

Pedagogical Practices In Rural Areas: Approximations Between Rural Schools In Brazil And Rural Schools In Catalonia/Spain

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Abstract

This article deals with the investigation of pedagogical practices: approximations between rural schools in Brazil and rural schools in Catalonia/Spain. The objective tries to understand the articulation of pedagogical practices and teacher training as constitutive elements of public policies in rural areas. The study was carried out at higher education institutions, the University of Brasília (UnB), the Federal University of Minas Gerais (UFMG) and the University of Barcelona (UB). The discussion started from pedagogical practices and teacher training in both countries for the constitution of policies and on the role of educational movements and for this, semi-structured interviews were carried out with teachers from rural schools. The main conclusions reached is that there is some approximation with the formation of public policies, either for rural schools in Catalonia, or in the formation of public policies for teacher training in Brazil. Contributions that dialogue with the school organization, with the construction of pedagogical projects and on the initial and continuing education practices of teachers who work in these schools.

Keywords: pedagogical practices; teacher training; rural education; countryside education.

1. Introduction

The article is the result of the Research Report carried out in the Licença de Pós-Doutoramento, which has as its central theme the Territórios and pedagogical practices: approximations between country schools in Brazil and rural schools in Catalonia/Spain. The study was carried out by two researchers from two Higher Education Institutions (IES) that work in the training of educators for field schools. These universities are pioneers in various actions linked to field education and, in particular, in the implementation of public policies for the training of teachers to operate in field schools.

The investigation was carried out in Brazil and in the Autonomous Community of Catalonia, Spain. I used, as methodological procedures, bibliographic studies produced in two countries on the topic, visits to schools and semi-structured interviews with teachers and directors, in both countries between 2018 and 2019. The objective was to approximate and contribute knowledge and learning identified in the pedagogical practices of teachers that work in rural schools in Catalonia/ES, dialoguing with the teacher training processes in the UFMG and UnB fields, developed in the Bachelor's in Field Education courses.

The historical absence of public policies for teacher training for rural schools contributes to a picture of inequalities and precariousness in rural teaching, school dating and school evasion. No Brasil, a Educação do Campo is a conquest

of the working class, which according to Arroyo (2012) and Caldart (2012), needs to be thought of as “education policy and subject to the working class of the countryside” (Caldart, 2012, p. 13), as a sense of improvement of a unique prototype of teacher-educator of the basic rural school, and it is a formative action to break as it is thought and executed as pedagogical ruralism, this one, of generalist basis and little referenced with the practices and experiences of Camponeses.

As two movements in defense of rural education conquer, the teacher training policy for rural schools is part of the training group, now present in all Brazilian regions (North, South, Southeast, Northeast and Central-West), totaling 44 Bachelor in Field Education courses. As observed by Leal et al. (2019), these courses are carried out by 33 HEIs, including 29 of the Federal Public Universities and 4 Federal Institutes of Education, Science and Technology.

The problem proposed in this article was to understand the articulation of schools in their relationship with the territory, with the pedagogical practices and with the training of teachers, as structuring categories and constituents of a public policy of education in the countryside/rural. The research approach was qualitative, using interviews with teachers and school directors in both countries. I also seek to build an interlocution between the experience of Brazil and Spain, aiming to find common ground and new elements so that experiences can be re-signified and qualified. This article is structured, first, with the educational policy in Brazil on the Education of the Field and, then, on the research in Spain,

aiming as a result of the approximations between the pedagogical policies and practices between the two countries.

2. Educational Policy for rural schools in the countryside in Brazil and Spain In Brazil, the construction of the concept of Rural Education, in replacement of the concept of Rural Education, explains Caldart (2012), was the result of the efforts of field workers and their organizations in the constitution and defense of public policies that dialogue with interests. das communities, with the questões and problematiques of reality, as described by the author, to treat this concept:

a phenomenon of current Brazilian reality, starring field workers and their organizations, which aims to influence educational policy from the social interests of rural communities. Objective and subject to reference to the quests of work, culture, knowledge and social struggles of the countryside and the onslaught (of class) between field projects and agricultural logics that imply the country and society projects and their concepts. of public policy, of education and of human formation (Caldart, 2012, p. 259).

