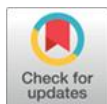


## Tracks of research on teacher training and the peasant school



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### Abstract

This article is a literature review that intersects teacher training with the reality of rural schools, specifically in Três Lagoas, Mato Grosso do Sul, focusing on the Municipal School of Rural Education Antônio Camargo Correa. Thus, the object of study was the training of teachers who work in Rural Education in the municipality of Três Lagoas. The methodology used included bibliographic and documentary research and semi-structured interviews. The participants in the research were a specialist teacher responsible for the pedagogical sector of the Municipal Department of Education and Culture of Três Lagoas and five teachers who work at the Antônio Camargo Garcia School, a rural school in the municipality. Based on the theoretical paradigm of Rural Education, marked by the history of struggle of the social movement of the same name and the resulting pedagogical experiences, the research processes were discussed from a materialist perspective, analyzing how the territory of Três Lagoas was forged in relation to the agrarian issue. Rural Education was also addressed as it is expressed in public policies for rural schools, such as the support of the teachers interviewed, who highlight the processes of training and continuing education in their realities. In addition, the works selected in this State of Knowledge by the Brazilian Digital Library of Theses and Dissertations platform provided a theoretical and reflective deepening on the importance of quality training for teachers and education professionals, interconnected with the public authorities. Given the reality of Rural Schools, pedagogical conditions are still lagging behind.

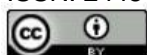
### Keywords

Rural Education; teacher training.

### Trilhas de uma pesquisa sobre formação docente e a escola campesina

#### Resumo

O presente artigo é uma revisão de literatura que intersecciona a formação docente à realidade das escolas campesinas, especificamente em Três Lagoas, Mato Grosso do Sul, com foco na Escola Municipal de Educação no Campo Antônio Camargo Correa. Assim, o objeto de estudo foi a formação de professores que atuam na Educação do Campo no município de Três Lagoas. A metodologia utilizada incluiu pesquisa bibliográfica, documental e realização de entrevistas semiestruturadas. Foram participantes da pesquisa uma professora especialista responsável pelo setor pedagógico da Secretaria Municipal de Educação e Cultura de Três Lagoas e cinco professores que atuam na Escola Antônio Camargo Garcia, uma escola campesina do município. Amparando-se no paradigma teórico da Educação do Campo, marcado pela história de luta do movimento social de mesmo nome e nas experiências pedagógicas decorrentes, discutiram-se os processos da pesquisa na perspectiva materialista, analisando como o território de Três Lagoas foi forjado em relação à questão agrária.



Abordou-se também a Educação do Campo na forma como ela se expressa em políticas públicas para as escolas campesinas, como o apoio dos docentes entrevistados, que evidenciam os processos de formação e formação continuada em suas realidades. Além disso, as obras selecionadas neste Estado do Conhecimento pela plataforma Biblioteca Digital Brasileira de Teses e Dissertações proporcionaram um aprofundamento teórico e reflexivo acerca da importância da formação de qualidade de professores e profissionais da educação, interligada ao poder público. Diante da realidade das Escolas do Campo, as condições pedagógicas ainda se encontram em defasagem.

**Palavras-chave**

Educação do Campo; formação de professores.

**Rutas de investigación sobre la formación docente y la escuela campesina****Resumen**

Este artículo es una revisión de la literatura que cruza la formación docente con la realidad de las escuelas rurales, específicamente en Três Lagoas, Mato Grosso do Sul, centrándose en la Escuela Municipal de Educación de Campo Antônio Camargo Correa. Así, el objeto de estudio fue la formación de profesores que actúan en la Educación Rural en el municipio de Três Lagoas. La metodología utilizada incluyó investigación bibliográfica, documental y entrevistas semiestructuradas. Participaron de la investigación un docente especialista responsable del sector pedagógico de la Secretaría Municipal de Educación y Cultura de Três Lagoas y cinco docentes que actúan en la Escola Antônio Camargo García, escuela campesina del municipio. A partir del paradigma teórico de la Educación Rural, marcado por la historia de lucha del movimiento social del mismo nombre y las experiencias pedagógicas resultantes, los procesos de investigación fueron discutidos desde una perspectiva materialista, analizando cómo se forjó el territorio de Três Lagoas en relación a la cuestión agraria. También se abordó la Educación Rural en la forma en que se expresa en las políticas públicas para las escuelas rurales, como el apoyo de los docentes entrevistados, quienes resaltan los procesos de formación y educación continua en sus realidades. Además, los trabajos seleccionados en este Estado del Conocimiento por la plataforma Biblioteca Digital Brasileña de Tesis y Disertaciones brindaron una profundización teórica y reflexiva sobre la importancia de la formación de calidad de profesores y profesionales de la educación, vinculados a las autoridades públicas. Dada la realidad de las Escuelas Rurales, las condiciones pedagógicas aún están desactualizadas.

