



# Chapter 50

## Rural schools in the municipality of Anchieta- SC: continued training of education professionals

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### ABSTRACT

The article aims to present the type of education offered to peasants, with emphasis on the conditions of rural teachers who seek to offer an education designed to value the subject, as agents capable of contributing to the transformation of society. Therefore, from the problematization of the dichotomy between urban and rural schools, the main movements already developed in favor of the rights of the peasant population will be mentioned, as is the case of the creation of the LDBEN (Law of Guidelines and Bases of National Education) and the MST (Landless Movement). This is an applied research, with a quantitative and qualitative approach and an exploratory purpose, designed based on two electronic questionnaires that, due to the Covid-19 pandemic and

social isolation, were applied through the email of students and teachers from two schools in the interior of the municipality of Anchieta/SC. Data collection took place between February and May 2020 and the analysis was performed using the Bardin methodology. Ten professors and forty-nine students participated in the research. The results showed that, despite the existence of difficulties related to the lack of teacher training to meet the real needs of students in rural areas, there is an awareness on the part of the participants regarding the need for public policies that encourage continuing education courses as a means of to guarantee a better professional qualification, as well as to develop a teaching methodology capable of encouraging the population to remain in the countryside.

**Keywords:** Rural education, teachers, continuing education.

### 1 INTRODUCTION

According to the IBGE Census, 2020, the Brazilian population is composed of approximately 190,755,799 people. Of these, about 84% (160,925,804 people) live in urban areas and approximately 16% (29,829,995 people) in rural areas. However, when considering the intense urbanization that has occurred in recent decades, it is perceived that the minority, characterized by the rural population, is devalued in the face of the political context and social services in which they belong.

Mentioned as a naïve and backward population, the history of the peasant people reveals a trajectory of struggle for the land and for remaining in it. Since the beginning of school life, the child receives an education based on contents thought of "urban paradigms", leading them to believe that the field is inferior and that it is necessary to leave it to receive a teaching of quality.

Despite the changes achieved through social movements, such as the Pedagogy of Alternation and the MST (Landless Workers' Movement), the low incentive for the permanence of teachers in the field also represents a great barrier to teaching. The difficulties involve salary issues, structural problems, locomotion

and, mainly, the low incentive for training courses, which bring about the feeling of devaluation of teachers, as well as the peasant population.

Because of the context, this article aims to discuss the need for the formation of sweet peasants, from the expansion of the offer of face-to-face, semi-face-to-face or distance courses. As an object of study, we sought to analyze the reality faced by teachers from two rural schools located in the interior of the municipality of Anchieta - SC, to understand the levels of training of students and what are their availability for the realization of specific courses for the field.

### 1.1 ACCESS TO EDUCATION: EDUCATION AS A RIGHT OF ALL

According to CONAE (National Conference on Education), "the State has to guarantee the right to quality education, established in the Brazilian Constitution of 1988, in the Law of Guidelines and Bases of National Education (LDB/1996) and the National Education Plan (PNE 2001-2010) ".

In this perspective, considered a social right, education should be seen as essential for the development of every citizen and the State must put it into practice.

However, the reality faced by the rural population during the trajectory of Brazilian school education shows extreme dissatisfaction. As a justification, the authors Calazans (1993) and Bresolin (2015) explain that school demand developed following capitalist expansion, by shaping the concept of "school" according to social influence and interests of dominant classes. Silva and Filho (2017, apud SANTOS, 2015) corroborate the thought by criticizing the need to break the dichotomy between city and countryside since the former is considered a "place of progress", "of success" and the field, the "place of drought" and "of delay".

In the face of the census, the creation of the MST is important for encouraging quality education to the rural population, based on a pedagogy project responsible for the development and modernization of Brazilian agriculture. This change can be justified from Machado, 2017, which brings an understanding of school as a space for social and political formation of the subjects, to which its mission is the socialization of accumulated knowledge and processes of reelaboration and production of knowledge by men over time, regardless of their social class or socioeconomic condition.

As a contribution to the debate, Arroyo (et al. 2011), in the book "Por uma Educação do Campo", bring an optimistic view of the field. From the account of their experiences, they ensure that a basic education of the field must have a richer view of knowledge and culture, a more dignified vision, tied to justice, emancipation, health and ethical and moral commitment. Thus, it is necessary to develop a pedagogy capable of contributing to this reality, considering that the rural environment is recognized for strong productivity and resistance.

