

Source: Portal Qedu.org.br (2023, adapted by the authors).

Belonging to the state network, the unit serves the stages of Elementary School, Final Years, and High School. Considering the number of enrollments, the year 2019 had the most cases of failures and dropouts in the analyzed period, corresponding to 15.5% and 11.4%, respectively. Between 2020 and 2022, it is possible to observe a drop in relation to these numbers. The period coincides with the public health crisis caused by the Covid19 pandemic.

There is also an increase in enrollments, with a slight drop between 2021 and 2022. The importance of implementing and/or reinforcing public policies to combat school dropout and dropout is emphasized. Social assistance programs and active school search are strategies considered successful, especially in poorer and more distant regions.

The data related to the stage of Elementary School, final years, are detailed below.

See:



Table 2: Escola Bosque – EF – Final Years

BOSQUE DO AMAPÁ-BAILIQUE SCHOOL - EF Final Years							
2019				2020			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
335	59	24	-	343	0	4	-
2021				2022			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
340	0	0	-	297	0	0	34

Source: Portal Qedu.org.br (2023, adapted by the authors).

The data show stability in the number of enrollments in the final years of elementary school, with a drop between 2021 and 2022. The year 2019 registered significant numbers of failure and dropout, making up 17.6% and 7.1% of the total enrollments, respectively.

Table 3: Bosque School – High School

BOSQUE DO AMAPÁ-BAILIQUE SCHOOL - High School							
2019				2020			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
220	42	50	-	209	11	14	-
2021				2022			
Vehicle registration	Reproof	Dropouts	Teachers	Vehicle registration	Reproof	Dropouts	Teachers
281	0	0	-	331	0	0	34

Source: Portal Qedu.org.br (2023, organized by the authors).

It is noted that the High School stage has a growing number of enrollments, especially between 2021 and 2022, a period that coincides with the return of face-to-face classes. In 2019 and 2020, the cases of failure and abandonment totaled 19% and 22.7%, respectively. Considerations about the consequences of the pandemic period are equally pertinent in this analysis.

Access to education for children and adolescents living in riverside communities faces numerous challenges. The fact that educational institutions are given preference to communities with the largest population further highlights educational inequalities. Such practice violates Article 206 of the Federal Constitution of 1988⁵, which is clear in establishing the principles of national education. It

⁵ Art. 206. Teaching will be provided based on the following principles: I - equal conditions for access to and permanence in school;



should be emphasized again that one of its principles is the equality of conditions for permanence in school.

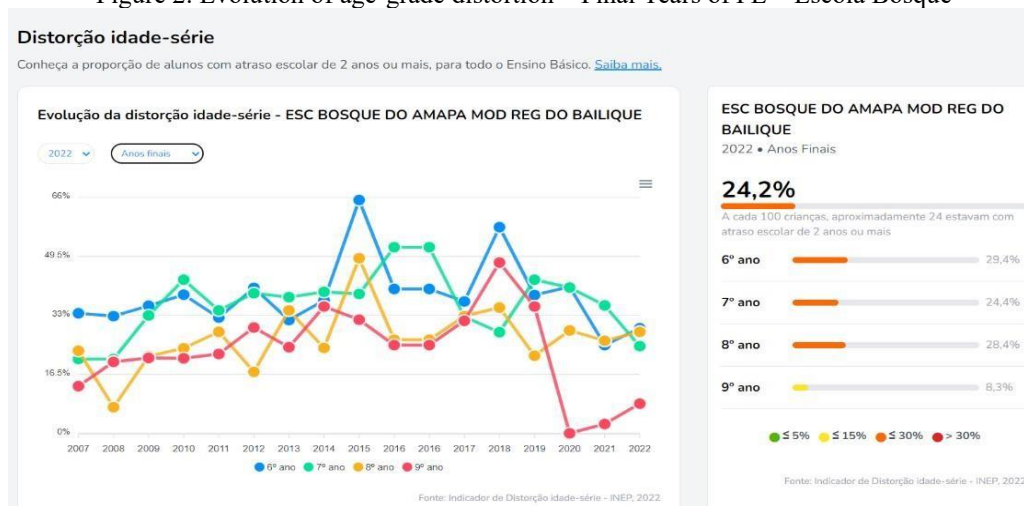
The state offers, or should offer, school transportation to enable these students to access school. However, according to the data collected in the interviews, the service is not effective, because the boat only travels through the vicinity of the communities and the families who live in more isolated locations are not benefited. In dialogue with the residents, the difficulties faced become more evident, as reported by an interviewee, a resident of the mouth of the Gurijuba

-Oh, when there's fuel, it's wonderful, our son goes to school, everything is fine (...) Then there are days when the boat doesn't pass, we already know that there is no gas, then we have to find a way to either pay or take, but there are days when there is no way to pay for the tail to take and pick up on time (Interview, 2021).

Unfortunately, this is not an isolated reality, since most families share this same feeling of uncertainty, with the doubt of the guarantee for children and adolescents regarding the minimum necessary condition for continuous access to quality education.