**Palabras clave**

Educación Rural; formación docente.

**1 Introduction**

The present study focused on the training of teachers working in Rural Education in the municipality of Três Lagoas, state of Mato Grosso do Sul (MS), with a particular emphasis on experiences commonly referred to as continued education. The research arose from the realization that we know little about rural schools in Três Lagoas (MS) and

about the training of those who work in them. So, we raised the possibility that teacher training in the region disregards the achievements and specificities of the Rural Education movement. Therefore, we ask: what are the training processes for teachers working in rural schools, considering the specific challenges of this environment?

The general objective is to understand the training processes of teachers working in a rural school in Três Lagoas (MS). The study will examine how this training takes place and whether the education system is making efforts to assist teachers in the face of the specificities, challenges, and strengths of the rural school.

In this context, when listening to teachers' voices, we seek to achieve these specific objectives:

- review the literature on the history and creation of public policies focused on rural areas;
- understand the perspective on teacher training in the municipality of Três Lagoas (MS) in relation to Rural Education;
- and identify the possibilities and/or obstacles caused by the continued training of teachers for Rural Education.

## 2 Methodology

To research the subjects of rural education and teacher training, as well as their interrelations, processes, and contradictions, it is necessary to propose a critical examination of the contexts, the totality, and the sources. We then move forward, with some limitations, by looking at the ideas of historical-dialectical materialism, as the Rural Education movement has invited subjects to do. During the research process, we visited the school unit and conducted semi-structured interviews with teachers working in Rural Education in March 2023. We also interviewed the person responsible for the teaching sector of the Municipal Department of Education (Semec) in June 2023. We asked them about their training memories and how their department provides continued education. We also talked with teachers at the rural school in the municipality of Três Lagoas (MS).

We read the Political-Pedagogical Project (PPP) and the "Curriculum Guidelines" from the municipal education network of Três Lagoas (MS). The guideline is entitled "Identity, Learning Rights and Methodologies" and was written by the Semec of that

municipality. These documents helped us learn about the school, and we will discuss some of its characteristics.

Since this is a study with a qualitative approach and critical analysis of the object, the bibliographic reading of the said documents and the collection and analysis of the interviews were carried out in a dialectical comparison with reality and the totality, seeking not only the intersections of the data but also the distances and approximations between the documents and the interviews, in addition to recognizing the struggles and contradictions that reality presents. Therefore, the bibliography on the subject is fairly consolidated, as shown in the literature review that will be presented.

Furthermore, this research, also based on the reading of the researches about the subject, methodologically considered a material, historical and dialectical understanding of the reality, demanding the due recognition of the agrarian question, of the social movements in the countryside and of the struggles related to the schooling in the countryside, as guides in the interviews, even if the teachers' speeches had gaps to be filled when compared within the framework of struggles and contradictions. This context showed the need to consider an extensive theoretical contribution and a deeper understanding of the practice and reality experienced by Rural Education.

Thus, the study had three stages of development. First, we read texts and documents, such as the PPP and the School Regulations. Next, we discussed teacher training and continued education of rural education teachers in the country. In the third stage, we carried out a survey and data analysis through semi-structured interviews with the participating teachers and with the representative of Semec from the municipality of Três Lagoas (MS). This research included the previously mentioned purpose of understanding how they were trained and how the continued education by this department of education takes place, as well as dialoguing with the rural school teachers about it to understand whether they feel prepared to work in rural education based on their training stories.