This movement, which was born from the articulation of two rural workers themselves, has long been their struggles, or what we call the National Movement for Education in the Field, which articulates social demands towards schools and education, supporting this , at the Institute of Higher Education (IES), also contributing to an intense process of mobilization for the construction of the National Rural Education Policy and, within it, to the construction of

policies for initial and continued training of teachers to operate in rural schools in Brazil, carried out in HEIs through initial and continuing teacher training courses . In the training of two educators in the field, the formative and pedagogical year is like the protagonism of two subjects in the field and the points that strengthen and illuminate this training in the Bachelor's courses in Field Education , creating conditions to think, move and reflect on the centrality that the land occupies no way and in the conditions of life in the countryside. A countryside school “involves a dimension that is inherent to life and the diversity of subjects in the countryside, containing a transformative and emancipatory educational activity to determine the formative processes of two subjects in order to favor their autonomy” (Martins & Leal, 2018 , p. 95).

The education and school for the Campanians is the fruit of collective construction and aims to ensure an emancipatory school. The training of teachers for these schools, in the perspective of Rural Education, was designed on other bases, with theoretical and practical quests, with no sense of deconstructing or ideário that forged or meio rural schools in Brazil as places of backwardness, of denial of knowledge and of lower social value, an idea originating from hegemonic urban- centric thinking, which, with its ideal of quality, makes rural schools in Brazil subsumed by the logic of the city and the urban world.

Regarding the experience of Catalonia on education in rural territories, it is important to understand how this territorial organization occurs, based on the Spanish Constitution, approved in 1978, which is provided in its art. 2nd that the

territorial organization of the country will be given by Communities with legislative autonomy and authority to elect their representatives. The Constitution represents an important framework for the Spanish territory, after three decades of existence.

The territorial and political organization of the country consists of 17 Autonomous Communities :

The Constitution and the Statutes of Autonomy distribute the functions over the same quest, so that the responsibility of the State is to establish the bases, the legislation and the basic norms, since the normative and executive development corresponds to the Autonomous Communities, in truth, or that it is produced in a combination of functions, some of the same nature (normatives), therefore with varying intensity on the same questão [...] (Fopromar, 2019, p. 30).

The research consisted of knowing the rural schools, the pedagogical practices carried out, as well as seeking to deepen discussions on topics and concepts, especially on territory, pedagogical practices and teacher training. The sense was to find elements in the training of teachers and teaching practices in rural schools, and also to demonstrate possible approximations of these with the pedagogical practices carried out by teachers in rural schools, from the training carried out in Brazil. Our aim is to understand and approximate the training practices existing at the University of Barcelona in their relationship with rural schools, as well as the practices and pedagogical experiences developed in rural schools in Catalonia.

It is worth noting that we use the nomenclature of rural schools, when we refer to schools located in rural territories of Catalonia, and expressly “country schools”, to refer to schools located in rural communities, settlements and camps in Brazil. We understand that the understanding of a field school is composed of various elements that are contained in the theoretical framework of Field Education, as well as the documents and Brazilian legal frameworks that define and characterize this school.

Not that it refers to the use of the category rural school, in this article, in the analysis of pedagogical practices in Catalonia, it is important to consider that it does not approximate the concept of rural school, which was historically used in Brazil to designate schools located in rural spaces, which We deny the identities of the countryside and its historical construction. For this reason, this nomenclature “rural school” will be maintained, with respect to the legal documents and theoretical archives of Catalonia to refer to its schools.

3. Country Schools in Brazil

The educational policy for rural schools in Brazil emerges from the articulation between the rural social movements and civil society sectors, which announce, or better, denounce the forms and the very poor infrastructural and pedagogical conditions in rural schools in the country. The precariousness of the conditions in the rural area, allied to the fight for land and work in the countryside, is accompanied by the fight for public policies in defense of the quality of education for rural people. In defense, therefore, it is for the best in the material

conditions of schools, as well as for the specific training of teachers to adapt these school spaces. A base was fundamental to think about an education and a school that approaches and dialogues with life in the countryside, starring the hairs that we inhabit, we live in the countryside.

