

ARTICLE

**AFFIRMATIVE ACTIONS IN ACCESS TO BASIC EDUCATION: A LOOK AT
COLÉGIO PEDRO II¹**

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ABSTRACT: The intention of this article is to analyze the Quota Law (Law 12.711/12) and other affirmative actions implemented by Colégio Pedro II (CPII) and their contributions to the expansion of educational opportunities. We seek to answer two main questions: what affirmative actions were adopted in their admission selection processes over time? And, what changes are perceived in the sociodemographic profile of entrants, especially since the Quota Law? The study is exploratory and documentary, with descriptive analyses based on secondary data obtained from the CPII website and microdata from the School Census. We used as reference three cohorts of entrants in the 6th grade of Elementary School and the 1st grade of regular and integrated High School, in the years 2012, 2014, and 2016. The main results show that since 2005, CPII has adopted an affirmative action policy for student admission with a reservation of 50% of the spots for public school graduates. Starting in 2013, the Quota Law was implemented in both the integrated and regular High School, adding to the existing public school criteria, income criteria, race/color, and disability criteria. The analysis of the students' socio-demographic profile reinforces the contribution of CPII's affirmative action policies and the Quota Law

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in expanding access opportunities, especially for Black/Brown students.

Key Words: Basic Education, affirmative actions, Quota Law, Colégio Pedro II

AÇÕES AFIRMATIVAS NO ACESSO À EDUCAÇÃO BÁSICA: UM OLHAR SOBRE O COLÉGIO PEDRO II

RESUMO: O objetivo deste artigo é analisar a Lei de Cotas (Lei 12.711/12) e demais ações afirmativas implementadas pelo Colégio Pedro II (CPII) e suas contribuições na ampliação de oportunidades educacionais. Busca-se responder a duas questões principais: quais foram as ações afirmativas adotadas em seus processos seletivos de ingresso ao longo do tempo? E quais mudanças são percebidas no perfil sociodemográfico dos ingressantes, principalmente a partir da Lei de Cotas? O estudo é exploratório e documental, com análises de cunho descritivo, a partir de dados secundários obtidos no site do CPII e nos microdados do Censo Escolar. Tomaram-se como referência três coortes de ingressantes no 6º ano do Ensino Fundamental e na 1ª série do Ensino Médio Regular e Integrado, nos anos de 2012, 2014 e 2016. Os principais resultados mostram que, desde 2005, o CPII adota uma política de ação afirmativa para o ingresso dos estudantes com a reserva de 50% das vagas para egressos de escola pública. A partir de 2013, a Lei de Cotas foi implementada no Ensino Médio Integrado e Regular, acrescentando, aos critérios de escola pública já existentes, os critérios de renda, de raça/cor e de pessoa com deficiência. A análise do perfil sociodemográfico dos estudantes reforça a contribuição das políticas de ações afirmativas do CPII e da Lei de Cotas na ampliação de oportunidades de acesso, principalmente de estudantes negros.

Palavras-chave: Educação Básica, ações afirmativas, Lei de Cotas, Colégio Pedro II.

ACCIONES AFIRMATIVAS EN EL ACCESO A LA EDUCACION BASICA: UNA MIRADA AL COLÉGIO PEDRO II

RESUMEN: El objetivo de este artículo es analizar la Ley de Cuotas (Ley 12.711/12) y otras acciones afirmativas implementadas por el Colegio Pedro II (CPII) y sus contribuciones a la ampliación de las oportunidades educativas. Buscamos responder a dos preguntas principales: ¿cuáles fueron las acciones afirmativas adoptadas en sus procesos selectivos de ingreso a lo largo del tiempo? Y ¿qué cambios se perciben en el perfil sociodemográfico de los ingresantes, especialmente después de la Ley de Cuotas? El estudio es exploratorio y documental, con análisis descriptivos, a partir de datos secundarios obtenidos de la página web del CPII y de los microdatos del Censo Escolar. Tomamos como referencia tres cohortes de ingresantes en 6º de Primaria y en 1º de Bachillerato Regular e Integrado, en los años 2012, 2014 y 2016. Los principales resultados muestran que, desde 2005, el CPII adopta una política de acción afirmativa para el ingreso de alumnos con la reserva del 50% de las vacantes para egresados de escuelas públicas. A partir de 2013, se implementó la Ley de Cuotas en la Escuela Secundaria Integrada y Regular, agregando a los criterios ya existentes en la escuela pública, los criterios de renta, raza/color y persona con discapacidad. El análisis del perfil sociodemográfico de los alumnos refuerza la contribución de las políticas de acción afirmativa del CPII y de la Ley de Cuotas en la ampliación de las oportunidades de

acceso, especialmente para los alumnos negros.

Palabras clave: Educación Básica, acciones afirmativas, Ley de Cuotas, Colégio Pedro II.

INTRODUCTION

In the past 20 years, there have been significant transformations in the Brazilian educational landscape with the near universalization of Elementary Education, which reached a coverage of 98% in 2019 (BRAZIL, 2020). As a reflection of the crisis caused by the COVID-19 pandemic, the educational coverage of Elementary Education (ages 6 to 14) decreased from 98% in 2020 to 95.9% in 2021. However, for youth aged 15 to 17, the percentage increased to 95.3% in 2021, up from 92.9% in 2019. The expansion of Secondary Education is still quite challenging, with a coverage of 74.5% in 2021 (youth aged 15 to 17 attending or having completed this level), which is 10.5 percentage points lower than the 85% target set for 2024 in the National Education Plan (Brasil, 2022).

As Senkevics and Carvalho (2020) demonstrate, the increase in schooling does not necessarily come with a decrease in inequalities of access, retention, and completion, nor in learning inequalities (Alves; Soares; Xavier, 2016; Bof, 2021). Completing Elementary Education, transitioning to Secondary Education and completing it, and entering higher education continue to be significant challenges for the schooling of students from low socioeconomic backgrounds, Black, Brown and Indigenous (BBI)² students (Senkevics; Carvalho, 2020; Simões, 2019).

Considering these challenges, since the beginning of the 21st century, significant advances have been made regarding the adoption of affirmative action policies in Brazil. The main milestone was the approval of Law 12.711 in 2012, known as the Quota Law, which aims to reduce social and racial inequalities in access to technical high school and higher education in federal education institutions by reserving spots for students from public schools, low-income backgrounds, self-declared Black, Brown, and Indigenous individuals, and for people with disabilities (Brasil, 2012a, 2016).

This study aims to characterize how the adoption of the Quota Law and other affirmative actions for student admission occurred at Colégio Pedro II (CPII), one of the most traditional Basic Education institutions in Brazil. Founded on December 2, 1837, in Rio de Janeiro, CPII currently serves approximately 12,000 students from Early Childhood Education to postgraduate levels.

For decades, admission to CPII for the 6th grade of Elementary School and the 1st grade of High School occurred only through a competitive public selection process, which ensured a student body predominantly from the middle classes of the city of Rio de Janeiro (Cavaliere, 2008). However, starting in 2005, the admission process for both the 6th grade and the 1st grade of High School began to reserve 50% of the spots for students who had attended previous grades in public schools, as a way to broaden the inclusion of other social groups in the school.