According to the PPP, the school is located 180 kilometers from the downtown of the municipality of Três Lagoas (MS) and has nine classrooms, a reading room, a technology room, a teachers' room, a front office, the director's office, a kitchen, a storage room, male and female toilets for students, male and female toilets for teachers, a covered patio with tables and benches, and an open-air courtyard.

### 3 Results and discussion

To study Rural Education and Teacher Training, their interrelations, processes, and contradictions, we believe that we must propose a critical look at the contexts, the totality, and the sources. With certain limitations, we then proceed, through the contributions of historical-dialectical materialism, since the Rural Education Movement has invited subjects to do so.

The intention is to highlight the object of study as part of the contradictory reality - capitalism and agribusiness - that, over time and through the struggles of the subjects of rural education has produced a transformative force that must be analyzed dialectically from a scientific point of view. According to the perspective of Marx and Engels (2007), Martins and Lavoura (2018) state that objects and phenomena of the real have an objective existence, that is, the recognition of the objectivity of reality, regardless of human knowledge and consciousness about something. The elements that constitute social practice exist, are real, and have an internal dynamic structure of functioning that is understood by human consciousness through the activity of scientific inquiry.

The historical-dialectical materialist method focuses on the interpretation of reality. Considering Hegel's reinterpretation of dialectics, Marx understands the movement of reality from materiality and concreteness, reversing what Hegel postulated about dialectics (ideally, on the level of the spirit, of ideas) and arguing that the world of men demands its materialization (Pires, 1997). Moreover:

In terms of historical-dialectical materialism, scientific knowledge is constituted in human social practice as social life itself develops and becomes more complex, and as people acquire socially and culturally determined conditions for reflecting and theorizing (with increasingly sophisticated methods) about that same social practice and its constitutive objects and phenomena. It is therefore a matter of conceiving knowledge as a product of the work of historically situated individuals, as an abstract decoding of concrete reality (Martins; Lavoura, 2018, p. 225).

Knowledge is constructed through the practice of the individual interacting with the social environment and culture. Saviani (1991), discussing the need for Brazilian educators to move from common sense to philosophical awareness to understand their educational practice, points to the historical-dialectical materialist method as a tool for this



practice. He explains how to move from understanding education based on common sense to understanding it in a more philosophical way (Pires, 1997).

According to Pires (1997), this method helps educators understand educational phenomena by finding the simplest category in them. This helps educators understand the educational phenomenon better. Consequently, the analysis of the educational phenomenon under study can be initiated once viable pathways have been identified, thereby facilitating the development of abstractions and fostering a comprehensive understanding of the observed phenomenon.

The dialectical materialist method, as articulated by Marx (2011), does not disregard the relationship between the investigative subject and the object of investigation. In this approach, the investigative subject assumes an active role in the research process, assuming responsibility for managing a set of higher-order abstractions. These abstractions are configured as a critical research instrument for the theoretical analysis of the object in question (Martins; Lavoura, 2018).

As Martins and Lavoura (2018) also state, the subject plays an essential role in the analysis and operational synthesis of the research. In historical-dialectical materialism, the object serves as the guiding principle for research. It can be posited that the methods and techniques employed in research are not arbitrary choices made by the researcher according to personal preferences, but rather, these approaches are shaped by the object of investigation itself. The determinations derived from these research processes do not stem from the researcher's intuition but they are a product of the object's inherent characteristics and properties.

In this sense, and in particular, considering our research and the reading of the reality we encountered when developing it, it is important to highlight that research on Rural Education has a more pronounced commitment to discussing the historical-dialectical materialist method.

Future rural teachers need to understand the current trends in rural education so they don't just use the same teaching methods they used in cities in the countryside. The historical-dialectical materialist method is also necessary because it allows us to understand the countryside as a place and territory of life. This means that the countryside is not only destined for monoculture and agribusiness in general (Rossi, 2014, p. 250).

According to Rossi (2014), historical-dialectical materialism sees history as a fight between opposites, making contradictions clear. This idea can be illustrated by the critical analysis of the Brazilian countryside, especially the clash between capitalist farms and traditional farming and the way of life of rural workers.

Therefore, it is clear that studies on Rural Education, especially those that start from the agribusiness model (from a critical point of view) and that help train educators, cannot ignore the discussion of historical-dialectical materialism. This helps ensure that the social rights of rural populations are taken into account (Rossi, 2014).

