


Teacher training and Pedagogical Political Project: Advances and challenges

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ABSTRACT

This work addresses Rural Education and its nuances related to the Political Pedagogical Project. The objective is to understand the teacher training of those who work in rural education and what are the advances and impasses in this process through research in the area. In this study, it is necessary to pay attention not only to the specificity of the school in question not only being a rural school, but also a school that is far from the urban environment and that this in itself characterizes a huge difference when it comes to building teaching-learning relationships. The methodology used for the development of this work was through a literature review, with searches in online journals and magazines, bringing authors who address the theme in question.

Keywords: Rural Education, Teacher Training, Pedagogical Political Project.

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INTRODUCTION

Rural Education requires a differential in its pedagogical proposals, seeking to meet the specificities of those who live there, so it is necessary that teacher training is able to work in this area. The school's identity is built from the experiences and needs of its subjects, as well as from the entire environment in which it is inserted. It provides the entire school community with its effective participation, this is what is expected from the process of building the Political-Pedagogical Project (PPP) of an educator, as it must dialogue with the interests and desires of the community of which it is a part.

In this context, it is also essential that the Political Pedagogical Project (PPP) be specific to Rural Education, elaborated and built with the participation of all those who are part of the school context.

As Veiga (2004) points out, the PPP contributes to the construction and consolidation of the school's identity, in addition to enabling everyone to experience its multiple dimensions in the institution: social, administrative and political-pedagogical.

Article 28 of the LDBEN of 1996 proposes that in the provision of basic education to the rural population, the education systems shall promote the necessary adaptations to adapt them to the peculiarities of rural life and of each region, especially: "I - curricular contents and methodology appropriate to the real needs and interests of students in rural areas; [...] III - adequacy to the nature of work in rural areas" (BRASIL, 1996).

Such principles are reinforced in Decree No. 7352, which provides in its article 2 on the principles of Rural Education, of which the following stand out:

I - respect for the diversity of the field in its social, cultural, environmental, political, economic, gender, generational, and race and ethnicity aspects; II - incentive to the formulation of specific political-pedagogical projects for rural schools, stimulating the development of school units as public spaces for investigation and articulation of experiences and studies aimed at social, economically just and environmentally sustainable development, in articulation with the world of work (BRASIL, 2010, p. 1).

Considering such issues, it is essential to have the involvement of teachers, management and the school community in the process of building the PPP, a document that guides all the functioning and goals to be followed in the school, guiding the pedagogical work of the teacher, meeting the specificities of the Rural School.

The objective of this study is to understand the process of participation of teachers in the reconstruction of the political-pedagogical project of a rural school located in the countryside of Rio Grande do Sul. Thus, we seek to understand how the participation of teachers in the current document took place; reflect on how teachers contribute to the permanent reconstruction of this document; and



to analyze the obstacles and possibilities in the construction of the PPP of the rural school that involves its teachers.

In this study, it is necessary to pay attention not only to the specificity of the school in question not only being a rural school, but also a school that is far from the urban environment and that this in itself characterizes a huge difference when it comes to building teaching-learning relationships.

THE ROLE OF TEACHERS IN THE RECONSTRUCTION OF THE POLITICAL PEDAGOGICAL PROJECT IN A RURAL SCHOOL

In recent decades, after much struggle by the Landless Rural Workers Movement (MST) and the discrimination that originated with the members of this movement, the need to establish in the country an education focused on the reality of the subjects who live in the countryside has emerged.

According to Hage (2004, p. 1), rural education is "collectively defined by the rural subjects themselves". He also states that this education is carried out "with the subjects of the countryside" and not for them, much less without them. In which its reality, culture, social organization, among other aspects, will be portrayed.

The Brazilian educational history itself shows us the neglect of the implementation of a public policy, aimed at the rural population, always leaving it in the background and not giving due value to this reality. Using an urban curriculum model in rural schools (ARROYO, FERNANDES, 1999).