The movement in defense of Field Education in Brazil has been forged as a field of theoretical and practical construction, consisting of a set of practices, principles and policies that have been formulated, since the end of the 1990s, by subjects involved in the construction of a school project, articulated to a field and society project. In the collective organizations of two Camponese people, one of the main construction companies proposed was called the Movimento da Educação do Campo (Molina & Sá, 2011). Nessa trajetória, foram constructed public policies, established educational practices at different levels and modalities of teaching, developed hundreds of projects and a substantial process of production of academic knowledge in all the regions of the country.

In this group of collective actions, teacher training is highlighted as an important event that discusses the context of what summer and school are in, in a field structurally over the domain of the latifúndio. Historically, since the beginning of Brazilian social formation, the countryside has been established in activities intended for export, which meant the use of large expanses of land and, consequently, the need for large quantities of labor force that, according to the type of activity What we do and what we still do, does not require the classe trabalhadora to be schooled to exercise the job. It is certain that, in a country like

Brazil, with a large territorial area, the distribution of land will not be the same in all the regions and the forms that field work assume will also be different in each of the Brazilian regions, varying to Market insertion of this workforce, thanks to the technological presence and production intensity of each region. Therefore, even in such a context, the group of field workers, in any regional space, with greater or lesser presence of technologies in the field, was stigmatized by considerations that it is a backward population and, mainly, for not being educated. . But, the schooling of the population is necessary and, for this reason, the school designed for them was initially planned in the form of a universalized education and under the domain of the patrão, dono das lands. We call this schooling Rural Education and its pedagogical ruralism.

The rural education that emerges from this conjuncture will be immersed in a field of dispute, its foundation being the maintenance of the process of dominance and maintenance of the status quo. It is worth clarifying that, at this moment, the movement of constitution of the countryside-city relationship intensifies. Therefore, there is a dispute in the field of economic dominance between rural and urban, between agriculture and industrialization. As a field of dispute, rural education will be limited to the fact of domination of land owners as their aggregates or those rural, temporary workers who live in the migratory movement between the countryside and the city, itself in the industrialization process. It is worth noting that, like the process of modernization in the countryside starting from the second goal of the 20th

century, this will not mean better living conditions, much less schooling of the population that lives in the countryside. Back in the 1980s, this same series was the scene in the Brazilian countryside.

Second data of the Ministério da Educação (2020), as schools located in the field possuem, in percentuais terms,

10.5% of early childhood education enrollments are in schools in rural areas. It is also known that 96.8% of registrations in rural areas are served by the public network. While pre-school enrollments in rural areas represent 13.1%, this value reaches only 6.8% of rural enrollments. ... In the beginning years of fundamental education, the municipal network has greater participation, with 68.1% of enrollments (Ministério da Educação, 2020, p. 25).

Faced with these data of rural schooling in Brazil, as indicated, it is necessary to defend an education for the rural people, second to the perspective of Rural Education in contrast to rural education, and this must be demarcated by the rural population from and together those who experience the activity of the countryside in its diversity of land use, as well as two original peoples and their identities. It is this diverse field that emerges in Educação do Campo. Therefore, it is from this basis that the Campo Educação Movement emerged, at the end of 1980, to promote the creation of a theoretical, political and methodological reference that says respect for the construction of an educational project that can meet the demands of Populations residing and working in rural areas are opposed to rural education. In the pattern of this movement, the concern is to build a

school project linked to a rural and societal project, which places the peasantry and the rural people as subjects of direitos, not only in the perspective of their integration into existing social dynamics, but, mainly, in the perspective of its transformation, in the direction of more fair and equal conditions for all.

It is with this force formed by all these collective subjects that a diversity of practices and forms of organization of schools in the Brazilian countryside have been concretized. The schools that derive from this process assume practices starring the subjects, with their ways of life and their own forms of organization, inserting their peculiarities, which are diverse, apart from complex territorialities, for example the Agricultural Family Schools, which we articulate times and spaces as a founding part of an education that has as a principle or protagonism two subjects and alternation as the basis of this school.