Regarding the above, how is this expressed in our research path? We seek to understand the times and spaces, especially the territory, which carries the concrete and historical material conditions and the contradictions of the capitalist totality. This manifests itself both in the context of agribusiness, which tries to liquidate rural way of life, and in the contradictory ways in which this manifests itself in education.

During the listening process, we also noticed the reproduction of the dominant ideology, which naturalizes the erasure of the struggles of Rural Education in the context of its development within the peasant school. Additionally, the dialectic manifested in the recognition of the pivotal role that rural struggles play in shaping public policies for Rural Education. However, our analysis appears to reinforce the contradictions inherent in the non-recognition of these struggles.

A fundamental expression of critical observation is the idea that research itself is not just a place to be identified, but a territory to be understood as an integral part of the movement of reality that makes up the object. Thus, we bring some considerations about the municipality of Três Lagoas (MS), especially concerning the characterization of rural life.

Still talking about contexts and spaces, we emphasize that the research was developed in a school in the municipal education network of Três Lagoas (MS). In 2019, according to data from the Semec enrollment center, there were 20 schools, 19 in urban areas and one in the countryside. In total, there are 16,255 students enrolled, distributed as follows: 3,127 in daycare centers (1,033 full-time), 3,385 in preschool, 8,156 in Elementary School, 1,191 in Middle Years, and 393 in the Learning Acceleration Program (EJA).

Três Lagoas (MS) had three rural schools from the municipal and state networks until 2018. These schools included the Municipal School of Rural Education (EMEC) Antônio Camargo Garcia, where this research was carried out, the Afonso Francisco Xavier Trannin State School (in the district of Arapuá), which until then was only state-run, and the EMEC Elma Garcia Lata Batista (in the District of Garcias), which was closed in 2018, as described in the article below:

Parents of students at the Elma Garcia Lata Batista school in the Garcias District in Três Lagoas went to the City Council meeting. They said that the students will spend a lot of time on the bus on the way to the school in the Arapuá District. They said, "It will take three and a half hours on the bus to get there and back" (Santos, 2018).

At the time, the reason for closing the school was the same one that authorities have used throughout the history of education in Brazil: there were not enough students enrolled. The same journalist who investigated the protest had already reported on what the authorities in Três Lagoas, MS, had said about the school closing. They said that:

The secretary and Mayor Ângelo Guerreiro (PSDB) said that it is not possible to keep a school running with this number of students. In November of last year, Maria Célia met with the parents of students at the school. She told them that the school would have to close if it didn't have a minimum number of students enrolled. The mayor says that the small number of students in rural areas is a reflection of the monoculture of eucalyptus - which is used to make paper and cellulose. 'Livestock farming was replaced by forests and people who lived in rural areas migrated to the city. Naturally, the number of students would decrease. It is impossible to run a school with only 18 students', he argued (Santos, 2018).

The school closure broke Law No. 12,960 of March 27, 2014, which was approved by former president Dilma Rousseff <sup>1</sup>, which deals with this matter. However, the Lei de Diretrizes e Bases da Educação Nacional (LDBEN), Law No. 9,394, of December 20, 1996, establishes, in the sole paragraph of article 28, that, for the closure of rural schools, the consent of the community and a prior diagnosis by the respective education system are necessary, in addition to the approval of regulatory bodies, such as the Conselho Municipal de Educação (CME).

<sup>1</sup> "Dilma Rousseff is a politician recognized for having been the first woman to assume the presidency of Brazil, elected president in 2010 and reelected in 2014. During her administration, the country went through an economic crisis, which she was unable to reverse. Dilma Rousseff was impeached in 2016." Available at: <https://brasilecola.uol.com.br/biografia/dilma-rousseff.htm>. Accessed on: August 1, 2024.



The internalized and embedded market logic of the term "student cost" and the school nucleation strategies, in conjunction with the meeting of public demands by transport companies through transfers and public auctions, direct society to accept and naturalize the proposed solutions, which result in the closure of schools, as denounced by rural social movements (Santos; Garcia, 2020). In this case, we observed that the outcome was the closure of the unit, despite the protests and society mobilization.

