

**THE IMPLEMENTATION OF SINGLE SHIFT IN SCHOOLS IN RIO DE JANEIRO:  
PERCEPTIONS OF SCHOOL AND EDUCATIONAL MANAGERS**

***A IMPLEMENTAÇÃO DO TURNO ÚNICO NAS ESCOLAS DO MUNICÍPIO DO RIO  
DE JANEIRO: PERCEPÇÕES DOS GESTORES ESCOLARES E EDUCACIONAIS***

***LA IMPLEMENTACIÓN DEL TURNO ÚNICO EM LAS ESCUELAS DE RÍO DE  
JANEIRO: PERCEPCIONES DE LOS DIRECTIVOS ESCOLARES Y EDUCATIVOS***



Rosângela Cristina Rocha Passos FELIX<sup>1</sup>  
e-mail: rosacris.passos@gmail.com



Elisangela da Silva BERNADO<sup>2</sup>  
e-mail: efelisberto@yahoo.com.br

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<sup>1</sup> Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro – RJ – Brazil. Master's degree from the Postgraduate Program in Education.

<sup>2</sup> Federal University of the State of Rio de Janeiro (UNIRIO), Rio de Janeiro – RJ – Brazil. Associate Professor of the Pedagogy Course and the Postgraduate Program in Education. PhD in Education (PUC-RIO).

**ABSTRACT:** This article presents an analysis of the perception of school and educational managers on the implementation of the Single Shift policy in Rio de Janeiro. Based on semi-structured interviews with these actors, this article presents their view of the processes for its implementation, the concepts of education present in the policy and its objectives. This qualitative study is based on the results of the research carried out at Unirio from 2019 to 2021. From the analysis of the interviews and the observation of legal documents on the implementation of the Single Shift, based on the perspective of Theme (FONTOURA, 2011) for data analysis, we perceive in this policy a different outline from the previous ones, leaving of the more focal and compensatory vision, and bringing a universalist look. Despite mentioning some points that need attention, the policy is well regarded by the actors involved and has potential expansion expectations for the entire Network.

**KEYWORDS:** Single shift. Full-time. Educational politics.

**RESUMO:** *O presente artigo apresenta uma análise sobre a percepção dos gestores escolares e educacionais acerca da implementação da política de Turno Único na Rede Municipal do Rio de Janeiro. A partir de entrevistas semiestruturadas com esses atores, este escrito apresenta o olhar deles sobre os processos para a sua implementação, as concepções de educação presentes na política e seus objetivos. Este estudo, de cunho qualitativo, tem como base os resultados da pesquisa realizada na Unirio de 2019 a 2021. A partir da análise das entrevistas e a observação de documentos legais sobre a implementação do Turno Único, pautada na perspectiva da Tematização (FONTOURA, 2011) para análise dos dados, percebemos nessa política um delinear distinto das anteriores, saindo da visão mais focal e compensatória, e trazendo um olhar universalista. Apesar de serem citados alguns pontos que precisam de atenção, a política é bem vista pelos atores sociais envolvidos e tem potencial expectativa de expansão para toda a Rede pública municipal.*

**PALAVRAS-CHAVE:** Turno único. Tempo integral. Política educacional.

**RESUMEN:** *Este artículo presenta un análisis de la percepción de los gestores escolares y educativos sobre la implementación de la política de Turno Único en Río de Janeiro. A partir de entrevistas semiestructuradas con estos actores, este artículo presenta su visión de los procesos para su implementación, los conceptos de educación presentes en la política y sus objetivos. Este estudio cualitativo se basa en los resultados de la investigación realizada en Unirio de 2019 a 2021. A partir del análisis de las entrevistas y la observación de documentos legales sobre la implementación del Turno Único, basado en la perspectiva del Tema (FONTOURA, 2011) para el análisis de datos, percibimos en esta política un trazo diferente al de la anteriores, partiendo de una visión más focal y compensatoria, y aportando una mirada universalista. A pesar de mencionar algunos puntos que requieren atención, la política es bien vista por los actores involucrados y tiene expectativas potenciales de expansión para toda la Red.*

**PALABRAS CLAVE:** Turno único. Tiempo integral. Política educativa.

## Introduction

The Rio de Janeiro Municipal Network currently serves 641,544 students in a total of 1,542 schools<sup>3</sup>; Therefore, it is the 2nd largest municipal educational network in Latin America. Of this total, 35% of students are attended full-time, with 7 hours a day, through the Single Shift (TU).

When observing what the Single Shift implementation law deals with in the city of Rio de Janeiro, it is possible to identify that places with low Human Development Indexes - HDI were treated as a priority in the implementation of the policy<sup>4</sup>.