4. Rural schools in Spain

The history of Spain was marked by a strong civil war (1936-1939), the dictatorship of Francisco Franco (1939-1975), whose impacts on the population were poverty, economic recession, censorship and restriction of freedoms. In education, the effects are devastating, with the precariousness of the working conditions of teachers and schools, with conservative educational plans that generate a large process of exclusion of the population in relation to access to education. No rural territory, no different. However, the movement of teachers and the country rebuilt the rural school site in the territory and its importance for the permanence of families in rural space.

Understanding education in rural territories in Catalonia involves understanding the conception of the rural world that permeates this historical construction, the relationship between rural schools and territory. To define what is understood by the rural world, the Relatório de Pesquisa Fopromar (2019) problematizes these definitions, in dialogue with a compression given by the Comissão Europeia (COM, 1988) and with the specificities of each territory.

[...] understands that the rural world includes areas and regions where diverse activities are carried out (agriculture, crafts, small and medium industries, commerce and services) and includes natural and cultivated spaces, communities, villages, small cities and regional centers, as well as rural industrialized areas. These characteristics serve to equate it to an authentic scroll in which, following the steps of the past, a new territorial landscape is developed to protect the new functions that the society attributes to this territory (including the surroundings with the questões of the environment and patrimonial) (Fopromar, 2019, p. 17).

In Catalonia, the debate continues around the identification of a new rurality, according to the data of the Atlas of the New Rural da Catalunha (Aldomà et al., 2009, 2015), which has its definition considering demographic variations, focusing on the data of resident population, Demographic density and dispersed population. In this sense, it is not possible to think about the organization of territorial space, without considering the current conditions of definition and organization of the rural world. This delimitation and categorization influences

the definition of what is understood as a rural school and how it is defined in Catalan rural territories.

In this way, understanding this organization and this new rurality contribute to understanding how it happens to the organization of rural schools. The rurality profile of Catalonia is marked, primarily, by a large territorial extension and a relatively low population occupation, compared to the population of Barcelona, capital of the Autonomous Community. This territorial dispersion demonstrates that the Catalan rural world is being dispossessed, but that this movement is not permanent, it is altered jointly, especially in times of economic crises, in that the option to live in small municipalities or rural areas also contributes to maintenance of schools in rural communities.

The Catalan territory is divided into 4 provinces (Barcelona, Lleida, Girona and Tarragona), with 948 municipalities, organized in regions and geographically divided into the territorial areas (Alto Pirineu i Aran, Campo de Tarragona, Central Regions, Gironas Regions, Metropolitana, Penedès , Ponet, Torres de l'Ebre), according to Atlas da nova ruralidade de Catalunha (Trepas, 2015).

The regions contribute, at a territorial level, to demarcate the profile of the school and the conditions of its organization and functioning. There are schools in mountain, coastal and plain regions that influence school organization. This dynamic organization of the rural world is decisive for the debate on rural schools, once there is a growing deprivation of the most distant regions and a greater concentration of population around the city of Barcelona.

Nesse sense, Boix (2014) states that:

[...] rural school is a dynamic actor in the territorial dimension and is supported by various perspectives that complement each other: as an active member of a territorial institutional system, as a recipient of identities and emotions, as social capital and as configuring elements. da construção social rural (Boix, 2014, p. 90, translation nossa).

Thus, the construction of education policy for rural schools in Catalonia is worth the need to guarantee the direction of the school and that it is located in its own territory where our children live. The school, therefore, becomes a central element to guarantee the permanence of people in rural space, including as a preponderant element of the return of families who see two large urban centers to live in small communities. The existence of the school is quality that presents only factors that influence the return of families.

Boix (2014), to quote Prats (2004), observes that:

[...] school is a symbiosis of different actors, with the capacity to provide efficiency and equity to the social group in which it is integrated. The disappearance of this actor (school) is supposed to have disappeared, in many cases of the “sentimento de communitye habitável” (a community without a school, morre), on the part of the population and also the rupture of its own institutional system and consequently the organizational dimension and identity of the rural territory (Prats, 2004 apud Boix, 2014, p. 90).