It is also important to note that the dynamics of the contradictory territorial occupation of capital in Três Lagoas (MS) is a factor that contributes to the closing of schools. As the mayor himself pointed out in his speech, this issue has not been critically analyzed. The mass displacement of rural populations in the district of Garcias and neighboring areas, triggered by the expansion of the agribusiness and eucalyptus industry, is merely regarded as "a fact." Presently, only two rural schools remain in the municipality.

The school under study, which will be discussed in more detail subsequently, serves the following educational stages: Early Childhood Education (Preschool), Elementary School (1st to 5th grades), and Middle Years (6th to 9th grades). It is located inside a farm, and not in a settlement. The other school unit, located in the rural district of Arapuá, in collaboration with a school under the State Department of Education, provides Early Childhood Education (including daycare and preschool) and the first and second years of elementary education, catering to approximately 100 children distributed in classes of up to 20 students per classroom.

The low number of enrollments in "rural municipal" school units compared to the total enrollments and the potential of the rural territory was forgotten, so much so that many students come daily from rural areas to attend the Afonso Penna State School, located in downtown of Três Lagoas (MS). Rural students who are not enrolled in rural schools face long bus rides, as mentioned in the report cited above.

The research was developed at EMEC Antônio Camargo Garcia, with the participation of the person responsible for the pedagogical sector of Semec in Três Lagoas (MS) and five teachers from the school. Questions were developed for the semi-structured interview script based on the evolution of their practices in Rural Education. The objective of the interviews was to understand participants' thoughts and opinions

about their professional choice, training, performance, and initial and continued education offered to the school's teachers.

The interviews were recorded in audio and then transcribed literally, to allow a better analysis of the responses of the five teachers and to understand how they feel about working in Rural Education, how they were trained, and how continued education occurs throughout their teaching career. During the investigation, 23 teachers worked at this school unit, but only five agreed to participate in the semi-structured interview. The rest did not feel comfortable or were unable to participate due to classroom commitments.

We chose to conduct interviews because we wanted to learn about the teachers' perspectives, feelings, and ideas, not just data on courses they took or their work in the rural school. We agree with Ribeiro (2008, p. 141) when she points out that:

The interview is the most suitable technique when the researcher seeks to obtain information about the object of study, facilitating the understanding of the researcher's attitudes, feelings, and values that underpin their behavior. This approach enables researchers to transcend the mere description of actions, incorporating novel sources to interpret the results.

The age range of the five participants is from 25 to 45 years, including three men and two women. The participants have varying experiences as teachers at the school, in addition to differences in their initial training and at the end of the course.

During the research process, we visited the school unit and conducted semi-structured interviews with teachers working in Rural Education and with the person responsible for the pedagogical sector at Semec, in March 2023 and June 2023, respectively. The goal was to listen to their memories of training and talk to teachers at the rural school in Três Lagoas (MS). We also wanted to learn how the Secretariat offers continued education.

We read the PPP, the guide "Curriculum guidelines for the municipal education network of Três Lagoas: identity, learning rights and methodologies", written by Semec in that municipality. These documents helped us to get to know the school.

Since this is a qualitative study with a critical analysis of the object, the bibliographic reading of the aforementioned documents and the collection and analysis of the interviews were carried out in a dialectical comparison with reality and the totality, seeking not only to cross-reference the data but also to identify the distances and similarities between the discourses present in the documents and interviews, in addition

to recognizing the struggles and contradictions that reality presents. Thus, the bibliography on the subject is quite consolidated.

In addition, the methodological research took into account material, historical, and dialectical understanding of reality, which required the due recognition of the agrarian question, the rural social movements, the rural struggles, and schooling as lanterns that illuminated the listening in the interviews, even if the teachers' speeches need to be analyzed in the gaps and between the lines when compared in the context of struggles and contradictions. This context showed the need to consider an extensive theoretical contribution and deepen the practice and reality experienced by Rural Education.

The study's methodology comprised three stages of development. The initial stage entailed the review of relevant texts and documents, including the PPP and the School Regulations. The second stage involved a discussion about the training and continued education of teachers in Rural Education in Brazil. The third stage entailed was a survey and the analysis of data obtained through semi-structured interviews with the participating teachers and with the representative of Semec from Três Lagoas (MS).