² In Brazil, there are five official racial categories that combine ethnic and phenotypic aspects. Blacks (pretos) are people with dark skin and phenotypical traits that indicate African ancestry; Browns (pardos) are mixed-race people with predominantly African phenotypic characteristics; Indigenous (indígenas) are people who declare that they belong to an indigenous Brazilian ethnic group; Whites (brancos) are light-skinned people with phenotypic characteristics associated with European people; Yellows (amarelos) are people who declare Asian origin, particularly from Japan, China and the Koreans. The socio-political category "negro" (Black/Brown) was recognized in 2010 and corresponds to the group of people who declare themselves Black or Brown.

In the year 2012, with the approval of Law 12.677/12 (Brasil, 2012b), CII became integrated into the Federal Network of Professional, Scientific, and Technological Education, aligning its structure and organization with Federal Education Institutions. With this alignment, CII now had to comply with the criteria established by Law 12.711/12 (Quota Law) for the spots offered in the Technical High School level. Equivalently, the school began to apply the criteria also to admission into the regular High School, meaning it incorporated reserved spots based on income and race/color criteria, in addition to the criteria of having attended Elementary School in a public school, equally for all High School modalities. Starting in 2016, CII also began to reserve spots for students with disabilities, and by the end of that same year, the Quota Law itself was amended to include this group in the reserved spots.

The purpose of the Quota Law is to reduce inequalities in educational opportunities, including historically marginalized groups within the educational system. Since CII already had its own system of reserved spots (with reservations for public school students, as will be further explained), the question that arises is whether the implementation of the Quota Law has been effective in changing the profile of entrants, especially in the High School level, making the school more inclusive?

Given this context, the objective of this work is to understand the changes and continuities in the sociodemographic profile of CII students considering the existence of a reserved spot system at this institution since 2005 and its developments following the Quota Law. We highlight the relevance of this study in filling a gap in the literature regarding affirmative action policies in Basic Education. Although the Quota Law covers Technical High School, in general, the literature tends to focus more on higher education. Furthermore, we highlight CII's initiative in implementing affirmative actions since the mid-2005s, albeit limited only to the public school criterion.

In addition to this introduction, this article is divided into four main parts. The first presents an overview of the expansion of CII and the adoption of affirmative actions over time, including the Quota Law, starting in 2012. The second part discusses the methodology used in this study. The third part presents and discusses the main results regarding the social composition of CII students before and after the Quota Law, considering the criteria of public school attendance, race/color, and disability. Finally, the conclusion provides the final considerations.

EXPANSION AND CHANGES IN ACCESS POLICIES AND AFFIRMATIVE ACTIONS OF COLÉGIO PEDRO II

CII is a school with over 180 years of history that serves various levels and modalities of education: Early Childhood Education, Elementary School (initial and final years), Regular High School, Integrated High School with Professional Education³, and Integrated High School with Professional Education in the Youth and Adult Education modality (PROEJA), as well as postgraduate courses organized into *Lato Sensu* (Improvement and Specialization) and *Stricto Sensu* (Academic and Professional Master's) modalities (Couto, 2018; CII, 2020). Additionally, Subsequent Technical Courses are offered (Technical in Sign Language Translator and Interpreter and Technical in Tourist Guide), aimed at students who have already completed High School and wish to obtain technical training.

Since 1950, the school underwent processes of expansion of its units. In 2014, there were

³ This modality involves Integrated High School along with technical-level courses, such as: Technical in Systems Development, Musical Instrument, and Environment. In PROEJA, the offered courses are: Technical in Computer Support and Maintenance and Administration.

14 campuses: 12 in the city of Rio de Janeiro, one in Niterói, and one in Duque de Caxias, as well as a Center of Reference in Early Childhood Education⁴ (CREIR), also in the city of Rio. Table 1 presents the current configuration of CPII, with its campuses, year of creation, and offered teaching segment.

Table 1 - Year of Foundation and Services of Colégio Pedro II Campuses

Campus	Foundation	Elementary School (1st to 5th Grade)	Middle School (6th to 9th Grade)	High School
1 Centro	1837		x	x
2 São Cristóvão II	1887		x	
3 Humaitá II	1952		x	x
4 Engenho Novo II	1952		x	x
5 Tijuca II	1957		x	x
6 São Cristóvão I	1984	x		
7 Humaitá I	1985	x		
8 Engenho Novo I	1986	x		
9 Tijuca I	1987	x		
10 São Cristóvão III	1999			x
11 Realengo II	2004		x	x
12 Niterói	2006			x
13 Duque de Caxias	2008			x
14 Realengo I	2010	x		
Reference Center in Early Childhood Education (CREIR) in Realengo	2012		Age range: 3 to 5 years old	

Source: Adapted from Couto (2018, p. 56)

Access to CPII occurs in two ways: through public lotteries for Early Childhood Education, 1st grade of Elementary School, and PROEJA; and through special admission selection processes, involving objective tests in Portuguese and Mathematics and an essay, for the 6th grade of Elementary School and the 1st grade of Regular and Integrated High School. For Integrated High School, the exams also include specific knowledge according to the technical training offered by each course (CPII, 2020).

⁴ In 2012, Early Childhood Education began to be offered at the Realengo I Unit. In 2013, the Realengo Early Childhood Education Unit was inaugurated, which in 2016 became known as the Center of Reference in Early Childhood Education (CREIR), providing exclusive services to children aged 3 to 5 years old (CPII, 2018).

This duality in the admission process, as pointed out by Dargains (2015, p. 52), shows that despite CPII's commitment to democratization, it "has not yet managed to combine its tradition with the inclusion principles of public schools."

According to Couto (2018), until the year 1983, admission occurred solely through competitive exams for the 6th grade of Elementary School and the 1st grade of High School, which were highly competitive. The lottery system was introduced in 1984, when the former "primário" (elementary school) was created at the São Cristóvão Unit, now the 1st segment of Elementary School, allowing the enrollment of children from different socioeconomic backgrounds, with various special needs, and heterogeneous cultural values.

Starting in 2005, the diversification and change in the student profile gained even more momentum with the implementation of a new affirmative action (Couto, 2018). Admission through the Selection Processes began to reserve 50% of the spots for students who had attended, at least, the 4th and 5th grades in public schools for entry into the 6th grade of Elementary School and from the 6th to 9th grades in public schools for entry into the 1st grade of High School. As highlighted by Coutinho, Arruda, and Oliveira (2021), this affirmative action was adopted inspired by the Federal Government's Bill No. 3,627/2004, which proposed, in the context of federal universities, reserving 50% of the spots for students who had completed High School in public schools.

With the approval of the Quota Law in 2012 and the alignment of CPII with the Federal Institutes, it was necessary to adjust the reserved spots for the High School level, adapting the existing criteria and incorporating new ones. The 50% reservation for graduates of public schools was maintained; however, after 2012, the student was required to have completed their entire Elementary School education in a public school, not just from the 6th grade onwards as was the case at CPII since 2005.

In addition to this adjustment, starting in 2013, within this 50% reservation for public schools, half was allocated for students with a family per capita income equal to or less than 1.5 times the minimum wage, and the other half for students from public schools, regardless of family income. Finally, within each of these proportions of public schools (with up to 1.5 times the minimum wage per capita family income and above this income), there was also a reservation of spots for Black, Brown, and Indigenous students (BBI), according to their representation in the population of the State of Rio de Janeiro, based on the demographic census conducted by IBGE in 2010.