The first experiences of debate for the construction of public policies for rural

schools in Catalonia are developed by the Secretariat of Rural Schools (SER), a teaching movement that proposes an organizational model, in addition to drawing up a debate on the importance of the school context and the quality of education. in rural communities, which is still valid today, being its reconvened coordinator for the Catalan Educational Administration. The debate on the quality and conditions of maintenance of the schools is at the central point of the Secretariat of Rural Schools, which is responsible for the organization and reorganization of the Rural School Zones (ZER). The result of this process is the existence of various types of rural schools: a) unitary schools of a multigrade nature residing in the school system; b) multigrade schools, of an incomplete nature, with two organizational options: grouped (Rural School Zone, in Catalonia) and Grouped Rural Center (in Aragón, Castilla-La Mancha, Castilla-León, Galicia, Valência, among other Autonomous Communities); ec) Complete schools, located in cities considered rural, that receive students from the city and transported (Fopromar, 2019).

Not all typologies are found in all territories, therefore, there is a predominance of multigrade rural schools, grouped mostly in a Rural School Zone, located in our own towns, with a pedagogical purpose that aims to maintain a close relationship between school, community and Territory .

A rural school in Catalonia is organized, especially, in two ways: a unitary and/or cyclical school, which seeks to incorporate the culture of the rural area, and one whose didactic-pedagogical structure is based on heterogeneity and in

different multi-level groups (levels of knowledge) and education, with diverse competencies and curricular standards for schooling (Boix, 2014).

In unitary schools, they operate in one or two shifts, organized in cycles, with students from the first and second cycles (or equivalent to the period of the 1st year or 6th year of the Brazilian school organization) in the same class. The cycles, in truth, are organized by ities: students from 0 to 3 years (P3); students from 4 to 5 years old (P4 and P5); students between 6 and 8 years old (initial primary cycle - CI); students from 9 to 10 years old (middle primary cycle - CM); e students from 10 to 12 years old (upper primary cycle - CS). In some unitary schools, students from P5, CI, CM and CS are identified in the same class.

Multigrade unitary schools are not only single-centre schools. The group of teachers who work permanently at the school, two of whom also act as school coordinator, assume the teaching functions. For two or three days a week, students have classrooms with itinerant teachers, who are foreign language teachers (in Catalan public schools, they learn Catalan as an official language, or Spanish as a second obligatory language for reading and other third languages). , or English or French in schools located in the Pyrenees, which border with France), physical education, musical education, for there are disciplines with a lower workload than

the rest of the mandatory curriculum. The itinerant teachers work in all the schools that comprise the ZER on alternate days, in function of the organization

of the ZER and its curricular needs.

Other rural schools are organized in cycles. Only schools with a large number of students, generally between 100 and 200 students, organized separately, or in the same class, are found only for P3 students or only for students in the initial cycle. There are schools with a larger number of permanent teachers, with coordinators, directors, secretaries, elected by the school council, but rather than assuming their functions as teachers in the classroom.

The Rural School Zones also have their respective administrative representatives: director, head of studies and secretary, all teachers and members (Corpo Docente de ZER and Conselho Escolar de ZER), for the organization and management of the group of schools , except for those that the group considers necessary for its integral functioning.

The efforts made by primary school teachers resulted in the construction of a specific educational policy for rural schools. Over more than 30 years of experience, this policy was developed from the initiative of the teachers who operate in rural schools, meaning that, over the course of this period, a specific regulation was consolidated to expand the quality of schools, for example investment in pedagogical organization, teacher training and physical structure of rural schools.

The policy for rural schools in Catalonia began in the beginning of 1981, with the elaboration of the Rural School Support Plan. Nesse plan, apostou-se in the decentralization of rural schools and in the promotion of fundamental changes,

such as the construction of contextualized schools and the anticipation or renewal of equipment and human resources so that they contribute better quality to rural schools.