## 1.2 FIELD PEDAGOGY

Before thinking of a pedagogy aimed at meeting the real needs of the peasant people, it is essential to address the challenges faced by rural schools. Among the main ones, Arroyo emphasizes the infrastructure and incentive for the specialization of qualified teachers; lack of support for pedagogical renewal initiatives; curriculum and school calendar contrary to the reality of the field and a school environment that stimulates displacement to the center (ARROYO, 2011, p. 39). That is, factors that present the urban environment as superior, modern and attractive.

As the objective of reversing the situation, the Pedagogy of the Field began to be thought based on a teaching focused on the reality of the student. Articles 2 and 3 of Federal Decree No. 7,352 state that:

Art. 2. The principles of field education are :

- I - Respect for the diversity of the field in its social, cultural, environmental, political, economic, gender, generational and race and ethnic aspects;
- II -encouraging the formulation of specific political-pedagogical projects for field schools, stimulating the development of school units as public research spaces and articulation of experiences and studies aimed at development socially, economically fair and environmentally sustainable, in conjunction with the world of work;
- III -development of policies for the training of education professionals to meet the specificity of the schools of the field, considering the concrete conditions of the production and social reproduction of life in the field;
- IV -valuing the identity of the field school through pedagogical projects with curricular content and methodologies appropriate to the real needs of students in the field, as well as flexibility in school organization, including adequacy of the calendar agricultural cycle and climatic conditions;
- V -social control of the quality of school education, through the effective participation of the community and social movements of the field.

Article 3: It will be up to the Union to create and implement mechanisms that ensure the maintenance and development of field education in public educational policies, with the aim of overcoming historical lags in access to education by the populations of the camp, aiming in particular at:

- I -Reduce illiteracy indicators with the provision of education policies for young people and adults, in the localities where they live and work, respecting their specificities regarding school schedules and calendar;
- II -Promote basic education in the youth and adult education modality, integrating social and professional qualification to elementary school;
- III -ensure the supply of electricity, drinking water and basic sanitation, as well as other conditions necessary for the operation of the schools of the countryside;
- IV - Contribute to digital inclusion by expanding access to computers, connecting to computer and digital technologies, benefiting the school community and the nearby population to the schools of the countryside.

Single paragraph. The States, Federal District and Municipalities that develop field education in collaboration with the Union will be responsible for creating and implementing mechanisms that ensure its maintenance and development in the respective spheres, accordance with the provisions of this Decree.

According to the foundations of the law, Caldart advocates an education thought out in the new social relations that promote problematization and the promotion of values, behaviors, conceptions, customs and ideas. It affirms that pedagogy must make possible the development of subjects aware of their

realities, capable of contributing to a society related to justice, emancipation, health and ethical and moral commitment (CALDART, p. 100, 2015).

Given the scenario, the argument of Professor Guilherme Dutra (2011) becomes relevant to the subject during the expected positioning of the teaching professionals:

"We as education professionals still have the field as something distant, separate, something that is not related to our daily lives, where the field learner simply lives in the field and has nothing to add to our class, how we teach our knowledge (...) Teachers lack the vision of integration, modernization or updating of the way of thinking and wanting to use such knowledge, either by lack of mastery of these, ignorance or comodism (...)" (DUTRA, 2011, p.4)

The Pedagogy of Alternation emerges as an example of an alternative articulation between Time-School (ET) and Time-Community (CT). During the ET the students remain in the school environment from two weeks to two months and only in the CT, they return to their properties, to put into practice the knowledge acquired in the classroom. Among the contributions of this methodology, Andrade (2020), explains that the perspective of educating children and adolescents taking into account their identity as a field worker, encourages their stay in the rural environment and makes it possible to reverse the feeling of inferiority in relation to those living in the urban environment.

Field Education should include in its political and pedagogical debate the question that knowledge is most necessary to the subjects of the field and can contribute to the preservation and transformation of cultural processes, work relations, of gender relations, of relationships between generations in the field; also that knowledge can help build new relationships between countryside and city. (SEED/PR, 2008).

However, for the practice of field education to be carried out, specific training is required for teachers who have not been considered in the degrees.