According to Gritti (2003, p. 24) "historically, the isolated school has been the school of the rural environment, that is, this school designed for the rural man and not by the rural man, or rather, for the rural man who must think and act as an urban man".

Rural Education is a crystallized example, one of the products that the political struggle of rural subjects obtained, that is, the result of the struggle of men and women who resisted the control of the ruralists and did not accept the model of education once offered. Rural Education is part of the construction of a new societal project that aims at the emancipation of rural citizens based on the appreciation of their land, their beliefs, ideals and ways of living. In 2001, with the approval of the Operational Guidelines for Basic Education in Rural Schools, it is important to highlight that:

Rural education, referred to as Rural Education in Brazilian legislation, has a meaning that incorporates the spaces of the forest, livestock, mines and agriculture, but goes beyond them by embracing in itself the fishing, caçaras, riverside and extractive spaces. The countryside, in this sense, more than a non-urban perimeter, is a field of possibilities that dynamize the connection of human beings with the very production of the conditions of social existence and with the achievements of human society (BRASIL, 2001, p. 1).

After years of resistance, the workers had several achievements, which brought possibilities for the elaboration of proposals in the PPP of the Rural Schools, according to the identity of each one.



To this end, Arroyo (2009, p. 27) emphasizes that: "it is not enough to have schools in the countryside; we want to help build rural schools, that is, with a Political Pedagogical Project linked to the causes, challenges, dreams, history and culture of the rural working people".

The advances in recent years in relation to rural education policies have been under pressure from social movements, mainly from the MST, unions, federations of family farming workers, among others. All of them fight for an education that is truly focused on the countryside and its reality. These movements fight for the construction of a legitimate educational process for the people of the countryside and not the updating of an urban and imported model (CALDART, 2004).

Based on this assumption, the construction of a proposal or curricular matrix for the school is discussed, having as the main articulating instrument of learning, the revitalization and appropriation of the identity of the peasant people, the culture, the way of understanding the purposes of life, the seriousness in their beliefs, which favor supports that foster the change of paradigm (SOUZA, 2006).

In 1930, there was no conception of rural education, but rather a rural education that was configured in a set of policies defined and elaborated to discipline and prepare labor for the factories. From 1940 onwards, Brazilian education incorporated the urbanized and industrialized curriculum, characterizing the economic, social, cultural and educational interests of the elites.

In 1932, the idea of creating a National Education Plan (PNE) was already present, also perceived in the ideas of the Pioneers of Education. The "Manifesto of the Pioneers of New Education" sought the modernization of the country through the modernization of education. It demonstrates the discontent on the part of rural workers with the educational system. In this manifesto, in addition to calling for the organization of education at the national level, it also proposed a program that was configured with a national education system (PINHEIRO, 2007).

The Constitution of 1947 proposes that rural education be transferred under the responsibility of private industrial, commercial and agricultural companies to provide the apprenticeship of workers in a form of cooperation and excludes from this responsibility only agricultural companies (PINHEIRO, 2007).

The Constitution of 1967 and the Constitutional Amendment of 1969 establish the obligation of companies to have primary education, but guarantee free education for employees and children under 14 years of age. This explains why until 1970 our country had a rural education, under the care of private initiatives (PINHEIRO, 2007).

In the 1988 Constitution, education was enacted as a right of all and a duty of the State. And even though it was not specifically in the charter on rural education, it made room for the State constitutions and the Law of Guidelines and Bases of National Education (LDBEN) "the treatment of rural education within the scope of the right to equality and respect for differences" (LDBEN, 2001).



In 2002, CNE/CEB Resolution No. 01 of April 3, the Operational Guidelines for Rural Education were approved; It consolidates a historical milestone for Brazilian education and especially for rural education. However, the slowness means that the policies of law do not reach significant proportions and are concretely effective in the rural school of the entire Brazilian society. According to the Ministry of Education (2012, p. 5) "a milestone in the consolidation of rural education is the institution of Decree No. 7352 of November 4, 2010, which provides for the Rural Education Policy and the National Program for Education in Agrarian Reform – PRONERA".