Based on national legislation that promoted the implementation of an inclusive education policy, such as Decree No. 7,612/2011, which "establishes the National Plan for the Rights of Persons with Disabilities - Living Without Limits Plan" (Brasil, 2011) and the Brazilian Law for Inclusion of Persons with Disabilities, Law No. 13,146/2015 (Brasil, 2015), CPII, starting in 2016, adopted specific quotas for people with disabilities (physical, visual, hearing, intellectual, or with autism spectrum disorder), reserving 5% of the total spots at each campus, both for admission to the 6th grade of Elementary School and the 1st grade of High School.

The following year, there was an amendment to the Quota Law through the national approval of Law No. 13,409/2016, which includes people with disabilities in the reservation of spots according to their population representation in each State (Brasil, 2016). According to Da Costa and Naves (2020, p. 970), the access of people with disabilities "[...] is a recent achievement in public education policies in the country, leveraged after years of significant difficulties faced by this population in pursuit of education, not only in higher education but also in the basic education network."

Therefore, CPII maintained the reservation of 5% of the spots at each campus for people

with disabilities. For the 1st grade of High School, part of these spots (5%) was also allocated to the open competition group, and to comply with this new law, the other part of the reserved spots was allocated to the public school group and its subgroups (low-income and Black, Brown, and Indigenous).

As a result of the Covid-19 pandemic, the selection for enrollment in the academic years of 2021 and 2022 was carried out entirely through public lotteries, both for the 6th grade and the 1st grade of High School, respecting the reserved spots as per the Quota Law and other affirmative actions of CPII. In addition to these, new spots were opened for enrollment in other grades of Elementary and High School (e.g., 2nd year of Elementary School, 8th year of Elementary School, 2nd grade of High School) through a lottery system based on available vacancies.

To illustrate the reserved spots at CPII, we take as an example the Notice No. 29/2019 for admission to the 1st grade of the regular daytime High School for the 2020 academic year at the Niterói Campus. Table 2 summarizes the distribution of 170 spots offered, according to the criteria of the Quota Law (No. 12,711/2012) and its amendment by Law No. 13,409/2016. It is observed that at CPII, the quota for people with disabilities is also extended to all students, regardless of whether they are from public schools or not.

Table 2 - Distribution of spots for admission to regular daytime High School for the year 2020 - CPII/Campus Niterói

Campus	Spots	OC	PwD	A	A PwD	B	B PwD	C	C PwD	D	D PwD
Niterói	170	80	5	21	1	20	1	21	1	19	1

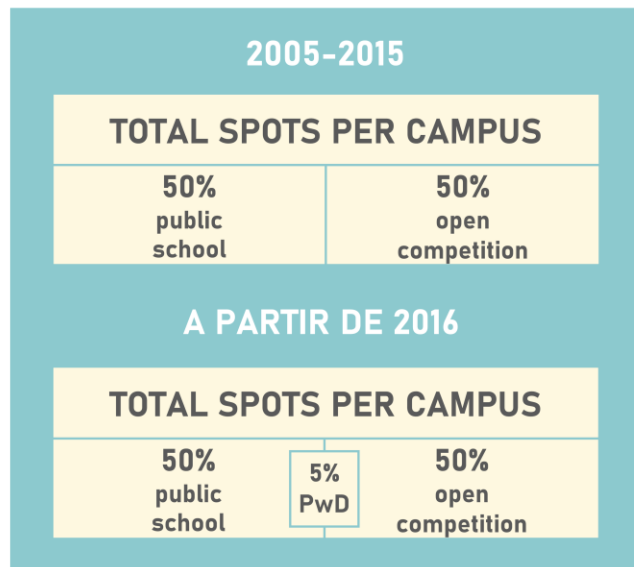
Note: OC = open competition; PwD = people with disabilities; A = public school + low income + BBI; B = public school + low income; C = public school + BBIs; D = public school.

Source: Own elaboration, based on Notice No. 29/2019 (CPII, 2019).

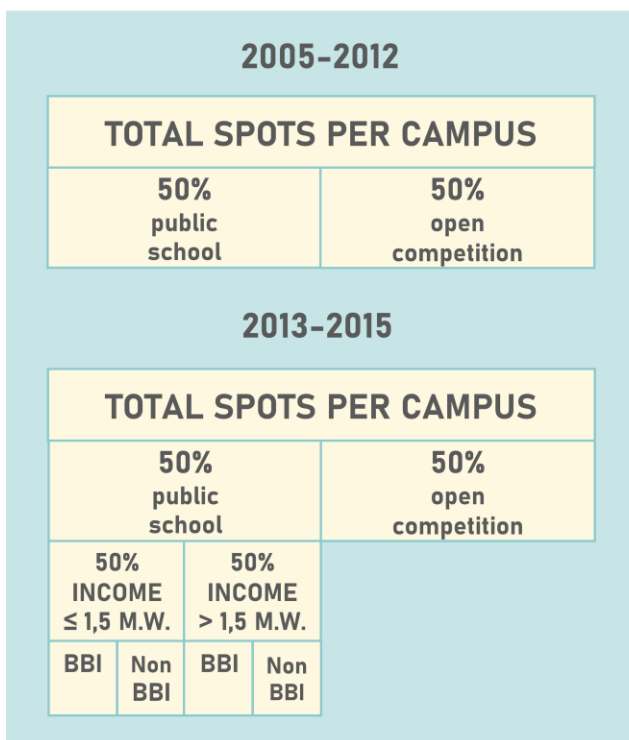
The Figure 1 schematically presents the changes that have occurred since 2005 in the admission selection processes of CPII for the 6th grade of Elementary School and the 1st grade of High School (regular and integrated), considering the affirmative actions of the school itself and the adherence to the Quota Law.

Figure 1: Changes in Admission Selection Processes at CPII (2005-2020)

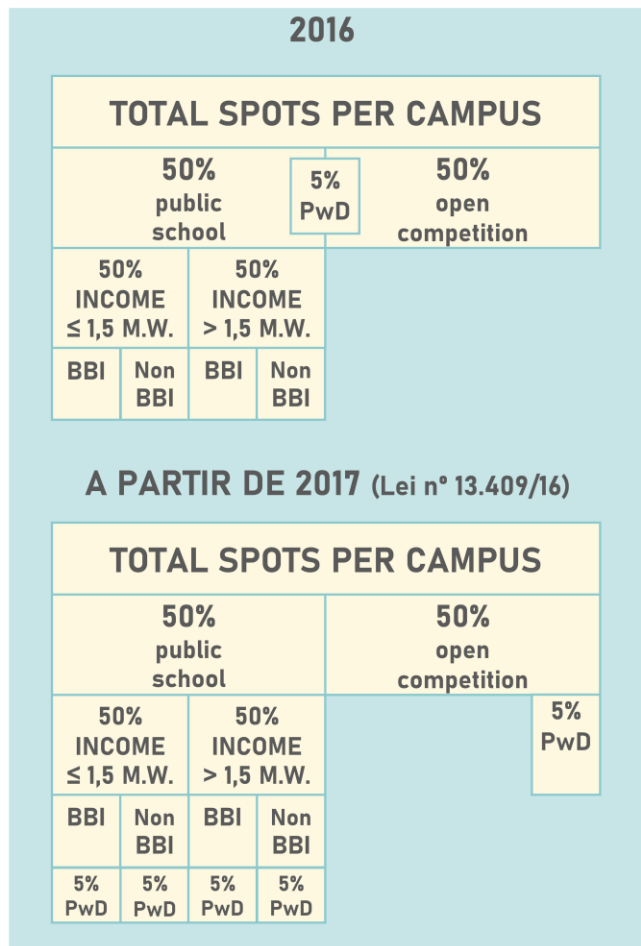
6th GRADE - ELEMENTARY SCHOOL



1st GRADE - HIGH SCHOOL



2016



Source: Developed by the authors based on the Quota Law and Notices of Selection Processes of CPII.