From 2010, with Law No. 5.225/2010 (RIO DE JANEIRO, 2010), a new outline in the paradigm of full-time implementation in Rio de Janeiro is noticeable, as the law provides for its expansion to the entire Municipal Public Education Network, which differentiates it from previous experiences, which had a compensatory nature. Furthermore, the texts began to address objectives that also differ from previous programs, such as that described in Law No. 5,550, of January 10, 2013 (RIO DE JANEIRO, 2013a), with regard to education:

### FULL-TIME RIO DE JANEIRO'S SCHOOL

Description: Escola Carioca em Tempo Integral is the 2nd generation of investment in the leap in quality of municipal public education in Rio de Janeiro. The new Carioca Single Shift School will operate full-time with a specific curriculum, with more class time for basic subjects, as well as time dedicated to Education for Values and Directed Study. It will be organized into groups by age group: Literacy Houses (1st to 3rd year), Primary (4th to 6th year) and Gymnasium (7th to 9th year), in order to obtain greater student achievement and specialization of teachers for each stage of the apprenticeship. It will seek Academic Excellence by training competent, autonomous, supportive young people with a life project – protagonists of their future.

Expected Results: Improvement in the quality of public education, reaching performance levels equivalent to those of OECD countries - Organization for Economic Cooperation and Development - and adapting to Rio de Janeiro legislation, with municipal schools adopting the 7-hour teaching standard. Achieve the best grade in Prova Brasil in 2015 among the country's municipal education networks.

According to this and other subsequent documents, the TU's central objective would be to improve the quality of education, from the perspective of improving results in large-scale

<sup>3</sup>Available at: <http://www.rio.rj.gov.br/web/sme/educacao-em-numeros> . Accessed on: 06 Jun. 2020.

<sup>4</sup> § 2º Priority will be given to schools located in Planning Areas – AP's, where the lowest Human Development Indexes – HDI are found.

assessments and educational indicators, such as the Basic Education Development Index (IDEB).

In this sense, this article aims to present the perception of School and Educational Managers, that is, Managers who work within one of the School Units of the Municipal Public Network of Rio de Janeiro, and Managers who work at the Central Level of the Municipal Department of Education from Rio de Janeiro, about their perspectives regarding the process of implementing the Single Shift in the Carioca Network, the concepts of full-time education, the molds and objectives of this policy.

### The Rio Municipal Education Network

The Municipal Public Education Network of Rio de Janeiro is made up of 1,543 schools and serves a total of 644,138 students from kindergarten to the end of elementary school II <sup>5</sup>. To provide educational assistance to these students, the Municipal Department of Education (SME) has a structure of 52,788 employees, including 39,178 teachers. Table 1 details the functions, workload, number of teachers and staff throughout the network.

**Table 1** – Staff of the Municipal Public Network of Rio de Janeiro

Office	Function	Quantitative
Special Education Support Agent (AAEE)	Provide support in the activities carried out by the Regent Teacher and/or Management, contributing to the provision of physical and coexistence space suitable for the safety, development and social, physical and emotional well-being of students with disabilities, included in regular classes or enrolled in Classes or Special Schools of the Municipal Public Education Network of Rio de Janeiro.	1,262
Early Childhood Education Agent (AEI)	socio-pedagogical activities and contribute to the provision of physical and coexistence space suitable for the safety, development, social, physical and emotional well-being of children on the premises of the network's service units municipal or neighboring areas.	4,453

<sup>5</sup>Data from January 2021, according to the city hall's official *website*. Available at: <https://www.rio.rj.gov.br/web/sme/educacao-em-numeros>. Accessed on: 06 Jan. 2021.

Temporary Early Childhood Education Agent (AEI)	It has the same function as the effective AEI. <b>Temporary position.</b>	24
Educator Agent II	Provide support to educational activities through guidance, inspection and observation of student conduct and ensure the safety of children and young people on the premises and in the vicinity of school units in the Municipality's official network.	1,801
Temporary Educator II Agent.	It has the same function as the effective Educator Agent II. <b>Temporary position.</b>	01
Cupbearer	Not specified.	44
Student inspector	Not specified.	70
Lunch box	Execution activities related to work preparing snacks and other foods for schoolchildren.	3,100
School secretary	Plan, coordinate and execute, in accordance with the established standards and deadlines and with the guidelines of the school management, the activities of the school secretariat, taking responsibility for their operation.	1,003
Other operational support staff	Not specified.	1415
Other Functional Categories.	Not specified.	437
<b>Total</b>		<b>13,610</b>

Source: SME official website (January, 2021)

Table 2 presents the position, function, workload, specialty and number of teachers who work in the Municipal Public Education Network of Rio de Janeiro.