According to the Ministry of Education (MEC, 2012), the decree highlights the principles of rural education, such as respect for diversity, the formulation of specific PPPs, the development of policies for the training of education professionals and the effective participation of the community and social movements in the countryside, which marks an advance for Rural Education.

Another advance is also observed in Law No. 9394/96 of Operational Guidelines for Rural Education of the school's identity, the pedagogical proposals of rural schools are supported by articles 23, 26 and 28. Respect for differences and the right to equality and the immediate and full fulfillment of its establishment, with regard to the curriculum, calendar, contemplating the diversity of the field in all its aspects: social, cultural, political, economic and others.

Resolution No. 02, of April 28, 2008, called Complementary Guidelines, disciplines the systems in the fulfillment of structural issues for the feasibility of Rural Education. The legal provisions that were presented, for the most part, point to the democratization of rural education, as they were elements conquered by organized social movements, mainly around the National Articulation.

Next, we will continue by presenting the methodology carried out in the research and its results, ending with the final considerations.

METHODOLOGY

The methodological procedures of this article will be of a qualitative nature, which according to Câmara (2013, p. 181), are characteristic of a qualitative research when we can "verify how people consider an experience, an idea or an event". To accomplish this task, we propose to follow the paths of an experimental research that, according to Gil (2002, p 22):

It focuses on "first-hand" documents, which have never received analytical treatment (these are documents found in company archives, personal letters, diaries, photographs, etc...) and "second-hand" documents, which have already been analyzed (research reports, company reports, etc...).

Based on these concepts, the data were collected through research carried out in national documents on Education, authors who address the theme and in online journals, such as SCIELO.



RESULTS

In all this context, we need to discuss the training of teachers for rural schools, as it has been one of the most challenging scientific fields today. For Rosa, Nascimento and Silva and Barros (2022, p. 14) "teacher training is a strategic theme that has been gaining notoriety in recent decades. This is because it has been highlighted as a mediating process for quality education." The authors point out that "the teacher is the effective subject in the classroom and it is through his practices that the conduction of the teaching-learning process can take place with greater or lesser success".

In this sense, Cordeiro (2018) says that teachers need to be motivated and guided with continuing education that enables new educational practices which must be based on discourses that meet the guidelines of National Education, mainly related to Rural Education, which can be aimed at meeting the needs of rural communities.

For Bezerra and Silva (2018), training is an essential instrument that makes teachers appropriate policies, legislation, discussions, concepts, knowledge and practices in the area of their work and, when it comes to Rural Education, this training gains greater relevance, as it is through it that the specific knowledge necessary to work in rural schools is guaranteed.

According to Bezerra e Silva (2018), in the absence of teacher training, whether initial or when the teacher is already working, it represents an influence on the process of appropriation of teachers over the policy that involves Rural Education, as this training is what will allow their actions. The theorists also point out that without good training, the teachers of the Rural Schools are unable to evolve in relevant discussions and knowledge, with regard to what gives meaning to the rural school and its subjects.

For Souza (2018), the training of the educator is one of the most important pillars for the adequacy of the teaching methods practiced by teachers, therefore, teacher training seeks an alignment between the preparation of education professionals in the scientific context and the pedagogical practice of knowledge in the classroom. Finally, Veiga (2013) states that the continuing education of teachers is a right, as it enables professional development articulated with schools and their projects.

In our initial training, as future educators, very little is worked on Education in/of the Countryside, they are only brushstrokes, requiring continuous training, seeking to understand the specificities and needs of developing a pedagogical practice that will contribute to the training process of those who live in the countryside.