Considering this scenario of expanded access to CPII, the question that underpins the study presented in this article is: Did the implementation of the Quota Law facilitate the entry of low-income students, Blacks, Browns, and Indigenous (BBI), and people with disabilities or not?

According to a study by Senkevics and Mello (2019), which analyzed the socioeconomic and racial profile of entrants in Federal Higher Education Institutions (IFES) between 2012 and 2016, there was a growth in the participation of all groups covered by the Quota Law in the vast majority of institutions, especially in the most selective ones, with considerable increases, particularly for Black, Brown, and Indigenous students. In terms of public schools, the authors identified that the Federal Institutes started from more inclusive percentages compared to the Universities, increasing from 69.2% in 2012 to 74.9% in 2016, while universities increased from 53.3% in 2012 to 61.2%.

As noted by Bastos (2017), based on the 2010 Census from IBGE, the number of students in public schools in the State of Rio de Janeiro was three times greater than that of students in private schools. Currently, according to data from the 2022 School Census (INEP, 2023), this ratio is 2.4, meaning that for every 10 students in private schools, there are 24 students in public schools in the State of Rio de Janeiro. In this sense, the Quota Law - as well as the previous reservation practiced by CPII - although an advancement for the inclusion of socioeconomically disadvantaged groups, did not correspond to the actual social and economic composition of the State.

The study by Coutinho, Arruda, and Oliveira (2021) analyzed the overall racial and income profile of students in all stages of Basic Education at Colégio Pedro II. Based on selection notices from the period between 2014 and 2019 and socioeconomic data available on CPII's institutional website, the authors observed that although there was an increase in the entry of Black/Brown students, from 15.77% in 2014 to 37.44% in 2019, this access did not occur equitably among the campuses offering the final years of Elementary School and High School. According to the authors (*ibid*, p. 13):

Only at the Duque de Caxias campus, the number of Black/Brown students (60.44%) is higher than that of White students (34.62%). At the Niterói campus, the number of Black/Brown students (45.34%) is close to the number of White students (50.54%). Only at these two campuses do the rates of Black/Brown students fall within the range of the national index of the Black/Brown population. In São Cristóvão III, there are 37.67% Black/Brown students and 52.54% White students. The Realengo II campus, which offers classes from 6th grade of Elementary School to High School, has a similar total of Black/Brown (42.23%) and White (48.24%) students. The Humaitá II campus, located in the southern zone of Rio de Janeiro, has the largest difference between Black/Brown students (24.61%) and White students (69.35%), followed by the Tijuca II campus, which has a percentage of 27.54% for Black/Brown students and 63.03% for White students. These two campuses also stand out for having the lowest percentages of Black students: 5.80% at Humaitá II and 7.50% at Tijuca II.

In the early stages of Basic Education, the student profile regarding race/color is similar to that of the final stages, with greater disparity between the Humaitá and Tijuca campuses, while the Engenho Novo, Realengo, and São Cristóvão campuses are more equitable (Coutinho; Arruda; Oliveira, 2021).

In this vein, the study by Pio (2023), which followed a cohort⁵ of 491 students from CPII since their enrollment in 2005 until the completion of High School, points to some gaps regarding affirmative actions in elitized school spaces, especially for the Black/Brown population. These gaps involve the lack of affirmative actions for financial support as well as the adequacy of the institution's curriculum and attitudes, as the author found disparities and inequalities in learning opportunities and

⁵ Cohort is a type of sample in which the selection criterion is the timing of the occurrence of the event of interest, for example, students who entered the school in the same year.

development between Black/Brown and White children.

On this subject, Dargains (2015), based on interviews with CPII management, presents the recurring argument that racial inequality would already be addressed with quotas for public schools and low-income students. However, the author argues that associating the racial criterion with income and school of origin weakens the fight against racism, since Black, Brown and Indigenous students from private schools can also experience processes of racial discrimination. In this sense, the economic and cultural capital disadvantage (or the quality of public education) is considered, but the disadvantage of being Black, Brown and Indigenous in a racist social structure is disregarded.

According to Dargains (2015), who also interviewed incoming students in 2013 through racial quotas at CPII's Realengo II Campus, the profile of these students is quite homogeneous in the sense that their families, even though they have low income, possess a certain cultural and social capital that allows them to have more information about the functioning and structure of the school and its social prestige.

[...] The young person presented here did not experience failure throughout their school trajectory, maintains strong ties with the school, even building expectations regarding it, and has future projects linked to a profession. They come from small family units that, apparently, have positive expectations regarding their schooling, encouraging and investing in preparatory courses for them to succeed in the school selection process. (Dargains, 2015, p. 79).

In the face of a highly competitive selection process that already selects a certain profile of students, making access difficult, even with the quota policy, the author reflects on to what extent this new profile of students admitted through quotas differs from the previously enrolled students, and to what extent the quotas fulfill their objectives?

Based on institutional data available in the document "CPII in numbers - student profile"⁶, in the year 2020, students in Basic Education at CPII had the following characteristics: 87.87% reside in the city of Rio de Janeiro; 53.21% are female; 58.39% have a family income of up to three minimum wages; 22.30% have an income above three minimum wages, and for 19.76% of students, income information was not declared. In terms of race/color, overall in 2020, there was a percentage of 55.15% self-declared White; 29.17% Brown; 9.89% Black; 0.19% Indigenous, and 5.05% not declared and/or without information.

One of the limitations of the data available on the CPII website is its segmentation only at the campus level, which makes it difficult to map how the sociodemographic profile is distributed across different stages of Basic Education. Through data from the School Census, albeit through a specific cut, we seek to fill this data gap for the 6th grade of Elementary School and 1st grade of High School, making an association with affirmative action policies in the entrance selection processes of CPII. With this study, we aim to present a very original experience of affirmative actions in basic education, which demonstrates a possibility of institutional action against racism, which is structural, according to Almeida (2018), stemming from the very social structure in which economic, political, legal, and even familial relations are constituted.

⁶ Available at: <https://tinyurl.com/ysa2vmn9>. Access in 13 mar. 2022.

METHODOLOGY

In this article, we observed three cohorts of students entering Colégio Pedro II in the 6th grade of Elementary School and in the 1st grade of regular and integrated High School, not including the PROEJA modality. This sample includes eight different campuses.⁷ of CPII, as not all of them offer these modalities of education. The years 2012, 2014, and 2016 were chosen, that is, the year prior (2012) and the years following the implementation of the Quota Law in this institution. The data used are from the microdata of the School Census, available on the Inep website.⁸

Initially, we selected all students from CPII, using the codes referring to the campuses (each unit has a unique code in Inep). Having identified the CPII students by code in the desired year, we then selected only the students in the 6th grade of elementary school and the 1st grade of high school. Next, using the student's code, we gathered information about the student (school, administrative dependence of the school, grade) from the previous year (2011, 2013, and 2015). This way, it was possible to identify which students were already in the school the previous year, being promoted between grades, and which ones entered through the selection process that year. Additionally, it was also possible to determine the type of school (public or private) the student came from.