Feu (2004), ao estudar o movimento de reorganização da escola rural, affirms that it is possible to identify two different moments of the organization of rural schools in Catalonia. Firstly, what the author called “new rural school”, and secondly, called “new rural school” (Feu, 2004, p. 2). This rural school is the balance of abandonment and precariousness of schools, both from a pedagogical point of view and from a structural point of view. As rural schools move towards their extinction, given the level of abandonment and lack of confidence from their own families in relation to this school model. The new second rural school, motivated by the ebullition of the political renewal movement, reflects on rural education with the purpose of reorganizing the rural school.

The reconstruction of a new rural school was made up of two teachers and families who resisted in defending the existence of the schools and the permanence of their communities. Nesse processo, após long debates, o SER presents the document “School Zone Project for Rural Schools”. This document draws, for the first time, the specificity of the express Rural School Zone (ZER), as a proposal for the pedagogical organization of rural schools.

A ZER comprises a group of schools that, due to their geographical, economic and cultural situation, are structured as an entity that has its own material and human resources, in accordance with the geographical characteristics and the

specific pedagogical needs of each region. Each school integrated in the area retains its own characteristics, but at the organizational and pedagogical level, it maintains close links with the rest of the schools. As Escolas que compõem uma ZER share the same educational project (Fopromar, 2019, p. 31, translation).

The creation of ZERs is the fruit of the collective articulation of teachers who, challenged to rethink and restructure rural schools, propose to build alternatives to improve the quality of teaching and, moreover, develop appropriate methodologies for the specific conditions of rural schools in the territory.

In a few years, policies for rural schools were not established. In 1988, Decree 195/1988 was published, which formally constituted the first 15 ZERs in Catalonia. The aforementioned decree came into force effectively in 1990. In the 946 municipalities that make up Catalonia, there are approximately 400 rural schools. In 87% of these municipalities, there are schools grouped in a ZER (339 schools) and there are also 60 rural schools that are not part of any ZER (Forpromar, 2019). These rural schools, with defined criteria not referred to in the decree, lose two criteria that we define as part of a ZER, which is a small unitary school.

rural school acquires a relevant importance in the Spanish educational system, partly through school grouping policies (through the ZERs), which for more than 20 years have facilitated collaborative work between rural teachers and the optimization of their resources. didactic, material and economic. But also because you have known how to accommodate the needs and interests of this

constantly growing society.... It is also alleged that in some rural Spanish territories a revival of this type of school has been introduced, revealing its pedagogical potential and its capacity to raise and re-create permanent manner (Boix, 2011, p. 15).

For Boix (2003), it is a collective action that is imposed as a strategy to think about the place of the rural world and the school:

This collective action is not a utopia, it is an urgency for rural territories, subject to problems of dispossession, competition, restructuring, little public interest in regional and national spheres, local conflicts, etc. It encourages spaces of success and allows the appearance of collective agents who express new interests; allow mobilizing necessary energies in the entire development strategy, especially in periods of major changes. Thus, it reinforces the capacity of a city to respond to two challenges that are currently presented in the rural world and also in rural schools (Boix, 2003, p. 2).

What is perceived is that, in a strategy of nuclear without deterritorialization (in a physical and identity way), small schools are being maintained in small communities. The broad Catalan educational legislation, as well, is aimed at a specific school in rural areas, with orientation and school organization, built on the basis of the experiences of the teachers who teach these schools. The construction of the school organization proposal by the ZER, by the teachers, ate or reconfirmation of the point of view of the law, more than thirty years will pass.

The organization of ZERs is focused on articulation and non-compartment to develop pedagogical work in rural schools, uniting this activity: school and science, without losing attention to families. Another very important aspect of organization is the cooperative way in which teachers work, especially two teachers of Physical Education, English and Music. These teachers, as I said, are itinerant and work in all the schools of the same ZER, meaning that the schools that form the ZER share an educational project.

Because it is a public policy, rural schools in Catalonia present, in structural terms, excellent building standards, with well-built spaces and, furthermore, with all the educational conditions that a school needs. An element also perceived in rural schools is the relationship with families. The school-family relationship seems to be at the center of the organization and there is a symbiosis between the families and the school's purpose. Due to its nature of organization, there is a sharing of activities with families, which goes from the activities in the school itself to share two things, for example, with food, as well as the work activities that the school only proposes. It is certain that there has, in fact, been an approximation of two countries through the work carried out by the school, with its educational community.