**Table 2** – Teachers from the Municipal Network of Rio de Janeiro

Office	Function	Hours/h	Specialty	Quantitative
Early Childhood Education Teacher (PEI)	Plan, execute and evaluate, together with other teaching professionals and management team, the activities of the Early Childhood Education unit and provide conditions for offering physical and coexistence space suitable for safety, development, social and physical well-being and emotional aspects of children.	22.5	Child education	2,335
		40		3,684
Assistant Professor of Early Childhood Education (PAEI)	Plan, execute and evaluate, together with other teaching professionals and management team, the activities of the Early	40	Child education	1,908

	Childhood Education unit and provide conditions for offering physical and coexistence space suitable for safety, development, social and physical well-being and emotional aspects of children.			
Elementary School Teacher – Final Years (PEF - Final Years)	Planning, guidance, monitoring and evaluation activities for student staff, relating to primary education (1st to 8th grades) <sup>6</sup> Elementary Education – final years, from 6th grade to 9th grade.	40	Portuguese language French English Spanish Mathematics Biology Sciences Geography History Performing Arts Musical education Physical education Artistic education	3,531
Elementary School Teacher - Early Years (PEF - Early Years)	Planning, guidance, monitoring and evaluation activities for student staff.	40	Elementary School I and 6th year in Rio.	3,843
Professor I (PI)	Planning, guidance, monitoring and evaluation activities for student staff, relating to primary education (1st to 8th grades). <sup>7</sup>	16	Portuguese language French English Spanish Mathematics Biology Sciences Geography History Performing Arts Musical education Physical education Artistic education	11,210
		30		72
Professor II (PII)	Planning, guidance, monitoring and evaluation activities for student staff.	22.5	From Early Childhood Education to Elementary Education I	10,933
		40		1,662
Total				<b>39198</b>

Source: SME official website (January, 2021)

The information presented in Tables 1 and 2 explains not only the breadth of the network, but also the diversity of positions and functions of the human resources that make up the Municipal Department of Education of Rio de Janeiro, some of which have been

<sup>6</sup>Text written according to the content available on the official SME website (January, 2021)

<sup>7</sup>Text written according to the content available on the official SME website (January, 2021)

extinguished over the years, and others that have been created recently, as is the case of the Assistant Professor of Early Childhood Education, established as of Law no. 6,433/ 2018 (RIO DE JANEIRO, 2018).

The Rio de Janeiro Municipal Public Education Network is divided into 11 regions that are managed by the Regional Education Coordinators (CRES), which act as SME actors, intermediating SME – Schools/Schools – SME relationships. The map in Figure 1 shows the coverage of each CRE by region.

**Figure 1** – Map of Regional Education Coordinators and Neighborhoods



Source: Oliveira (2022)

From the map presented, we created a table with the names of the neighborhoods and regions served by each Coordination, as follows in Table 3:

**Table 3** – Division of neighborhoods by CRE

Leg.	No. of schools	CRE	Region	Neighborhoods
	97	1st	Center and surroundings	Praça Mauá, Gamboa, Santo Cristo, Caju, Centro, Cidade Nova, Bairro de Fátima, Estácio, Santa Teresa, Rio Comprido, São Cristóvão, Catumbi, Mangueira, Benfica, Paquetá.
	153	2nd	South Zone and surroundings	Glória, Flamengo, Laranjeiras, Catete, Urca, Cosme Velho, Botafogo, Humaitá, Praia Vermelha, Leme, Copacabana, Ipanema, São Conrado, Rocinha, Vidigal, Gávea, Leblon, Jardim Botânico, Horto, Alto da Boa Vista, Tijuca, Praça da Bandeira, Vila Isabel, Andaraí, Grajaú.
	134	3rd	North Zone	Higienópolis, Engenho Novo, Rocha, Riachuelo, Del Castilho, Méier, Maria da Graça, 166Inhaúma, Engenho da Rainha, Tomás Coelho, Bonsucesso, Piedade,

				Sampaio, Jacaré, Cachambi, Todos os Santos, Pilares, Lins, Engenho de Dentro, Água Santa, Encantado, Abolição, Jacarezinho, Alemão.
	166	4th	North Zone	Manguinhos, Bonsucesso, Maré, Ramos, Olaria, Penha, Brás de Pina, Vila da Penha, Cordovil, Parada de Lucas, Vigário Geral e Jardim América.
	130	5th	North Zone	Vicente de Carvalho, Vila Kosmos, Vila da Penha, Irajá, Vista Alegre, Vaz Lobo, Colégio, Marechal Hermes, Rocha Miranda, Turiaçu, Oswaldo Cruz, Bento Ribeiro, Guadalupe, Madureira, Honório Gurgel, Campinho, Quintino, Cavalcante, Cascadura.
	114	6th	North Zone	Parque Anchieta, Anchieta, Ricardo de Albuquerque, Guadalupe, Acari, Coelho Neto, Irajá, Honório Gurgel, Costa Barros, Pavuna, Barros Filho.
	180	7th	West Zone	Barra da Tijuca, Itanhangá, Vargem Pequena, Vargem Grande, Recreio dos Bandeirantes, Jacarepaguá, Taquara, Cidade de Deus, Freguesia, Rio das Pedras, Tanque, Curicica, Pechincha, Praça Seca, Vila Valqueire.
	188	8th	West Zone	Guadalupe, Deodoro, Padre Miguel, Bangu, Senador Camará, Jabour, Santíssimo, Guilherme da Silveira, Vila Kennedy, Vila Militar, Jardim Sulacap, Magalhães Bastos, Realengo.
	165	9th	West Zone	Inhoaíba, Campo Grande, Cosmos, Santíssimo, Augusto Vasconcelos, Benjamin Dumont.
	197	10th	West Zone	Santa Cruz, Paciência, Cosmos, São Fernando, Guaratiba, Ilha de Guaratiba, Barra de Guaratiba, Pedra de Guaratiba, Sepetiba, Jardim Maravilha.
	43	11th		Ilha do Governador