This strategy was used to verify one of the main conditions of the Law of Quotas, which is the guarantee of at least 50% of the spots for students from public schools. It should be noted that since 2013, when the Law of Quotas came into effect in Federal Institutes for High School, there has been a variable in the School Census about the form of entrance to the school, which is limited to students in professional education and Integrated High School, who are the minority in CPII. This means that in the analysis of this article, we are not necessarily observing students who entered through reserved spots. A student from a public school or who is Black/Brown or has a disability may have chosen to compete for spots in the general competition, but in this work, they will be observed alongside their sociodemographic group.

The analyses conducted in this study are of a descriptive nature, focusing on the criteria used in the Law of Quotas: school of origin, racial declaration, and people with disabilities. The School Census does not provide any information about the socioeconomic level of the students. It was the intention of the study to seek this data - at least for students from public schools - in the questionnaires from the Prova Brasil.⁹, however, it was not possible to merge the databases using the students' codes.

The condition of attending a public school has been used over time in most affirmative action programs as a proxy for income and socio-economic status. As highlighted by Feres Júnior and colleagues (2018), the majority of beneficiaries of affirmative action policies are students who come from public schools, and the preference for this group is linked to structural issues within Brazilian educational institutions. In other words, in Basic Education, private institutions are considered to offer higher-quality education, while in higher education it's the public institutions funded by the State. In a study by Freitas et al. (2020), for example, given the difficulty of obtaining income information conclusively in Brazil, attending a public school is used as a proxy for income for quota students, as per the Affirmative Action Law. Table 3 presents the three cohorts of CPII entrants in 2012, 2014, and 2016, according to campus and educational stage.

⁷ Centro; Humaitá II; Engenho Novo II; Tijuca II; São Cristóvão III; Realengo II; Niterói e Duque de Caxias.

⁸ The databases used, due to the General Data Protection Law (LGPD) of 2018, are no longer available on the INEP website.

⁹ These questionnaires have information about the Socioeconomic Level (NSE).

Table 3 – Number of entrants at CPII - cohorts 2012, 2014 e 2016

Stage and Campus	2012	2014	2016
6th grade of Elementary School			
Centro	93	97	98
Humaitá II	153	167	174
São Cristóvão II	388	392	269
Tijuca II	151	118	142
Engenho Novo II	177	149	165
Realengo II	179	175	178
Total	1141	1098	1026
1st year of regular High School			
Centro	130	133	131
Humaitá II	234	247	255
Tijuca II	153	144	230
Engenho Novo II	202	143	148
São Cristóvão III	391	390	374
Realengo II	318	299	306
Niterói	212	202	191
Duque de Caxias	113	221	168
Total	1753	1779	1803
1st year of Integrated High School			
Engenho II	25	31	46
São Cristóvão III	60	56	79
Realengo II	18	22	24
Duque de Caxias			66
Tijuca II	3	33	
Total	106	142	215

Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

STUDENT PROFILE OF ENTRANTS AT CPII BEFORE AND AFTER THE QUOTA LAW

Initially, we located in the School Census all students who entered through the selection process and those who were already studying at CPII, in other words, those who simply progressed to the next grade/year. Considering the 6th year of Elementary School (ES) and the 1st grade of High School (HS), each cohort has around 3,000 students in each year analyzed (Table 4).

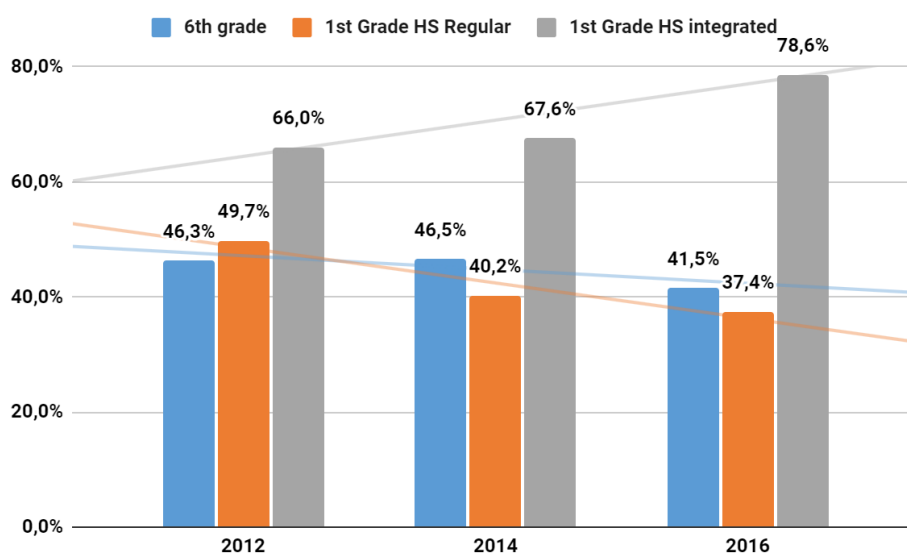
Table 4 - Entrants in the 6th grade/ES and 1st grade/HS, according to mode of entry - 2012, 2014 and 2016

2012	6th Grade ES	%	1st Grade HS regular	%	1st Grade HS integrated	%	Total	%
Selection Process	528	46,3	872	49,7	70	66,0	1470	49,0
Graduate from CPII	613	53,7	881	50,3	36	34,0	1530	51,0
Total	1141	100	1753	100	106	100	3000	100
2014								
Selection Process	511	46,5	716	40,2	96	67,6	1323	43,8
Graduate from CPII	587	53,5	1063	59,8	46	32,4	1696	56,2
Total	1098	100	1779	100	142	100	3019	100
2016								
Selection Process	426	41,5	674	37,4	169	78,6	1269	41,7
Graduate from CPII	600	58,5	1129	62,6	46	21,4	1775	58,3
Total	1026	100	1803	100	215	100	3044	100

Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

Over time, there has been an increase in the percentage of students who are graduates of CPII, except for the intake into the Integrated High School, where more than 50% of the spots are filled through selection processes. This indicates that the majority of students who attend the Elementary School at CPII choose to continue their education in the regular High School program.

Graph 1 - Percentage of entrants through Selection Process, by grade



Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

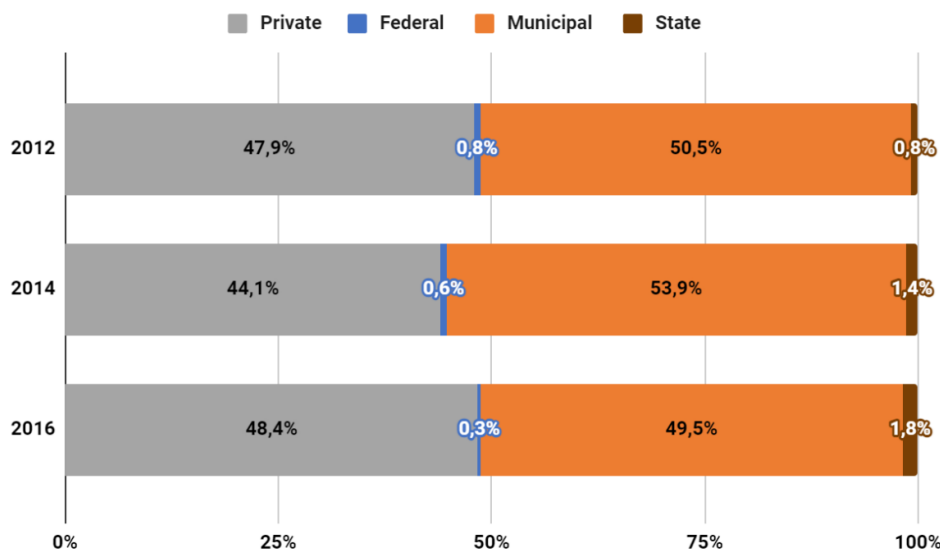
Graph 1 shows the percentage of entrants only through selection processes, as it is in this admission process that affirmative actions are applied, with criteria of public school for the 6th grade of Elementary School and public school and other criteria from the Quota Law for the 1st year of High School.