### 1.3 SPECIALIZATION OF TEACHERS

Vocational education in the education of peasant people is a theme that requires a new look at the difficulties faced in the process of teacher training. Souza (2006), clarifies that teacher education was shaped from the interests of the sociopolitical context, from the demands placed by the social reality of the purposes of education, the place that education occupies in government policies and the struggles fought by category and civil society. Or seja, based on ideologies that go against the peculiarities of the field.

Following, in the book "RURAL EDUCATION IN BRAZIL: from pedagogical ruralism to the movement for a Rural Education", Luiz Bezerra Neto (2016), describes the existence of courses of ruralism annexed to existing normal schools, which aim at training specialized teachers in rural areas and lasting three or four months, with practical and theoretical classes. However, it is important to highlight the impacts of this methodology, since it is not considered sufficient to empower teachers to develop a pedagogy focused on defending the field.

In addition, the surveys of carvalho's study (et al. 2015) address some of the main causes of teachers' dissatisfaction. Among them, the precariousness of didactic-pedagogical material, the low level of structure of the environment of work, problems with student transport, low pay and among other factors that, in addition to compromising health, put at risk the quality of education and the purpose of the principles School. As a consequence, the lack of incentive to professionals encourages their withdrawal in the field.

Pronera (National Program of Education in Agrarian Reform), is one of the main programs created with the purpose of offering initial training projects to teachers. There is the Pedagogy of the Earth and the degree in field education, as well as continuing education projects such as *latu sensus* specialization in field education. However, it is important to mention Souza's (2006) position, emphasizing the need for professionals to be committed to issues related to the rural environment, while at the same time it is up to the universities to make opportunities for moments of reflection and construction of differentiated projects.

Following this perspective, Barbara (2018), mentions that the professional who seeks to update himself, adds value to the quality of knowledge and becomes a facilitator and not just a content transmitter. Therefore, the constant training allows the professional to adapt to the needs of the student from the search for methodologies capable of adapting to the scenario in which they are inserted.

#### 1.4 FIELD RESEARCH

From the survey of the arguments of entities and authors of the main works that address the theme schools of the field, it was the time to understand the reality faced by teachers in the education sector of the municipality of Anchieta - SC.

According to the sense of 2019, Anchieta is located in the extreme west, in the microregion of São Miguel do Oeste. It has an approximate territorial area of 228.6 km<sup>2</sup> and has a little more than 6,000 inhabitants. Among its main economic activities, we highlight agriculture, cattle farming, outdoor tourism and factories of furniture and truck parts. It is worth mentioning that the municipality has the agriculture sector as a highlight of its economy, with emphasis on the cultivation of corn, beans, soybeans and tobacco. In livestock, the breeding of pigs and dairy cattle stands out.

Regarding the educational sector, Anchieta has a high school: (POPS) and three other rural schools that offer elementary school: P. That's a good one. S., E.E.F.J.C.F and E.B.X. In addition to educational institutions for children, the CMEIF, day care center and other small schools in the interior.

#### 1.5 SEARCH PROBLEM

Thinking about the importance of the quality of teaching aimed at meeting the real needs of the subject of the field, the research sought to understand "What is the level of training of teachers in the field and what their availability for professional updating".

## 1.6 PARTICIPANTS

For the development of the questionnaire, two schools characterized as "A" and "B" were participation in the course of the text:

ESCOLA A: located in the countryside. Composed of 104 students, of which 46 belong to Elementary School I and 58 to Elementary School II and have a teaching team composed of 13 teachers.

SCHOOL B: located in the neighborhood of Xavantes and that provides elementary school - initial years and elementary school - final years. It has a total of 150 students, 70 from early childhood education and 60 from the initial grades. As for teachers, it contains 8 teachers of early childhood education and 10, as a series begins 1. It is worth mentioning that the classes 2nd, 3rd, 4th and 5th year are bisseriated, which represents a teaching organization in which the teacher works in the same classroom, with several grades of elementary school simultaneously.

It was observed, therefore, that the study had the involvement of a total of 49 students and 10 teachers.

## 2 METHODOLOGY/ DATA COLLECTION

The choice of the research method had as a determining point the political and social context faced by Brazil due to the pandemic caused by the new Coronavirus. In the face of this, all educators and students were continuing the teaching through the online platform. Two qualitative questionnaires were developed through the Google Drive app, one containing questions directed to teachers and management and the other to students. It is noteworthy that the questionnaires were sent by e-mail and had multiple choice and / or direct response.