Source: Prepared by the authors based on official SME data<sup>8</sup>

The map presented in Figure 1 and Table 3 help us understand the size of the Carioca Municipal Public Education Network and its organization. Furthermore, it is possible to identify that one of the regions with the highest number of schools, the West Zone, is the same one that has one of the worst Social Progress Indexes in Rio de Janeiro – IPS.

Given the context explained about the city where we carried out the field of this study, we realized that more than diversity – which is common to expect from large capitals –, Rio de Janeiro has social inequalities as a major challenge, and this is reflected in education, also contributing to educational inequalities.

<sup>8</sup>Available at: <http://webapp.sme.rio.rj.gov.br/jcartela/publico/pesquisa.do?cmd=listCres> . Accessed on: 27 Feb. 2021.



## Methodological Aspects

The approach of this study is defined as qualitative, as we consider that understanding the meanings of the data, for this research, becomes more relevant than quantifying them. Minayo, Deslandes and Gomes (2016, p. 21, our translation) emphasize that this approach “delves deeper into the world of meanings. [...] [which] needs to be exposed and interpreted, in the first instance, by the researchers themselves [...] and, in the second instance, by a comprehensive and contextualized interpretative process”.

The choice for the field study was made because we considered contact with the actors involved with TU policy essential for this research. To do this, we limited the investigation to a school with classes in the early years of elementary school, known in legal documents as Primário Carioca. The outline of this study was carried out using the following research techniques and instruments, such as: literature review, document analysis and semi-structured interviews.

To investigate the perceptions of actors at the school and those surrounding the school community, we defined the following as interviewees: 1 general director; 1 deputy director; 1 pedagogical coordinator and 2 actors from the central body - SME.

We emphasize that this research was approved by the Ethics Committee and that all participants signed the Free and Informed Consent Form - ICF.

To conduct the analysis of the interviews, we built a table including the interviewed actors as dimensions/subjects and, as axes, the subjects to be addressed.

**Table 4** – Thematic axes for interview analysis

Subjects/Dimensions	Thematic axes
Perceptions of the School Management Team	Perceptions about Comprehensive Education and Full Time.
	Considerations about the organization of school time and space.
	Considerations on implementing the TU policy.
	Considerations on the conception of Full-Time Education included in TU policy.
	Perceptions about the relationship: Single Shift – Right to education – Inequalities
Perceptions of Central Body Actors - SME on the Single Shift policy	Perceptions about Comprehensive Education and Full Time.
	Considerations about the organization of school time and space.
	Considerations on implementing the TU policy.

	Considerations on the conception of Full-Time Education included in TU policy.
	Perceptions about the relationship: Single Shift – Right to education – Inequalities

Source: Prepared by the authors

As a basis for this analysis methodology, we have the studies by Fontoura (2011), which uses as a reference the method applied by Paulo Freire for literacy.

These contributions can broaden the vision of our analysis proposal: what would a proposal for adult literacy and a proposal for qualitative data analysis have in common? We believe that bridges are outlined when we think about researchers' literacy and analysis of written (or spoken and transcribed) signals, processes of coding, learning and knowledge construction, which, in the end, produce citizenship and education (FONTOURA, 2011, p. 6, our translation).

Therefore, our study followed the steps of the method advocated by the author:

### Scheme 1 – Analysis steps by Thematization



Source: Authors' elaboration based on studies by Fontoura (2011)

Using the thematization methodology, the analysis of the statements of the actors involved based on the axes discussed in table 4 led us to the answers to the objectives of this research.

The techniques, methodology and instruments chosen are relevant in the field of social research, highlighting the context and place of speech of the subjects involved in the research, in this case, directors, actors of the central body (SME), thus allowing us to greater scope on the implementation of the Single Shift in the Municipal Public Network of Rio de Janeiro, from the perspective of public managers.