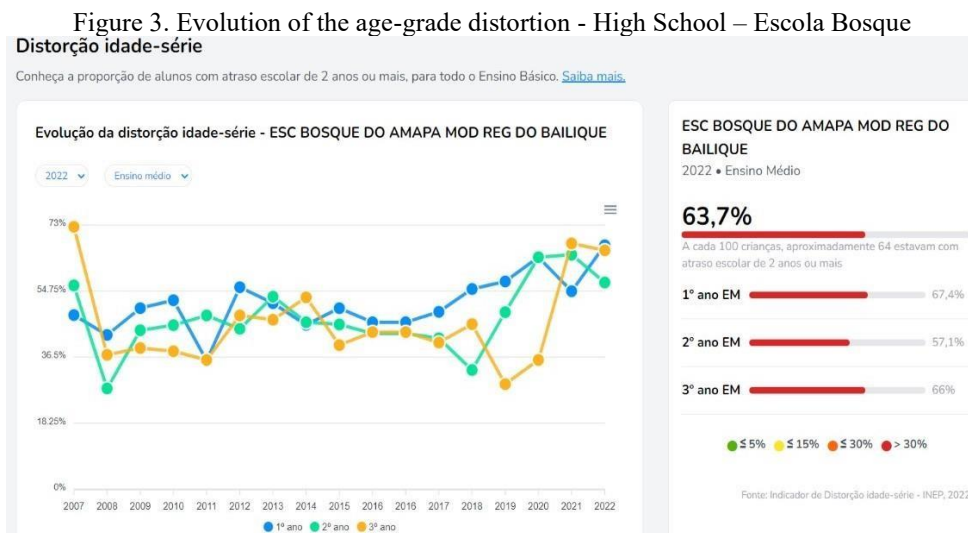
In the Bailique District, as mentioned, the problem related to the distortion of school age is identified in the Bosque School, a fact that may reflect the reality of other schools in the region. Secondary education has higher rates, as shown in the following graphs:

Figure 2. Evolution of age-grade distortion – Final Years of PE – Escola Bosque



Fonte: Qedu.org.br (2023).

According to Figure 2, 24.2% of the students enrolled in the Final Years of Elementary School at Escola Bosque do Bailique are 2 years or more behind in school. When analyzing the distortions and evolution of age-grade in High School, the data for the year 2022 are even more worrying.



Fonte: Qedu.org.br (2023).

According to the data presented, 63% of the students are 2 years or more behind in school. It is noteworthy that for every 100 students enrolled, 24 were significantly behind in school age.

For Professor Boruchovitch (1994), commenting on the 1980 MEC data, in relation to the percentages of failures and the high number of students with school-age delays, she pointed out the delay as one of the important factors related to the school dropout of many students.

6 FINAL THOUGHTS

The absence of basic infrastructure in the communities that make up the Bailique Archipelago, located in the rural area of Macapá-AP, is one of the important obstacles in ensuring quality education for the population that resides there, as well as for basic services in that region. Lack of basic sanitation, drinking water and electricity are examples of other challenges with significant impacts on those communities.

The consumption of water from the river by a significant portion of its population is another worrying factor. It is known that in the second half of each year the phenomenon of tidal advance occurs, causing the entry of salt water from the Atlantic Ocean into the region and impacting the salinization of the river waters. Such a phenomenon makes consumption totally unhealthy. Thus, without drinking water for the population, especially children and adolescents, they have reduced class schedules, impacting the workload and annual teaching planning.

The survey data point to the basic needs of families in the Bailique region that are met with palliative measures. This shows that the region is "looking" only in periods of strong crises, unfortunately.

There are weaknesses in public educational policies for the people who live there. The State, responsible for ensuring minimum and dignified conditions for the population, has the duty to implement quality services for these people who lack so many basic rights, such as the supply of



drinking water and quality public education.

The research found that the electricity supply presents strong instability. It is common for residents to be without the service for days or weeks, which also contributes to the teaching-learning process of students in the region.

The teachers of the communities of the archipelago experience the same conditions as the residents. The locality does not have adequate infrastructure for the development of teaching activities, which corroborates the lack of professionals in the region. Some end their work on the spot in a frustrated and premature manner.

In the last 10 years, investments in education have been reduced, in addition to the serious losses resulting from the pandemic period, which has strongly aggravated the situation of education in general.

In order for this scenario of dismantling education to be reversed or minimized, it is necessary to have a broad debate from the most diverse sectors in search of alternatives. It is essential to invest massively in public educational policies with a view to differentiated from regions of greater geographical isolation and need, as is the case of the District of Bailique-AP.

According to data from the Education at a Glance study, the document that analyzes the education systems of 36 countries, taking into account the average of the countries, Brazil is pointed out as the one that invests the least in education per student.

For Jean Piaget: "The main aim of education is to create men who are capable of doing new things, not simply to repeat what other generations have done" (1970, p. 53). With this, it is necessary that the new be made by this people who suffer so much and need everything.

Finally, it is hoped that the State can, in fact, guarantee access and permanence in a democratic way to quality and inclusive public education, providing dignity, development and learning to those who are not seen or remembered, that these citizens reach higher flights through education, and that they change not only their reality, but also their reality. but of many around him.



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