The descriptive analyses that will be performed next, based on the variables of school origin, race/color, and disability status, only consider the entrants through the selection processes of CPII.

Administrative dependency of the previous school before entering CPII

The first criterion for entrants through the selection exam, which applies to both the 6th year of Elementary School and the 1st year of High School, is the type of school the entrant attended in previous years, so that 50% of the vacancies are reserved for graduates of public schools. Graphs 2, 3, and 4 present the distribution of the administrative dependency of the previous schools of entrants in CPII through the selection process.

Graph 2 - Percentage of entrants through the selection process in the 6th year of Elementary School, according to the administrative dependency of the previous school

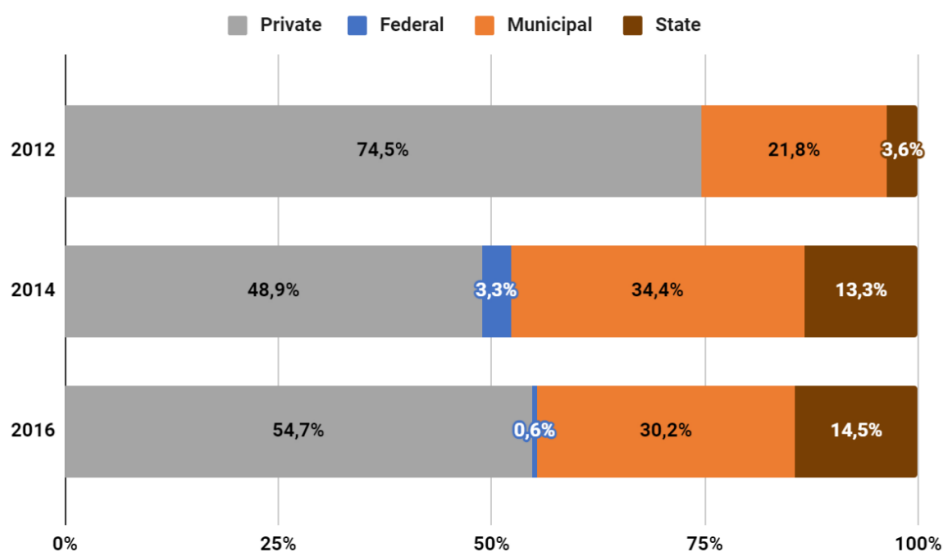


Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

The data shows that the 50% quota reserved for public schools is met and exceeded in both the 6th year of Elementary School and the 1st year of Integrated High School for the three years of entry observed. The majority come from municipal public schools, with an increase in state schools among those entering the 1st year of High School. This is due to the fact that the municipalization of Elementary School in the state of Rio is more comprehensive in the first segment than in the second.

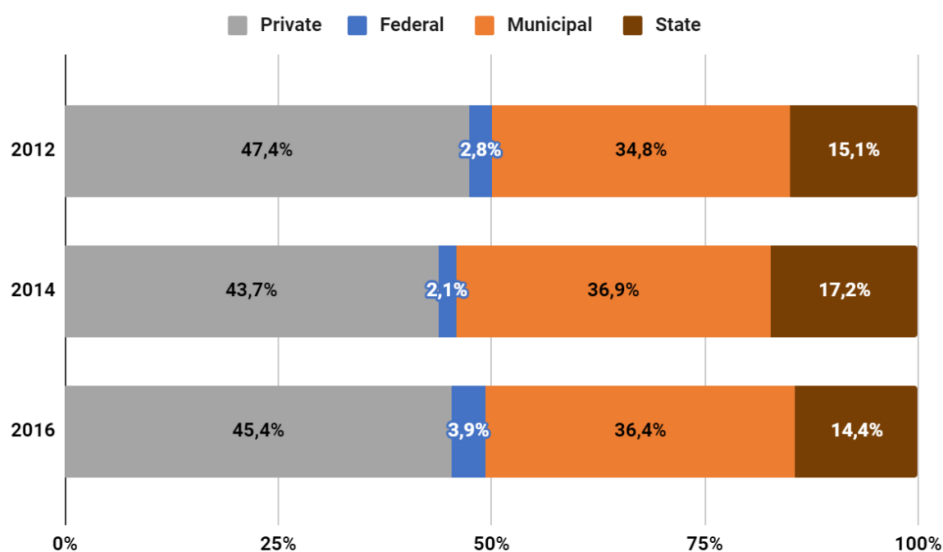
In the 1st year of Regular High School, the scenario changes slightly. In 2012, the year before the implementation of the Quota Law, over 70% of entrants came from private schools. In 2014, with the Quota Law more consolidated in the selection process, this number dropped to 49%. However, in 2016, it rose again above 50%. Since the remaining slots from the reservations are directed to the waiting list of general competition, it is possible not to guarantee 50% of entrants from public schools.

Graph 3 - Percentage of entrants through the selection process in the 1st year of Regular High School, according to the administrative dependency of the previous school



Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

Graph 4 - Percentage of entrants through the selection process in the 1st year of Integrated High School, according to the administrative dependency of the previous school



Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

Even though there has been progress in terms of including students from public schools, these values are still below the representation of the state of Rio de Janeiro, which in 2016 had around 30% of 5th grade (31%) and 9th grade (29%) students in private schools (INEP, 2016). This means that this group is overrepresented in the composition of the student body of this public school.

Race/color

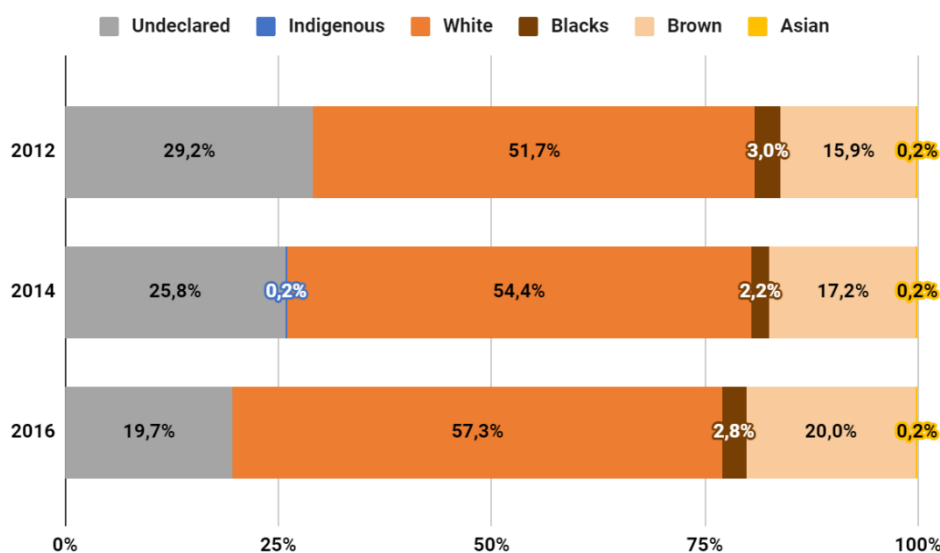
When analyzing the data in terms of race/ethnicity, of the total number of entrants through

the selection process in the three cohorts separated by grade, we observed one limitation regarding this data in the School Census, which is the absence of this information. That is, there is a high percentage of students in the "undeclared" category, especially in high school, although this percentage has been decreasing over time.