## Perceptions under analysis: The implementation of the Single Shift from the perspectives of Educational and School Managers

In this session, we analyzed the perceptions of participants in this field research about the implementation of the Single Shift, which occurred following Municipal Law nº. 5,225, of November 5, 2010 (RIO DE JANEIRO, 2010). In order to understand how this change occurred, we looked at the statements of the interviewees who were at the forefront of politics during this process, and those who worked within the school, with the aim of understanding the macro and micro views.

As announced in our objective, to investigate the perceptions of school actors, we defined the following as interviewees: 1 general director; 1 deputy director; 1 pedagogical coordinator and 2 actors from the Central Level - SME.

To better identify the actors' speech, we named them as follows, as shown in Table 5:

**Table 5** – Identification and information about the social actors participating in the study

SME actors:	Z School Actors:
<p>SME 1: “ I was director of the network, I worked as a full-time conductor in the implementation of CIEPs. I was a primary school teacher as it was called at the time and then I ran some schools. I went to the secretariat to work on a proposal that I was already working on in the coordination, I was in the coordination, I left school, I was invited to go to the coordination to work with literacy, also management, teacher training. When I arrived at the secretariat, [...] Mais Educação appeared and the person responsible for implementing Turno Único [...] went to [...] another job proposal. So, [...] I was invited to take on the Single Shift, which was a great challenge [...].” (SME1)</p>	<p>Director 1 : “[...] I already had a degree in Social Sciences from UFF and a qualification in History and Geography. Well, in that context too, I had studied Psychology at UFRJ [...] In 2010, I joined the municipality [...] for a new project which was the innovative project that 49 O Primário Carioca is part of Turno Único. 117 was the Single Shift. [...] and then I had to face new challenges with colleagues who started implementing the GEC - Ginásio Experimental Carioca (Director 1).”</p> <p>Director 1 reveals that his academic career began when he worked in another profession, outside the area of education. After 35 years, he joined the city of Rio de Janeiro to teach, and began this journey in the year in which the Single Shift Law was approved. He worked at one of the pioneering schools, in what was initially considered a project.</p>
<p>SME2: [...] since 2012, 2013 when Primary Carioca was established and at that time I was a school director [...] In 2017, I became part of the Single Shift team which at the time was divided in Primário Carioca and Ginásio Carioca. And I went to work on the Ginásio Carioca team because of the expansion. At the end of 2016 there were 38 school units operating as Ginásio Carioca, in 2017 this number expanded to 104 and then the need to have more people on the team was felt and I joined this team. “</p>	<p>Director 2 : “ My area of training is Physical Education, I have a whole history of sports [...]. And I joined the municipality in 2003. I already started in the municipality at a full-time school. So, I have been in a full-time, single-shift school for 17 years and, therefore, there are three different projects. One that I started, the other that was later modified at the same school and this one here. So, there are three very different realities that we are trying to adjust as much as possible.”</p> <p>Initially, when Director 2 talks about starting his career in a full-time school, we thought it would be in a CIEP. However, he revealed that the school had its own full-time project, due to the school's political</p>

	pedagogical project, where he worked as a teacher. When he referred to the second experience with the Integral Time School (ETI), it was due to the fact that this same school later housed the Single Shift, and the third experience is at the school where he works as director, with the Single Shift more consolidated, due to its expansion in the municipal education network.
	Coordinator: “ I started in education when I was 18, I'm currently 48 years old, my path was a little complicated because I didn't want to teach and then I discovered myself. Then I went to do Biology, Sciences with a Biology qualification; and then I chose Mathematics, Science and Qualification in Mathematics and started working as a teacher from 6th to 9th grade in a private school. [...] I studied Accounting [...]. And when I left the municipality of São Gonçalo, where I was coordinator of the Mais Educação Program, comprehensive education, the Single Shift, had not yet been implemented.”

Source: Prepared by the authors

We began this investigation based on the speeches of SME professionals, with the intention of understanding how the policy planning process took place until its arrival in schools.

*So, in this section there was a reorganization of the Network in terms of territories. Reorganization by administrative region. In this territory, by administrative region and then by area of criteria, like, let's say moving from one neighborhood to another, children, mobility even, not being able to go from one neighborhood to another, closer to driving, closer close to the constructions that were being built, Minha Casa Minha Vida, there was already this possibility and expansion of neighborhoods [...]. Then there was also the idea of grouping them so that the children would have a more consistent flow from primary school to high school, early years, final years, daycare, it also involved daycare. So, this territory was thought of in this circle. Nursery, initial years and final years. And then from this reorganization, which was also a change, we started to implement the Single Shift [...] [with] seven hours (SME 1, 2020, our translation).*

This reorganization is mentioned in the municipality's Public Policy Notebook, published in 2016.

To achieve the desired results in the education of Rio's residents, Rio City Hall launched an ambitious project to reorganize the entire network in 2009. The units are being reformulated according to the three development cycles of children and adolescents, with increased workload.