Therefore, the PPP is considered as a plan to change reality, to improve the pedagogical work, in the curriculum, in the methodology, in the evaluation process, in the form of parental participation, in interpersonal relationships and, mainly, in the conception of education that the school defends. The



participation of the school community is one of the essential elements of democratic management that should permeate the entire process of construction and/or resignification of the PPP.

The pedagogical political project has to do with the organization of pedagogical work at two levels: as the organization of the school as a whole and as the organization of the classroom, including its relationship with [sic] the immediate social context, seeking to preserve the vision of totality. In this journey, it will be important to emphasize that the Political-Pedagogical Project seeks to organize the pedagogical work of the school as a whole (VEIGA, 2004, p. 14).

The elaboration of the PPP should, in addition to being a bureaucratic instrument, be the guide of the pedagogical work of the school, aiming at the search for proposals that can guide the pedagogical practices considering the subject who is part of it in its totality:

The autonomy and democratic management of the school are part of the very nature of the pedagogical act. The democratic management of the school is, therefore, a requirement of its political-pedagogical project. It requires, first and foremost, a change of mindset from all members of the school community. A change that implies leaving aside the old prejudice that the public school is only a bureaucratic apparatus of the State, and not an achievement of the community. The democratic management of the school implies that the community, the users of the school, are its directors and managers, and not only its supervisors or mere receivers of educational services. In democratic management, parents, students, teachers and staff assume their share of responsibility for the school project (GADOTTI, 1998, p. 17).

Considering the 2002 Operational Guidelines for Rural Education, elaborated based on LDB No. 9394/96, its purpose is to direct and guarantee the schools that are in rural areas, based on their realities. It also expresses guiding principles that "aim to adapt the institutional project of rural schools" (BRASIL, 2002). The legislation in force is important for the elaboration of the PPP considering all these aspects.

The school project occupies a space of constant decisions and discussions. Thus, participation, resistance, conflicts, and divergences are extremely political acts, because the exercise of these actions involves our relationships with debates, suggestions, or opinions, whether they are for or against. Demo (1998) states that:

With a pedagogical project of its own, it becomes easier to plan the school year, or to review and improve the curricular offer, improve evaluative expedients, demonstrating the capacity for increasing positive evolution. It is possible to launch strategic challenges, such as: reducing repetition, introducing increasing rates of qualitative improvement, experimenting with alternative didactics, and achieving a position of excellence (DEMO, 1998, p. 248).

Presidential Decree No. 7352, of November 4, 2010, defines that the policies of Rural Education, among the principles established for rural education, there is the valorization of the identity of the rural school through political projects that are linked to the reality of the students, including their relationship with space and time.



The construction and/or resignification of the PPP of the rural school permeates a democratic practice that respects the specificities of the subjects who live in the countryside and understands that the knowledge, the peasant practices are the foundations of the pedagogical political construction of the transformative project of Rural Education. Everything happens vertically, that is, the recipes are ready-made.

In this sense, education in the countryside is forgotten and abandoned, and according to Gritti (2003, p. 134)

The contemplation of an urban culture in the curriculum of the rural primary school, to the detriment of the cultural manifestations present in the rural environment, is a demonstration that the dominant culture in our society is the one linked to the urban-industrial sector.

FINAL THOUGHTS

RURAL education needs to aim at the formation of autonomous subjects, imbued with culture and values capable of fighting for an education from the perspective of workers and peasants. THE rural school can no longer be taken as an extension of the urban area in which the same knowledge of the city is taught without contextualization and/or adaptation.

It is possible to affirm that the elaboration of a school's PPP should not be seen only as a bureaucratic task that meets a legal requirement, but that aims to re-signify the performance of and in the school. The construction of a PPP is based on the need to structure proposals that guide educational practices focused on the reality in which the school and the subjects that are part of it are inserted.

From the construction of the PPP, which needs to be in a collective way, where everyone has access and knowledge, really understanding the real objectives of Education of/in the Countryside, uniting theory and practice, being fundamental for a pedagogical practice grounded and consistent with the reality of those who live there.



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