

Field's Education in the National Plans of Education: Tensions, Contradictions and Challenges in the Face of the Assurance and the Denial of the Right to Education

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Abstract

The present work is the result of studies performed at the college's subject Education, Public Policy and Management in Education. The function of this work is to investigate the tensions, contradictions and new challenges that are engendered in the confrontations towards the assurance and the denial of the right to education for the peasant population. The research was developed through a documentation analysis of qualitative nature, guided in the dialectical historical materialism approach as a method. This work is based on the theoretical assumptions defended by Arroyo and Fernandes (1999), Caldart (2003; 2011), Marx and Engels (2011, among others. The findings indicate advances in the Education National Plan (2014), but it did not show significant achievements towards the Field's Education. There is a long way to go in the educational rights for the peasant population, which are permeated by tensions, contradictions and challenges. significant achievements with regard to the Rural Education.

Keywords: Rural Education; National Education Plan; Public policy

1. Introduction

The Brazilian historic difficulty to elaborate and deploy, in the sphere of political action, projects that implement effective laws which, in fact, produce impacts on peasant's reality and it is noticeable. In a social

situation marked by contrasts, it is perceptible a more and more incisive presence of tensions between the guarantee and the realization of basic rights such as life, health, education, among others. Thus, under a prism there is a guarantee of these rights in legal terms, by a more vehement way, there is a “normalization” if their denial.

Undoubtedly, the discussions that emerge on Field's Education, and it is important to define here that it is a concept raised to bring a political discussion for the education in rural areas and this education is supposed to respect the particularity of the subjects, their life and other characteristics. In the discussion, then, when rural is treated like “field” it is made politically and not just a geographic difference from the urban areas and it has advanced categorically having as backdrop some important considerations, among them the idea that this type of education is not a market training, in which the subject is understood like a specific product which satisfies the interests of capital. Another particularity mentions the Rural Education as a process that permeates the social, political and economic of individuals, in view of the respect for socio-cultural and economic diversity of the communities.

In this sense, we planned in this text to provide an overview analysis of the National Education Plans (NAP) and its legal conditions since its first version in 1993, secondly, in 2001 and therefore the last in effect since June 25, 2014 that specifically establishes guidelines, goals and strategies for the following ten years in the Brazilian education system. It should be added that since the Constitution of 1988, the country has an obligation to plan for the future of its teaching, aiming to promote education with more quality for the entire Brazilian population.

Regarding the PNE (BRAZIL, 2014b), which directed the national policy of the country's education for a decade, twenty goals were firm as the commitment of Brazilian State in favor of education for the population in general. In this document, the priorities are explicitly guided regard to national education, especially when it refers to the commitment to quality, structure, financial investments, accessibility, retention and success of students. It features a set of goals and strategies that cover all levels, modalities and educational stages, from kindergarten through graduation, and establishes guidelines for the teaching profession, the implementation of democratic management and financing of education. In addition to the above aspects, policies are also directed to the reduction of inequalities for groups like the disabled, indigenous, slave reminiscent communities, rural students and paroled assisted students.

The detailed analysis of this set of targets signs to the rural neglect. Thus, this analytical framework emerges its entire scope and theoretical framework of this paper through a documentary analysis backed by legal documents.

2. Field's Education: Tensions, Contradictions and New Challenges

Despite its fundamentally agrarian origin, the peasant population was neatly excluded from the educational public policies of the country. It is salutary even say that the exclusionary process that demarcated the educational issue of the rural population was, thus, a historical fact (CALDART, 1997). In this aspect, despite the advances, it was not consolidated, instantly, a mechanism that could meet the Education in rural areas, considering its history and culture. As can be seen from the above-mentioned aspects, being a predominantly agrarian country, this space was consigned to oblivion by the government.

The peasant context, during the years, as a major supplier of products for the cities employed strong investments in education. It should be added that to work in the agricultural sector demands were not made on the worker guided by instructional criteria or, either, their literacy was charged.