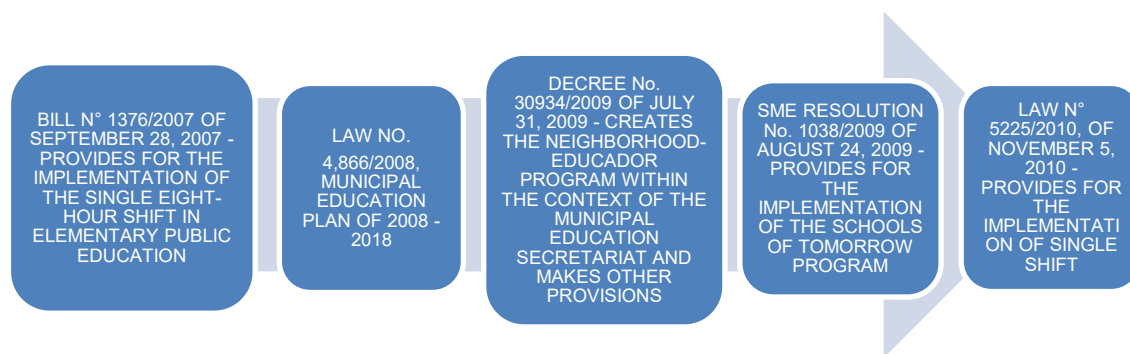
This restructuring of cycles and units aims to encourage the application of a specific curriculum for age groups and provide more study time in basic subjects. Teachers can thus have greater specialization for the stages of student learning at each stage of life. And managers gain the possibility of monitoring results with a more precise focus on segments and units in each region of the city. The team that coordinates the program concluded, in 2013, a detailed

study of the regions, which resulted in the division of the city into 232 micro-regions. Each of them will have the appropriate number of EDIs, Primary schools and Gymnasiums, so that families can choose schools in their neighborhoods. The renovations and construction of new schools create the necessary structure for the consolidation of the Single Shift from the 1st to the 9th year (CADERNO DE POLÍTICAS PÚBLICAS DO RIO DE JANEIRO, 2016, p. 04, our translation).

The city hall document shows that, even before the Single Shift law, approved in 2010, there was already a movement in the Carioca Municipal Public Education Network to reorganize territories and restructure school spaces with the aim of offering increased time in schools.

Let's look at the timeline presented in Scheme 2:

**Diagram 2** – Timeline of legislation on full-time employment in Rio de Janeiro



Source: Felix (2021)

When we look at the timeline presented in Chart 2, we realize that in 2009 the Schools of Tomorrow Program was implemented, which also aimed to offer more teaching time to students at school. However, this reorganization by microregions was completed in 2013, the year in which the TU was expanded to Elementary School I, known in that period as Primary Carioca.

In 2013, after the completion of the reorganization by microregions, the city of Rio de Janeiro established the Fábrica de Escolas do Ajante Program, with the objective of “serial construction of the units necessary to implement, by 2016, the Single Shift for 35% of Network students [...]”. “The School Factory was designed to develop, with modular structures, modern educational units, with shorter construction time, and works in accordance with the precepts of sustainability” (CADERNO DE POLÍTICAS PÚBLICAS DO RIO DE JANEIRO, 2016, p. 49).

With this, we realized that the city hall's first movement was in relation to the reorganization of territories and school spaces. This is because, by offering full-time, schools no longer operate with two shifts and the number of enrollments fell by half, starting to accommodate half the number of classes. Furthermore, we believe that the concern with infrastructure is due to the policy's inspiration in the CIEPs model, with a conception that, by offering more class time, they also offer spaces for carrying out diverse activities focused on science, sport and the culture.

SME 1 (2020, our translation) continued with its report on the implementation of TU in the municipal network:

*We started implementing it and then we had a lot of meetings and after this implementation really with monitoring, evaluation management, approach and I think I see a lot of difference also in terms of reception, everything changed [...]. So when the experimental Rio gymnasiums were implemented<sup>9</sup>. The implementation in ten schools was an experiment to see what was possible, what was viable, what was productive and what was replicable.*

As already mentioned in this study, before Turno Único, the Carioca Municipal Public Network operated some programs aimed at full-time education. The Carioca Experimental Gymnasiums (GECs) were established months before the approval of the TU law. This program was intended only for students in the second segment of elementary school<sup>10</sup>.

According to SME 1 (2020), the implementation of GECs served as a reference for the implementation of TU in the network's schools. He then highlighted that “*From then on, a challenge and listening to the field was created. This was asked to the field, to managers, to the school community if they would like to transform into Single Shift*”.