5. Final considerations

We now analyze the situation between Catalonia/Spain and Brazil, not that it concerns the struggle for rural education in the Spanish Autonomous Community and Countryside Education in Brazil, the research refers to some results, among

them as approximations for the guarantee of direito à education for people who choose to remain in the countryside.

Another result was to identify the different nomenclatures used in both countries to designate rural and countryside education policy. In Catalonia, the expressions of the rural schools are used to designate the model of educators who strive to overcome and build a pedagogical purpose in which a new rural school can emerge. The nomenclature Escola Rural ou Educação Rural continues to be used, even in legal frameworks, so researchers understand that, over more than 30 years of history, significant changes in the public policy proposal are being consolidated. There is a significant change in the way of organization of schools, in the management model and in the development of active and participatory methodologies, which gives a touch of innovation in all policies for rural schools (Boix & Buscà, 2020).

No Brazil, this trajectory demarcou also important changes not to rethink the role of rural school. The idea of rural entered the debate pattern, because this nomenclature was linked to the idea of a precarious, poor school that would tend to disappear. The rural school in Brazil was marked as a symbol of backwardness and precariousness, lack of training and so many other absences. In the construction of public policy in Brazil, an organized struggle to change the “meaning and purpose” of the School to the name of Field School, because in addition to rethinking the role of the school, this idea traces with it an inherent dialogue and its connection with life , as the territory and as the subjects, their

struggles and their defense processes, not only a social quality school project, but also directed to the land and to the territory. Isso explains the option of dealing with Escola/Educação Rural, when we refer to Catalonia and falar de Escola/Educação do Campo, when we refer to the Brazilian experiences of fighting for the education of two peasants, without, contudo, attributing endorsement of models such as bons ou ruins. Another point found in the research is to respect the approximations between Catalonia and Brazil that will experience similar fights in construction and in a fight for this reason, for apart from the nomenclature used, the two countries constitute political-pedagogical strategies to ensure rights to education and school to the subjects that we live or choose to live in the countryside.

The research also points out four aspects that bring Catalonia/Spain and Brazil closer together in the consolidation of a rural/field education policy.

A first approximation says respect for the resgate and historical importance of the school as a structuring element of the territory, the characterization of the rural territory and its relationship with the school, understood as central to the debate of rurality and permanence or not of families in the countryside. A school as a center of dialogue and approximation of the community, as a place of physical occupation two spaces, as a place of thinking or field, its values, its costumes, its historical and social heritage.

The idea that without a school there is no field/ village , the face of the school is something beyond it itself: a current strategy that aims to maintain the rural

place, existing and resisting, despite industrialization, modernization and the advancement of large monocultures . The rural world does not tend to disappear, because it shows resistance and is being transformed and rediscovered as social and economic processes. The school is consolidating our two countries as a place of resistance and as a place that ensures the existence of the rural world. It can be affirmed from this research that, definitively, the idea that one cannot invest in schools, because the field tends to disappear, is not sustained . On the contrary, the experiences of two countries demonstrate that investing in education is a way to ensure that the field will not disappear, that it will be able to be reconfigured, restructured and, therefore, will not cease to exist.

The second approach identified in this investigation refers more specifically to school, only to the forms of mourning for its existence and maintenance. It is highlighted that the organization and struggle for rural education in Spain is part of a struggle movement for the valorization of school by teachers who understand this struggle as a space for learning, as a construction of educational identity linked to their own rural territory, as a space for life and survival. As in Brazil, the debate on the school is born from educators, from movements and organizations that challenge us to rethink the role of education and the school in the countryside in this context.