Regarding entrants in the 6th grade (Graph 5), there is a progressive decrease in the "undeclared" category, even though race/ethnicity is not an affirmative action criterion for selection at this stage of education. There has also been an increase in the number of self-declared Brown students, and particularly, self-declared white students. Only in the 2014 cohort did self-declared indigenous students enter.

It can be observed that among entrants through the selection process at this stage of education, the group of Black, Brown, and Indigenous (BBI) students is underrepresented, considering their population in the state of Rio de Janeiro, which is 51.8% (with 12.4% Black, 39.3% Brown, and 0.1% Indigenous) (IBGE, 2010). Even if we considered all "undeclared" students as BBI, the underrepresentation would still persist.

Graph 5 - Percentage of entrants through the selection process in the 6th grade of Elementary School, by race/ethnicity



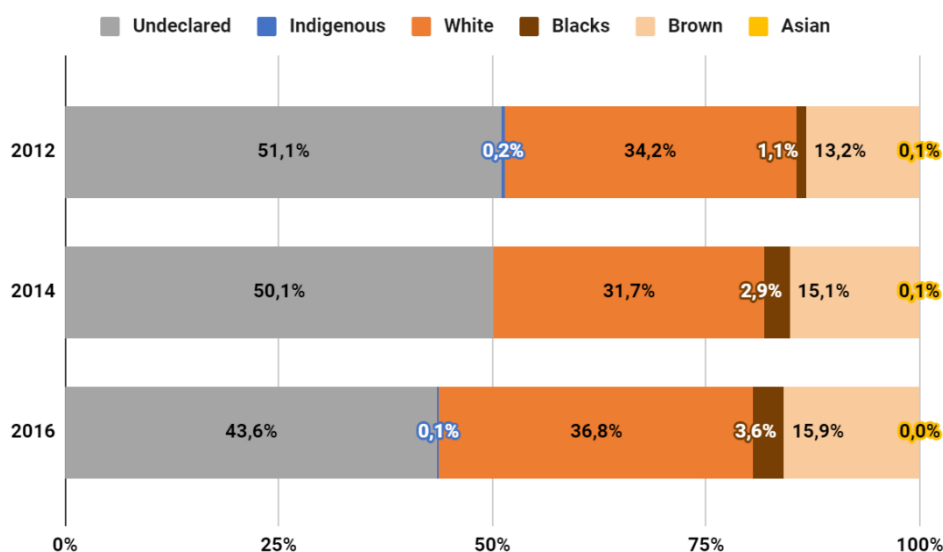
Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

For the students entering the 1st grade of regular high school, the reduction of "undeclared" students was more pronounced in the 2016 cohort of entrants, which still remains above 40%. A notable point is the 5 percentage point increase in self-declared Black, Brown, and Indigenous students, rising from 14.6% in 2012 to 19.6% in 2016, which still may not be as representative considering the Black/Brown population in the State of Rio de Janeiro is around 50% (IBGE, 2010). The 2014 cohort of entrants did not have the presence of Indigenous students.

In the Integrated High School, the proportion of "undeclared" students in the three cohorts of entrants remained stable and close to 50% over the period considered. However, there was a significant decrease in self-declared White students, by about 16 percentage points, and an increase in self-declared Brown and Black students. The percentage of Brown students tripled in the period from 2012 to 2016. The percentage of self-declared Black, Brown, and Indigenous students increased from 10% in 2012 to

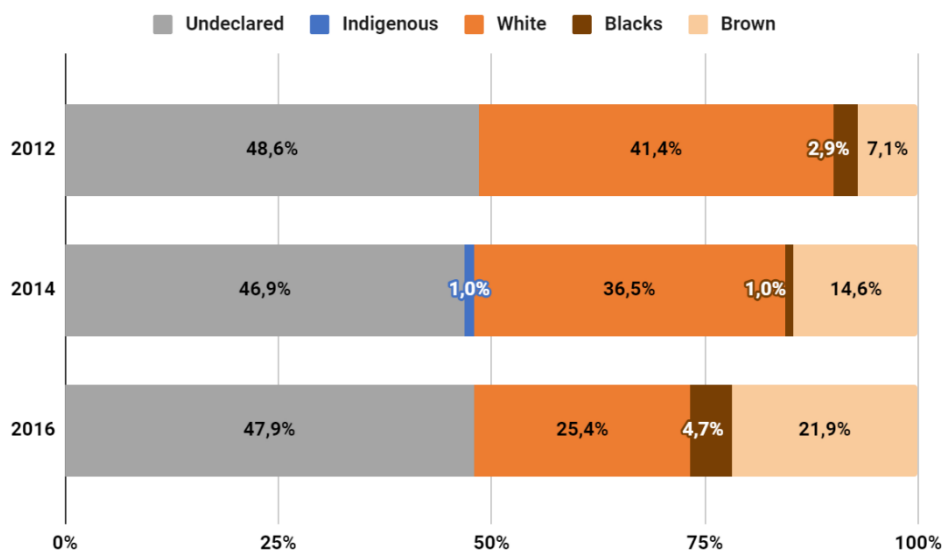
26.7% in 2016. The presence of self-declared Indigenous entrants only occurred in the 2014 cohort.

Graph 6 - Percentage of entrants through the selection process in the 1st grade of regular high school, by race/color



Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

Graph 7 - Percentage of entrants through the selection process in the 1st grade of integrated high school, by race/color



Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

It is worth mentioning that race/color is a selection criterion only for students who enter through selection processes in high school and for the group of public school graduates (50%). Therefore, of the total reserved seats, about 25% of the seats are exclusive to BBI, considering the other criteria, such as having attended elementary school in a public school and income. In this sense, disregarding the "not declared" category, in 2016, only in Integrated High School was this number reached, with 26.6% of Black and Brown students (Indigenous students represented less than 0.1% of entrants). On the other

hand, Regular High School was the farthest from this proportion (18.3% BBI), even compared to 6th grade (22.8%), a series that does not reserve seats for this group.

Based on the data from the School Census regarding entrants in these three cohorts, regarding race/color, due to the high percentages of "not declared" students, it is more difficult to analyze the effects of the Quota Law on all entrants. Nevertheless, it was observed that there was growth in this group, especially in Integrated High School. The fact that over time, and especially among entrants in the 6th grade of Elementary School, the percentages of "not declared" have been decreasing, may signal progress in getting to know better the ethnic-racial diversity present at CPII.

People with disabilities

Regarding the quota of vacancies for people with disabilities - applied at CPII from 2016, as its own affirmative action, and from 2017, due to changes in the Law of Quotas itself - there is an increase, mainly in regular high school, for the 2016 cohort.