*It was a voice, a flag that was being worked on, but these are challenges that we only understand, and only get better when we go to the field and listen. I think that listening in this process is very important. So much so that we have to start with the little ones. You can't do it like that, now, the entire network will work with schools full time. It can't be done, people. Firstly, people do not have this understanding (SME 1, 2020, our translation).*

<sup>9</sup>Decree no. 3.2672, of August 18, 2010 (RIO DE JANEIRO, 2010), establishes the Ginásio Experimental Carioca. Art.5: The Ginásio Experimental Carioca will be a dynamic and radiating instance in education for the 2nd segment, with the objective of pursuing academic excellence, teaching more suitable for teenagers and promoting education for values (RIO DE JANEIRO, 2010).

<sup>10</sup>We do not delve deeper into this experience, as our study focuses on the first segment of Elementary Education.

Therefore, we understand that, initially, adherence to the Single Shift was optional for schools. In other words, the school community had the option of accepting or not accepting the extension of the day to full-time.

Next, SME 1 (2020, our translation) highlights another step that we consider important in implementing the TU:

*I think it was a learning experience in terms of planning. The reorganization was a huge learning experience. The issue of competitions to fill vacancies and I think that the implementation was a benefit because after that people begin to understand integral education as a right and as productive learning time.*

In this speech, he refers to the holding of a 40-hour competition for teachers, established by Law no. 5,623/2013 (RIO DE JANEIRO, 2013b), of October 1, 2013.

We realized that the planning for the implementation of the Single Shift policy was well designed in terms of organizing territories, structuring and restructuring spaces to serve full-time students. The 40-hour teacher competition and the Fábrica de Escolas do Ajante Program were also relevant factors for the expansion of full-time teaching in the Carioca Municipal Public Education Network.

We continued with the interview, and sought to identify, through the interviewees' statements, their perception of the conception of education on which Turno Único is based. We begin with the speeches of SME interviewees, with the aim of understanding the perception of those who worked in planning and evaluating the policy.

*Every student has the right to have more time at school. He has a right to learn and the government has to guarantee a public policy to make this happen. This is our co-responsibility, that of the population, but it is the responsibility of a larger public policy. Investing in quality education, equity [...]*

*The Single Turn, it came from an academic construction also anchored in these previous philosophers who thought about the issue of the arts, the issue of the body, the issue of integrality, knowledge, multiple learning, but it also, the Single Turn, it adapted to the new economic condition that capitalism imposed on us (SME 1, 2020, our translation).*

He went on to report that:

*The Single Shift came to be unified, to not have this break, to not break down and so previous theorists also thought about this integral education. For the high school schools, ovens were bought for them to work on food, a different stove, to work on a proposal that integrated mathematics with food.*

*Turno Único had and still has this look. Serve the man as a whole. Not only in terms of academics, not only in terms of his mother needing to work and*

*leaving him at school longer. The Single Shift came to guarantee learning and not replicate vices that we had before (SME 1, 2020, our translation).*

In this Agent's perception, the Single Shift would be aligned with the principles of comprehensive and full-time education, according to the studies of Coelho (2009). This is because the objectives identified by this social actor would be aimed at student training in its various aspects, and not just focused on content considered as “base”.

SME 2 (2020, our translation) explained his vision of the TU's conception of education:

*For me, there are two aspects, which we call Pedagogy of Presence. This is essential, it's what we fight all the time, it's the teacher who is there 40 hours, 40 hours really and the student who is there longer. This favors the establishment of a series of bonds and other relationships and also a differentiated matrix because there is no point in having the student there for seven hours so that they can have more of the same [...]. Schools, many schools, develop excellent work exactly based on these two pillars, which is the Pedagogy of Presence and this establishment of bonds between students and teachers, teachers with students, the school community with the school, management with teachers and students, this has a huge impact.*

Although the perception of SME 2 does not fit into any of the concepts highlighted in this study, we noticed an emphasis on valuing the time factor. Even with all the benefits of increasing time, even more so when this expansion affects all the actors involved in this education, it is still necessary to have objectivity regarding the quality of this time, in order to clarify which objectives are to be achieved with this “more time” policy.

From now on, we direct our attention to the perceptions of the interviewees who work at School Z.

*I think full-time education solves a social problem, right? Not only... it's not a question of: “Ah, I'm going to improve the...”, my opinion, “I'm going to improve the content”. Because we have a very content-based idea, “I'm going to increase the math workload because he's going to become a good mathematician”. You have to see the social side of the school, the school is also a social institution, and it cannot escape this plan of the community where it lives (Principal 1, 2020, our translation).*

When we analyze this director's speech, we realize that his perception is close to the conception of education highlighted by Cavaliere (2014) as compensatory. This is because he understands, in full-time education, an opportunity for the State to solve some social problems: by offering more time, it can guarantee the realization of rights that are often denied to students in vulnerable situations.