Currently, the library and the teachers' lounge share the same space. The professionals from the Principal's Office and Pedagogical Coordination occupy the same room, and the front desk has its own space. The technology room is currently used as a video room, but there is a lack of computers and Internet connectivity, a common problem in rural schools, usually due to difficulties with the signal.

Pereira and Castro (2021), based on data from the Instituto de Pesquisa Econômica Aplicada (IPEA) and the 2019 School Census, point out that there is a large difference in Internet access between students in urban and rural schools in Brazil: while 92.3% of urban schools have Internet access, only 41.2% of rural schools have this resource available for learning. Like many schools, the school surveyed also needs more computers, a science laboratory, and more classrooms.

There are two houses on site for teachers and staff who live at the school during the week due to the distance from their homes. During the research, one person occupied the provided housing while the other teachers/staff lived in towns near the school. This shows that teachers are generally not residents of the rural area where the school is located, as seen in the PPP. This fact reflects the issue's complexity and

highlights that teachers don't tend to stay for long with a bigger turnover in the countryside, which affects rural schools.

To attract teachers, there are compensation policies that offer salary increases to those who face "long distances" or "difficult access". In addition, undergraduate courses in rural education are offered to alleviate this problem by encouraging people from settlements to train as teachers and work in rural schools.

However, we understand that the problem is not limited to physical distance or teacher turnover, but includes a material perspective of reproducing rural life and the experience of countryside identity as important factors in teacher training. At this point, we think it is interesting to bring some statements from the interviews to help us critically elucidate the debate.

During the interviews, a teacher was asked about the relevance of living in the countryside to teach at the school: *"I think it would be the same thing, it depends on the person. It doesn't matter if it's in the city or the countryside, it's your identity. If you like what you do, you can do it anywhere, because you'll do well, you'll have good results, so it doesn't matter where you live"* (Teacher Taís).

As Molina (2015) highlights, although the teacher stated that being a rural resident or not "would be the same thing," the rural education movement understands that it is important to train rural populations to work in these schools, to form organic intellectuals for education and for the rural school. It is argued that specific degrees in Rural Education as public policies responded to this dimension of affirmative action to guarantee access for people living in the countryside to special entrance exams for such courses, as we will see later.

As such, it is worth highlighting that the other participants answered this question in a similar way to the teacher mentioned, guided by a perspective that is detached from the political-social reflection that involves the subject, focusing more on the quality of the teaching offered by teachers who lived in the rural areas or not. One teacher alluded to the need for teachers to be aware of the specificities of rural areas, demonstrating some recognition of the basic premises of Rural Education, but disregarded the political importance of the link between teaching and the rural experience. He stated:

*I haven't had the experience of living here and working. I don't think it would be bad if the teacher is aware of the issues of how to work. But I also think that*

*teachers who come from abroad are also able to work, to teach, as long as they are aware of the issues of the field, the characteristics of this type of education.* (Teacher Marcelo).

Also according to the PPP, the Antônio Camargo Garcia School was created due to the need to serve students who attended Elementary School in isolated and multi-year classrooms located on farms.

Most students used school transportation provided by the City of Três Lagoas (MS), while others used carts, motorcycles or horses to get to the nearest schools and some stayed at school all day, waiting for their parents to return from work to pick them up. The document reports that, upon completing elementary school, parents and students had to travel a long distance to the nearest city, often leaving early in the morning and returning only at night. In many cases, students had to live with relatives to continue their education or move with their families to the city, which caused shock and estrangement to these people who previously lived in the countryside.

The donation of the land for the construction of the school was made in 1988 by the farmer Antônio Camargo Garcia, who, together with his family, sought the support of the competent authorities to make the project viable. The document highlights the work of teacher Jurandir Viana, then in charge of the infrastructure sector of Semec in Três Lagoas (MS), who had visited the extension rooms of the Elma Garcia Lata Rural Municipal School, the same school unit that was closed in 2018 in the district of Garcias. According to information from the department, in 2023 the school had 198 students from 5th to 9th grade.

However, the document has an approach that refers to education in the form of training, without a theoretical-political reflection on the fundamental pedagogical principles in a training process, as can be seen in the objectives established in the Calendar of Activities. School activities are defined by the school calendar, prepared by the unit in accordance with current legislation and the provisions of Semec.