Data collection occurred between February and May 2020 and the result was based on transcription and analysis of the information.

## 3 RESULTS AND DISCUSSION

With emphasis on the analysis of the content omitted by the focus groups and the issues that led this and everything, thematic categories were created that seek to improve the understanding of the results obtained. They are:

### 3.1 CHARACTERIZATION OF TEACHING PARTICIPANTS

Ten teachers participated in the interview, seven of whom were members of the State network and were aged between 18 and 55 years, predominantly individuals between 31 and 45 years (57.1%). The other three teachers were working in the Municipal network and were aged between 31 and 55 years, with a higher percentage between 31 and 45 years (66.7%). In addition, the vast majority (85.7%) were female.



### 3.2 PROFESSIONAL QUALIFICATION

Regarding the professional profile, it was identified that 85.7% of the professors had a full degree of specialization and only 14.3% had only a complete higher education. Regarding the availability for the participation of continuing training courses, all stated that they had a habit of participating in courses, with availability of a median of approximately 90 hours per year. However, all confirmed that they had not taken any course in the last two years.

In relation to the incentive of Continuing Education courses, specific to Field Education by the school board, municipality, Regional Development Secretariat (SDR), Education Management, parents and or students, 8/10 of the teachers have stated that there is little incentive. They also highlight the lack of options and/or availability of specific courses for the education of the Field, stating that "courses generally seem distant from school reality; or are repetitive; or they seem more like "self-help" courses than training for teaching practice" and that "due to the low demand of students, there are not so many schools".

In view of the arguments, it is possible to understand that many courses offered tend to have methodologies with a business focus, aimed at meeting the demands of urban-capitalist demand. Consequently, humanized issues, which value the cultural identity of the rural people, end up being neglected, favoring the distancing of the student.

Moreover, more than half (57.1%) present the lack of training with school contents for teachers and the low family involvement, as determining factors for the low quality of education. However, it is possible to identify a great deal of consent among those involved, as to the need for greater connectivity in schools to promote an incentive of the workforce and work focused on the reality of the student. Among the arguments, some professors emphasize that it is necessary a "History and/or Mathematics associated with life in the field" and an "investment in the technology sector".

The problems highlighted intensify the current scenario of the peasant people, while making clear the importance of having public policies aimed at a change capable of benefiting the incentive of the permanence of the young and the teacher in the field. For this, effective actions focused on the expansion of the condition stand out, such as adequate training, which stimulates the permanence of qualified professionals in the classroom.

Thus, providing an interdisciplinary curriculum, tied to biodiversity prevention methodologies, means stimulating the training of students committed to their socio-environmental realities Andrade (2009). That is, the professional qualification of the field learner should be based on a pedagogical work model that is focused on grouping activities, which allow the student to develop projects and apply techniques they have learned in vegetable gardens, orchards and creations, alongside their families.

Finally, the question sought to collect suggestions from teachers regarding the improvement of the teaching system of field education and the stimulation of student learning in the classroom. Table 1 below presents topics of the main suggestions:

Table 1: Improvement of Rural Education.

<b>SUGGESTIONS FOR IMPROVING RURAL EDUCATION</b>
Approach of the Family-School bond; Teaching focused on the reality of the student, with emphasis on the stimulus of their permanence in the field.
Salary incentive for teachers;
Expansion of access to technology;
Training courses for teachers;
Use of technology in the classroom;
Award for extra activities;
Improvement of the school structure.

Source: The Author, 2020.

The results show a concern on the part of teachers to offer a favorable teaching-learning environment, since this condition depends on numerous factors, including structural conditions and professional qualification.

In view of the item "approximation of the family-school bond", it is expected that the family circle is the first social institution that the child has contact, therefore, it has a determining role for the good development of learning. In this case, "the school can meet its students, their families and accept them, creating a welcoming environment so that they feel belonging to the environment and consequently can act in partnership, with mutual respect in a democratic environment of collaboration and participation" (BARNEZE, 2016,

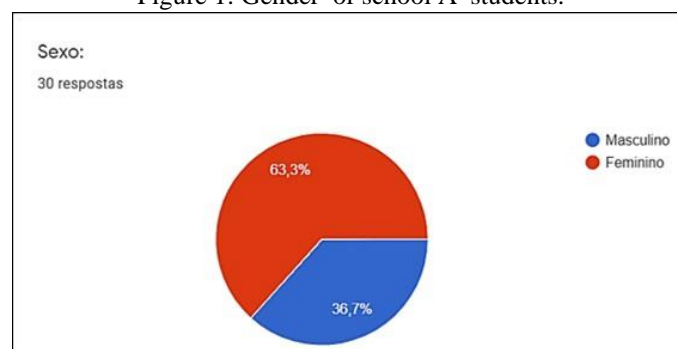
p. 3). From this, the students have the opportunity to know the lifestyle of the students and to adapt their teaching methodology to their respective realities.