Identified, in Catalonia/Spain, that this process was built by two teachers and that, by means of educational movements, or by territorial movements, constituted a struggle for the construction of policies for rural schools or for the

consolidation of a education policy for the rural environment. These movements represent a point of political resistance, in the perspective of the proposition, the implementation of pedagogical actions, of reflection on the rural world and two development processes in which they are involved. Thus, the experience developed in the Autonomous Community of Catalonia demonstrates that the forms of resistance are only in diverse forms and constitute movements of different organizations, therefore we trace them in common to defend public, secular, quality and accessible education to all as a direct, or that approximately the experiences identified in Brazil, as can be observed in the continuity of this research work.

It is further ratified with this study that, in Brazil, the movement in defense of education in the countryside is consolidated as a national movement, formed by educators, organizations and social movements fighting for land, such as the Movimento dos Trabalhadores Sem Terra (MST).) ea Confederação Nacional dos Trabalhadores na Agricultura (CONTAG), a Network of Agricultural Family Schools, among so many other experiences that we will understand that the school place was integrally linked to the defense of the territory, life and production. This Movimento Nacional de Educação do Campo consolidated all the details that were created for the construction of the public policy of education in the countryside in Brazil, ensuring also pedagogical practices and experiences, as changes in the legal regulatory framework for the reconfirmation of the policy of education in the countryside.

These two fights demonstrate that the subjects that reborn do not have any joy in school or in the rural world; There are subjects that collectively articulate themselves in the defense of the school, more especially in the construction of an education policy that sustains the direction of the school.

Identified, furthermore, that many social movements and organizations in the countryside in Brazil approximate the educational practices of Spanish rural schools, or that it demonstrates that there are educational practices that are being carried out, both in Brazil and in Spain, as well as intuiting ensure quality in the quality of rural or countryside schools.

A third approximation, evidenced, between the two experiences, refers to public policies. In Spain, the education system reads incorporating elements of the demands presented by the teachers of rural schools, especially not that they refer to the proposals for rural school organization around the ZERs, with human and financial resources of the State, thus regulating the forms of community participation in educational processes and contributing to the expansion of political-pedagogical proposals of rural schools in Catalonia. In Brazil, starting in 2001, the regulatory frameworks of rural education have been consolidated, with the first Resolution of the Ministério da Educação, which recognizes rural education, and not more rural education, as a set of political, administrative and pedagogical techniques for rural schools. As a result of the intense struggle of two movements linked to rural education, this legal framework allows, as demonstrated in this work, a general reorganization in the public policy of rural

education.

The two experiences demonstrate that the struggle for education and direct education is consolidated in public policies as a result of historical processes of struggle, assumed by collectives of educators, movements and organisations, or, as it turns out, not simply the initiative of the State itself. SW. This State is guided and pressured to build these policies, pressured to respond to the socially and pedagogically demands presented by the collectives of educators, countries and organizations/movements to conquer and guarantee their rights.

Finally, the research showed the importance of the construction of networks (network of movements and network of educators) in the two experiences, once they created spaces of exchanges, dialogue and joint guidelines for the consolidation of the rural/field school as a place of production of knowledge, of experience, of projects and learning. Only the networks of movements that force the construction and structure of politics at a macro level, but only the networks of educators, countries and students that give life and support to everyday micropolitics in school, that reinvent ways of doing things, that enable us Processes of training and experimentation of new practices, which change the school environment, which make the school a place of production of knowledge, of life and of identity with the territory where the school is inserted.

Other approximations and results can be identified, especially the most general census of the rural world and the situation of schools, protected by their specificities of territorial understanding and occupation of the rural world in both

countries. Both in Brazil and in the European countries that participated in the Fopromar research, the debate on rural/field schools is not exhausted, given that schools continue to decline, even due to administrative criteria. At the same time, these criteria are more considered for this analysis than the pedagogical criteria, it seems because the number of students in rural schools is decreasing, impacted by the broad process of urbanization of the countryside (advancement of two urban centers for rural spaces), it seems After leaving rural/countryside people to live in the cities, the interest of teachers in teaching these schools has diminished. Thus, it is possible to affirm that the historical movement is dialectical and the flow of progress and resources in the construction of rural and countryside education policy. The historical processes pose different challenges for each conjuncture and this is valid for the role of the school, which is shown as a challenge for the educators and for the entire network that supports the defense of education as a direction.

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