Table 5 shows the percentages and frequency of entrants with disabilities, whose entry occurred through the selection process. Although the number of students is small, there is a significant increase. Considering that the school reserves 5% of the total vacancies for this group, it was expected that this proportion would be observed in all grades. This is not what happens. Only in the 1st grade of regular high school do we get closer to that number. In integrated high school, this value is much lower and remains stable in the three cohorts. In the 6th grade, which also applies this quota, there was an increase, but still not significant.

Table 5 - Percentage of students with disabilities, admitted through the selection process in the 6th grade of ES and the 1st year of HS - 2012, 2014, and 2016

Etapa de ensino	2012		2014		2016	
	Frequency	%	Frequency	%	Frequency	%
6th grade/ES	0	0%	7	1%	9	2%
1st grade/HS regular	9	1%	11	2%	24	4%
1st grade/HS integrated	1	1%	2	2%	1	1%
Total	10	2%	20	5%	34	7%

Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

Table 6 presents the frequencies and percentages of students with disabilities who were already studying at CPII in the previous year. It can be observed that in the Integrated High School, the presence of students with disabilities is lower. In the 6th grade, the 2012 cohort had a significant percentage of students with disabilities who progressed to the next grade, while no student with disabilities had entered through the selection process. Considering those who were already studying at CPII in the previous year and those who came from other schools, it was observed that in 2016, the first year of affirmative actions for PwDs, the total number of students with disabilities who entered was 68, across all grades, about 25 more students than in previous cohorts.

Table 6 - Percentage of students with disabilities entering the 6th grade of Elementary School (EF) and the 1st grade of High School (EM), from CPII - 2012, 2014, and 2016

Etapa de ensino	2012		2014		2016	
	Frequency	%	Frequency	%	Frequency	%
6th grade/ES	25	4%	12	2%	17	3%
1st grade/HS regular	8	1%	9	1%	17	2%
1st grade/HS integrated	0	0%	1	2%	0	0%
Total	33	5%	22	5%	34	5%

Source: Developed by the authors based on the School Census of 2012, 2014, and 2016 (Inep, 2012; 2014; 2016)

It is worth highlighting CPII's autonomy in expanding quotas for people with disabilities to the 6th grade of Elementary School, beyond regular and integrated High School. Furthermore, the inclusion of people with disabilities, regardless of the public school criterion, adopted by CPII also indicates progress.

As Januário (2019) emphasizes, enrollment in regular education has contributed to a greater number of people with disabilities completing Basic Education and consequently being able to enter higher education. According to the author, in recent decades, Brazil has been improving its educational policies and specific laws aimed at guaranteeing access to education for people with disabilities, with special emphasis on Law 13.409/2016, which guarantees spots in Federal Institutions of Higher Education and Technical High School for people with disabilities. However, the author emphasizes the need to improve policies, understanding access in its broad sense, which includes entry, retention, and successful completion.

As this is still a recent policy and the data already indicate advances regarding the inclusion of students with disabilities at CPII, further studies are necessary to understand the ramifications of this inclusion based on Law 13.409/2016 and how retention is effectively achieved - including consideration of the structural aspects of the campuses, such as the Centro unit, whose building is over a century old and is listed as a Cultural Heritage site - and the completion of Basic Education by this population, which is a commitment of the entire school community.

FINAL CONSIDERATIONS

The objective of this article was to describe the changes in the sociodemographic profile of students in the Basic Education of CPII, which has been promoting affirmative actions since the mid-2000s and, starting in 2012, adopted additional criteria for reserved spots as per the Law of Quotas, such as per capita family income of up to 1.5 minimum wages, race/color, and disability status. This descriptive study aimed to provide an overview of the school based on publicly available data from INEP and the institutional website of CPII.

Although limited to a single educational institution, and considering the limitations related to the data from the School Census (for example, regarding the high percentages of "undeclared" students

and the lack of variables related to the student's family income), this work contributes to discussing the implementation and impacts of affirmative policies, particularly the Law of Quotas, in Basic Education, given the small number of studies in this field that focus on this educational stage.

Firstly, we observed that the criterion of "public school" had already been adopted by CPII as its own affirmative policy for both the 6th year of Elementary School and the 1st year of regular High School. In these cases, the proportion of new students from public schools has historically been higher than 50%, as a result of the affirmative policy adopted by CPII since 2005 and not necessarily as an effect of the Law of Quotas in 2012. In the integrated High School, although the number of offered spots is small - resulting in high percentage variability - after the implementation of the Law of Quotas, the proportion of graduates from public and private schools became more balanced, especially between 2012 and 2014.

Regarding race/color, there is an increase in self-declared Black and Brown students over the years, both in Elementary and High School. However, this is not accompanied by a decrease in White students but rather a decrease in "undeclared" students, except for the Integrated High School. Our results corroborate some research already conducted in some CPII campuses, such as Dargains (2015), Couto (2018), Coutinho, Arruda, and Oliveira (2021), and Pio (2023), indicating that the Law of Quotas did not significantly increase the number of Black/Brown students in the school. Although the percentage of "undeclared" students is high, especially in High School, the proportion of Black and Brown students at CPII is below the proportion of self-declared Black/Brown individuals in the city of Rio de Janeiro, according to the 2010 Demographic Census (11.2% Black and 36.7% Brown).

The Law of Quotas, albeit timidly, is therefore an incentive for changes in CPII's racial profile. As studies in the area suggest, beyond access, reducing social and racial inequalities also involves effective retention policies and effective monitoring of quota students, seeking to promote equity in students' trajectories and break with the structural racism still very present in institutions (Dargains, 2015; Coutinho; Arruda; Oliveira, 2021; Pio, 2023). According to Almeida (2018, p.38), "[...] racism, as a historical and political process, creates the social conditions for racially identified groups to be systematically discriminated against".

Regarding people with disabilities, the data indicates an increase in the number of entrants over the years. However, the cohorts analyzed in this study only captured the first year, in 2016, of CPII's own affirmative actions directed at this group. Therefore, data from the years 2017 onwards would better reflect the increase in this group and also as an effect of the application of the Law of Quotas, which included this group from 2017. It can be affirmed that the school guarantees more spots than the minimum established by the Law. However, we suggest more in-depth studies on the types of disabilities of the students who obtain the spots and how the school deals with the different needs of the students.

We observed that over the years, CPII has been expanding opportunities for access to different groups of students, from public school backgrounds, Black, Brown, Indigenous, and people with disabilities. It is believed that these advances have been driven by its inclusive affirmative action policies and by the Law of Quotas itself. Future investigations are indicated that can observe, in addition to the effects on access, also the effects on retention, performance, and completion of entrants through these affirmative action policies. The data analyzed in this study was disaggregated only by series, aiming to provide a more general overview regarding the possible effects of the Law of Quotas and other affirmative actions. We suggest other studies that can also disaggregate by campus to understand the possible differences between territorial units and in which of these the Law of Quotas generated more

significant changes, especially in the social and racial profile of the students.

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CONTRIBUTION OF THE AUTHORS

Author 1 – Conceptualization, data collection and curation, methodology, data analysis, writing of the text, and final writing review.

Author 2 – Conceptualization, methodology, data analysis, writing of the text, and final writing review.

Author 3 – Data analysis, writing of the text, and final writing review.

DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with the present article.

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