The use of the technology was also mentioned as a suggestion, demonstrating to be useful to expand the range of information to those involved, since it provides access to different Realities. Such a scenario is fundamental for the development of the student's critical sense.

### 3.3 CHARACTERIZATION OF STUDENTS

As for the students from the respective schools, 30 students from school "A" participated in the interview, of whom (63.3%) were female and (36.7%) were male. It is noteworthy that 26 students belonged to the state network and 4 to the elementary school.

Figure 1: Gender of school A students.



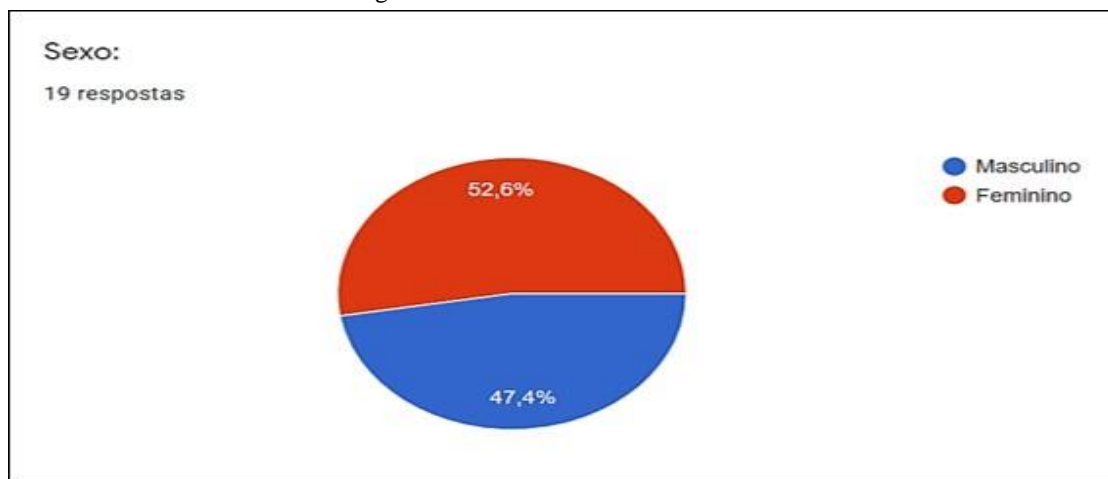
Source: Google Drive, 2020.

Subtitle: Female/ Male



In relation to school B, 19 students participated in the study, of whom (47.4%) were male and (52.6%) female. 17 students were part of the classes of elementary school I (1st to 6th grade) and the other two, from elementary school II (6th to 9th grade).

Figure 2: Gender of School B students



Source: Google Drive, 2020.  
 Subtitle: Female/ Male

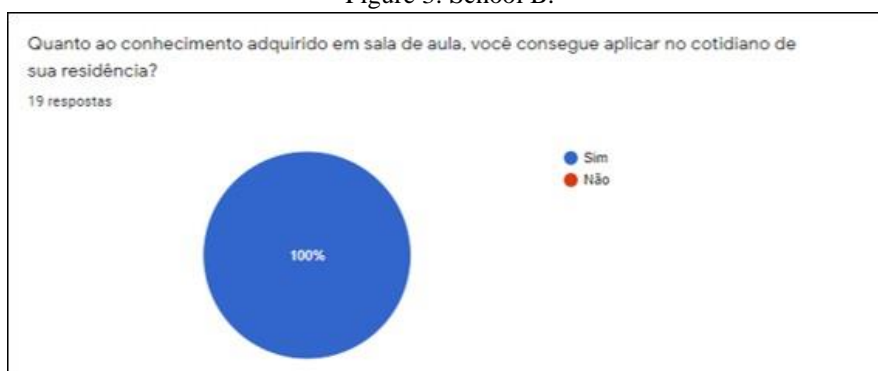
Initially, the question sought to understand the main characteristics of the school, which the students liked the most. The answers were based on: "I like colleagues", "I like to read and study", "I like the classes", that is, it becomes evident in both schools, the contentment on the part of the students in relation to the teaching offered.