The school has the following goals: to promote lectures on self-esteem for teachers, staff, and parents; to work in partnership with the Child Protective Services to combat student indiscipline; to work on projects for environmental conservation and school cleaning; to plan activities that require students to improve write; to reduce school failure rate by 5%; to reduce the dropout rate in elementary school by 2%; to work with guided recess; to combat violence among students (fights); to seek partnerships with the local community so that we can enrich the teaching and learning process of our educators; to promote male and female games and championships [...] (PPP, 2012, p. 4).



Based on the analysis of the School Regulations of the school in question, it is clear that the organization and functioning of basic education are based on a discourse of respect for the diversity of the populations served, in terms of economic activity, lifestyle, culture, and traditions, among other aspects, based on a technocratic and managerialist conception that characterizes educational reforms and encompasses the general set of educational legislation, from the advent of neoliberalism to its - increasingly - intervention in education.

Regarding its curricular structure, during the period covered by the document, the school was already aligned with the guidelines present in the current Base Nacional Comum Curricular (BNCC), stating that it adopted as a principle the implementation of pedagogical proposals that met local specificities and the multiplicity of interests of students, thus stimulating the exercise of youth protagonism and strengthening the development of their life projects. From this perspective, although it seems to be positive, when historicizing this curricular movement, it is worth remembering that:

However, it is important to emphasize that the new curricular investments made around youth protagonism were part of an ambivalent relationship. At the same time that the demands of Brazilian youth were recognized, anchored in various political movements and in a growing field of academic studies, a series of political investments in the youth population were witnessed, and the structuring concepts of their struggles were reinscribed in the sphere of individual action in the world of economics (Silva, 2023, p. 10).

The schools' alignment with curricular policies should not be analyzed without considering that schools develop their pedagogical projects within the framework of official public policies. In this sense, we did not expect their documents to express a rejection of these policies. However, during this research, we looked for evidence of critical positions in the teachers' statements regarding the reforms. This is because there is a recognition that the current reforms directly undermine the achievements of the rural education movement, as we will see below. Furthermore, there is no discussion of the urban/rural dimension of the curriculum in the document, which allowed us to critically analyze and hopefully listen to the speeches of the participating teachers.

Therefore, we sought to understand the scientific studies related to the topic in question through dissertations and theses published between 2019 and 2023. The works were selected using the keywords: "rural education" and "teacher education". After

reading the abstracts, we checked the productions related to the topic to do the complete reading and separate the materials to be used in this research.

The corpus of this study was 66 publications (theses and dissertations) from the Biblioteca Digital Brasileira de Teses e Dissertações (BDTD). BDTD is a digital platform that aims to store theses and dissertations published in higher education institutions (HEIs) nationwide. The main analytical criteria for the selection were the pedagogical approach to teacher training and the basis for working in field institutions.

Thus, the research and approaches adopted in the field of education aimed to understand how the process of professional knowledge of teachers in training and working in rural schools develops. After eliminating the research not related to rural schools, we obtained productions for each year of the interval chosen as a time frame for this research.

As mentioned above, 66 works, including theses and dissertations on the topic, were selected from the BDTD database, prioritizing studies focused on teacher education in rural education. Based on the surveys, it was observed that the majority of the selected academic works are limited to the field of education and human sciences.

Through the mapping and selection of research, it was possible to highlight the importance of deepening teaching knowledge, especially about the professional practice of teachers working in rural schools. This is an issue that requires the attention of the government and the school community. In rural education, the teacher is fundamental in the teaching and learning process, taking into account the low self-esteem of the students due to the daily difficulties they face and the necessity of working in rural areas, which makes it difficult for them to stay in the school environment (Casas; Lima, 2012).

In this context, the teacher's knowledge and practice are of great importance, as they are responsible for transforming the pedagogical reality of a given region. However, there are implications such as structural conditions, climate change, distance, multi-year classrooms, and, above all, a lack of pedagogical and technological resources. The dissertations and theses read, in greater number, are from the Southeast and South of Brazil, however, although there is research originating from the entire Brazilian territory.