*Full-time school allows these students to stay longer at that school and ends up giving them more opportunities to acquire other behaviors and for them to learn about other realities, other ways of dealing [...]. [...] they come a lot due to food, this helps a lot. We have students who disappear all day long, but at lunch time they are right in line, at lunch time they come right in (Principal 2, 2020, our translation).*

The beginning of this director's speech takes on the contours of what we could consider as an integral education. This is because it highlights the issue of offering opportunities in a sense of training for life. However, as he continues his narrative, the director's perception is directed towards the concept of compensatory education, with the main focus on guaranteeing the right to food. Therefore, we consider that Director 2's view of the Single Shift encompasses the two conceptions highlighted by Cavaliere (2014). In other words, compensatory policy and comprehensive education.

*At the Single Shift school where the student is like, "Ah, I'm going to get arrested", there are very few students that we see this happen. When it happens, they are new students who come from schools that are not full-time, right? For the father, it's wonderful because most guardians have to work, they get home late and they know that the student is at school. The student has all the necessary meals here and they are very good, right? (Coordinator, 2020, our translation).*

In this speech, the Coordinator demonstrates a perception focused on the conception of full-time education as a compensatory policy, in a welfare framework, where the school institution is seen as a space of social protection for students while their parents work. Furthermore, he also cites the issue of guaranteeing food as a relevant factor. Then, it addresses another aspect:

*On top of that, he studies full time, the subjects are not separate. We have subjects that intersperse with the basic subjects, subjects that... the life project, physical education, so we always intersperse so that it doesn't become something tiring, it becomes something pleasurable and our main objective in comprehensive education is to make that the student understands that all disciplines interact, they talk to each other and that they all need to be important (Coordinator, 2020, our translation).*

In this speech, we see a closer approximation to a conception of integral education, which he also mentioned. Some of the TU's differences are highlighted, such as the integration of subjects, which in other models of full-time education in Brazil was divided into shifts and non-shifts, with a hierarchy of subjects.

## Final remarks

In view of the study carried out, we observed that although the TU policy had meticulous planning regarding the infrastructure of school institutions and the structure of professionals to work for 40 hours within the same institution, some aspects still need to be rethought, replanned and restructured. These are aspects that we consider extremely important for its effectiveness.

When we seek to understand the concept of full-time education present in the TU policy, we realize that this aspect needs to be seen as a priority by public managers responsible for implementing and evaluating this policy. This is because this issue does not appear clearly in the legal documents of Turno Único. In some documents we see content aimed at improving (measurable) quality and, in others, we see the expression “integral education”. We also noticed the use of “integral education” to describe the expansion of the journey.

When we listened to the actors involved in this research, we identified this same discrepancy in their statements. Some considered the extension of time as integral education, others saw it as a compensatory policy, and others argued that the Single Shift was designed to be integral education, according to the concept of Coelho (2009).

In the view of educational managers who work at SME, full-time education favors the student's comprehensive training, contributing to their training in several aspects. Furthermore, these actors highlight that Full-Time Education establishes the creation and maintenance of links between students and the school, in addition to the various actors who work there. When talking about bonds, the Pedagogy of presence was highlighted as one of the pillars of the Single Shift, which prioritizes the teacher's work for 40 hours in a single school.

In the perception of school managers, full-time education is seen as a relevant factor in the lives of students, given the reality they portray, where many find themselves in a “*situation of abandonment by the State and their family*” (statement of Director 2). The directors explained their perceptions, which at times are in line with a more welfare perspective, but reinforce that the increase in time favors the expansion of educational opportunities related to cognitive development, the practice of sports and the exercise of citizenship, which they consider important for the students' life project.

In the perception of the Coordinator, as part of the management team at School Z, full-time education is capable of minimizing social inequality. He states this in one of his lines. For him, full time favors students' learning, which expands their possibilities in their social life. We consider it important to highlight that this social actor states that this vision arose from his performance in the Single Shift in the Municipal Public Network of Rio de Janeiro.

In the Brazilian scenario, marked by several experiences aimed at expanding time at school, more specifically in Rio de Janeiro, with notable policies and programs, such as Darcy Ribeiro's CIEPs, Turno Único emerges as a new paradigm of full-time education. We consider it this way because, given previous experiences, most of which were based on compensatory perspectives, aimed at only a part of the population, Turno Único is based on a universalist vision. This aims to reach all enrolled students within a period of 10 years (RIO DE JANEIRO, 2010).

Even though this objective has not been achieved in 10 years, Rio de Janeiro remains ahead of the national target of the National Education Plan (BRAZIL, 2014-2024), currently serving 35% of full-time students (10% more than what the national goal).

We consider it a pillar for the effectiveness of this policy that the entire Municipal Public Network moves in the same direction. In this sense, it is urgent to prepare a document that regulates the Single Shift, and expresses in it the objectives to be achieved by the project. Furthermore, we highlight the importance of continued training offered by the Municipal Department of Education, which involves all social actors who constitute the management and execution of this policy, with the aim of aligning the objectives and actions of the current Full-Time Education policy in the Municipal Public Network of Rio de Janeiro.

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