As for the students' suggestions for improving the pedagogical work of teachers, the following stand out:

<b>SUGGESTIONS FOR IMPROVING PEDAGOGICAL WORK</b>
Present more didactic work
Improve knowledge through specializations
Provide more dynamic lessons
Promote explanations based on different methods
Deepen content
Have more books in the library
Make interactive tours
Encourage the participation of parents in the school life of their children at school.
More classes using technology
Teachers looking to get out of the "four walls"
Some agricultural activity, given that we are farmers

Source: Google Drive, 2020.

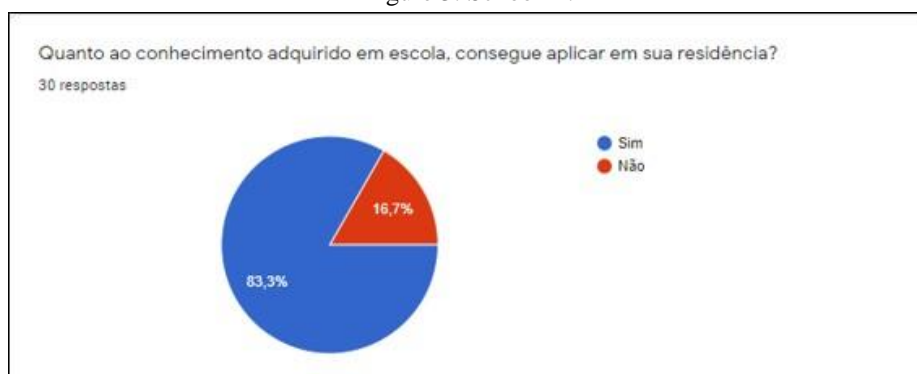
Figure 3: School B.



Source: Google Drive, 2020.  
Subtitle: Yes/ No

As for the knowledge acquired in the classroom, all students from school B stated that they were able to apply it to the daily life of their homes. This information can be triggered from the existence of a good teaching methodology of the students of the interviewed schools, since the teachers are pretgivenwith the practical teaching of the students.

Figure 3: School A.



Source: Google Drive, 2020.  
Subtitle: Yes / No

On the other hand, school A graphs show a small percentage (16.7%) of students who cannot apply the knowledge acquired in the classroom in their realities. This scenario needs to be analyzed with caution in order to apply strategies to improve the scenario.

#### 4 CONCLUSION

Through the presentation of arguments of the various specialized entities on the subject and the development of research with rural schools, it is possible to ascertain the presence of numerous challenges encountered by teachers and the population peasant. In this sequence, although the creation of social movements has been based on quality education, it is perceived that there are still barriers that must be worked on by Public Policies in Brazil, such as structural issues and the teaching offered by teachers.

Based on the role of the students in the student's life, it is up to the professional to ensure a safe and welcoming environment, with the objective of valuing subjectivity and stimulating the permanence of

the young person in the field. For this, the suggestions and proposals mentioned by the participants corroborate the principle based on the need for the teacher to go in search of the improvement of their knowledge, in order to provide a pedagogy that meets local needs. For this, it is also necessary that public policies stop turning only to urban education and begin to welcome students and teachers from the rural area, as a means of guaranteeing equal rights and duties.

The results obtained through the research make clear the awareness on the part of teachers about the importance of professional qualification. From the possibilities of continuing education, like the lato sensus courses, teachers become fundamental pieces in the process of training citizens aware of their realities, as subjects capable of modifying the present. On the other hand, for this to occur in practice, it is up to the entities responsible for field education to provide specialization courses aimed at rural education, in order to provide theoretical and methodological deepening on field education and updating of their formation of political-pedagogical intervention

The idea of expanding proposals for Continuing Education to educators is seen as a determinant for changing the scenario, since the improvement of knowledge allows professionals are always informed and up-to-date on new educational trends. It is understood that in order for the student to apply the knowledge acquired in the classroom, on his property, pedagogies must be focused on meeting the demands of the field, aiming to corroborate the principles guided by the Movement of Landless Workers. As a result, teaching becomes capable of transforming school education, student development and society in general.

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