This survey focused on the balance of studies focused on teacher education in rural areas of the country. Although there is stability across regions, the Southeast remains prominent. This is a more densely populated region, where only 6.8% of the population

lives in the countryside, which creates the need for public authorities to pay special attention to rural education.

In addition to providing adequate, regular, and safe school transportation that can serve the population that travels to urban schools, educational units must be improved to serve students in a manner that ensures equity for students in urban areas (Pereira; Castro, 2021). We are taking on the proposal to contribute to this scenario, to expand knowledge beyond the Southeast axis, recognizing the dynamism of the peripheries in the production of knowledge.

Based on the above, the research selected throughout the state of knowledge through BDTD, provided a theoretical and reflective deepening on the importance of quality training for teachers and education professionals, directly linked to public authorities, since, given the reality of rural schools, pedagogical conditions still present deficiencies.

## 5 Final considerations

Our research investigated the training of teachers who work in a rural school in Três Lagoas (MS), especially concerning continued education. To support critical analysis, it was necessary to understand the concrete historical formation of the territory we chose to study, especially by observing the region where the rural school is located and listening to the teachers through semi-structured interviews.

So, we highlight the material contradictions underlying the struggles for land and rural schools. This allowed us to understand the ideas about school and education in the school where this research was conducted and among the participating teachers. We did not make moral judgments. Instead, we tried to understand the problems faced by rural schools, such as classes that last more than one year, the lack of knowledge of regulations and laws that could help develop more specific work with peasants, such as the Pedagogy of Alternation, and even the political and educational ideas themselves.

After consideration of the documentary analysis, which included a review of the School Regulations and the political-pedagogical proposal of the Antônio Camargo Garcia school, it is clear that the school is committed to adhering to the current national legislation. This school is located in the municipality of Três Lagoas, Mato Grosso do Sul.

Despite its structural issues, it remains operational. However, there is a need for computerization in this institution, a science laboratory, and an increase in the number of classrooms to better serve the students.

Regarding our main object of study, the teacher training, the development took a slightly different direction than the one we had intended at the beginning of the research. We had the proposal to study the teacher training offered by the Municipal Education Network of Três Lagoas (MS) to the teachers of this rural school, based on the peculiarities of the public policies achieved by Rural Education.

Teachers and the person responsible for the Semec sector reported that there is no concern on the part of public bodies in promoting teacher training that meets the specificities of Rural Education; on the contrary, there is a tendency towards generalizing training that seems to gain strength as the network aligns itself more with the BNCC, which has a homogenizing characteristic. The observation of this phenomenon in the reports has led to the adoption of an alternative approach. The objective of this study is to understand how teachers position themselves to learn to be teachers in rural schools. This understanding is based on three sources: speeches, life and training trajectories, and reports of everyday life. The study will also examine the experience of reflecting on these strategies from a Freirean perspective of teacher training.

Between contradictions, evasions, and reflections of the teachers' narratives, we initially understand that they all have a degree, which indicates the absence of lay teachers in the Três Lagoas peasant school. However, these professionals have not been exposed to the knowledge originating from the social struggles that materialized the paradigm of Rural Education within the scope of the agrarian issue. The geographical distance between social movements and their respective regions is likely attributable to the topographical characteristics of the territory.

However, the present study begins from the assumption that ongoing training focused on Rural Education could contribute to bringing teachers and schools closer to the struggles that demand the very existence of schools in and in the countryside. Despite this, we saw that teachers show concern for responding to the reality experienced in the countryside. They think about methodologies, subjects, and strategies and demonstrate a commitment to students in rural schools, valuing the participation of families and the cultural characteristics of students. This commitment is reflected in the

way they occupy this space in a positive way, building themselves as teachers based on the experiences that the school provides them, also because the strategies they develop are sensitive to the experiences of students.

The findings suggest that educators perceive continuing education as a crucial element for enhancing their performance in the classroom and for optimizing their daily practices, despite encountering numerous challenges. Considering that these challenges are not addressed in the training offered by Semec, we conclude our research by warning of the absence of policies that recognize both the legal achievements obtained from the struggles of Rural Education and, mainly, the educational models in dispute, which are essential for the existence of a peasant school capable of training men and women to change the contradictory reality of the countryside and society as a whole.

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