Thus, the period concerning the decades of 1930/1940, was marked by the effective presence of the "pedagogical rurality". This proposal had as main function the defense of a focused education in stabilishing the man / woman at the rural areas. In this scenario of force correlations and antagonistic processes emerged, by the State, an action that aimed to stem the rural exodus through school, that is, it would be this institution's role convincing the subject to remain in rural areas. It is worth mentioning that the "pedagogical rurality" was based,

[...] in the defense of an adapted school and always referred to the interests and hegemonic needs. These are diluted between what one could see as economic interests of character classes and groups of rural capitalists or as interest groups, especially politicians interested in urban issues. (PRADO, 1995, p. 6)

Based on the above assumptions, we see that the hegemonic interests and needs, have always been prevalent in the definition of parameters concerning the peasant educational context. In the meantime, it can be said that the context in which Rural Education is originated, is unfortunately marked by social inequality, the result of policies that never aimed at ensuring the basics to the peasant people. In accordance with the above aspects elucidated, Moura (1988, p.52) states that: "The gate can be closed by those who have the power, but on the other hand, the fences can be and are being taken down every day, by the subalterns and the expropriated".

Given the above, it is seen that especially the social impacts of these changes come to the rural areas decisively influencing the production process and guidelines for education offer. Thus, the LDB no. 9.394/96, states in Article 28 that:

On the offer of basic education for rural people, education systems promote necessary changes for its adaptation to the peculiarities of rural life and of each region, especially. I - curriculum and methodologies appropriated to the real needs and interests of students from rural areas; II - own school organization, including the adequacy of the school schedule to the stage of the agricultural cycle and climate conditions; III - adequation to the nature of work in the countryside. (SAVIANI, 2001, p. 172)

Looking at it that way, despite the advances, there has been a consolidation, instantly of mechanisms that are able to meet the field's education, considering its history and culture. In short, the Field's Education, brings in the midst of discussions the creation of a pedagogical approach and fosters the structuring of a legal order, the need for unification of the peasant struggle and their organization for public policies to ensure the right to education for the peasant population and the need for recognition, strengthening and legitimacy of the political-pedagogical experiences that, over time, have been accumulated by these social subjects in their relationship with the environment.

3. Historical Biases of the Education National Plan and its Basic Principles

Tracing a historic resumed overview about the National Education Plan - PNE within a reality of

fighting and resistance in favor of the guarantee of rights, especially in the case of peasant reality, is important since it represents an initial tool for discussion and / or conceptions aimed at the educational level. However, in spite of PNE presenting little practical implementation in regard to the advancement of the Brazilian education quality as well as to consolidate itself as a guiding document in the context of public disclosure, this government policy instrument is a mean for the population to require improvements from the State and educational guarantees, even experiencing a period of recession, like the one we are currently facing.

When we look back in history, we realize that the first time that the referred document appears in a law text has been through the Federal Constitution enacted in 1934, which stipulated in Article 150, the need to "to stablish the national education plan , comprehensive of teaching all grades and branches, common and specialized; and coordinate and supervise their implementation throughout the country's territory. "

Subsequently, on December 20, 1961, specifically, it is established the first Law of Directives and Bases of National Education, Law No. 4024, which revolved, among other things, the need to regulate the education system in Brazil, concerning issues such as the regulation of state boards of education, minimal training required for teachers and the establishment of a National Education Plan.

Consecutively, it was set up in December 20, 1996 a new perspective of prominently action related to the education in its broadest sense, that is, the enactment of the current Law of Guidelines and Bases of National Education, Law No. 9394 which "sets out the guidelines and Bases of National Education. " In its scope, its laws stipulated in Articles 9 and 87 that is the responsibility of the Union the development of the National Education Plan, in collaboration with federal agencies, and instituted, among other things, the Decade of Education. Also indicated that the Federal Government should forward the document to the National Congress a year after the publication, basing on guidelines and targets for the next ten years, in accordance with the World Declaration on Education for All.

In 1993, the Ten-Year Education Plan in force between 1993 to 2003, brought in its scope one "[...] set of policy guidelines in continuous process of updating and negotiation" (BRAZIL, 1993, p. 40). Consecutively, already in January 9, 2001, it emerged the need to devise a more settled plan able to gather elements to dialogue with the main guiding aspects of education in the Brazilian context. then elaborated the First National Plan for Education (Law No. 10,172) post-democratization, effective ten years from 2001.

The Rural Education appears in the strategy "f" at the second objective of the plan, in which it asserts the commitment to make universal, equitable, educational opportunities and to establish qualitative and appropriate levels of learning for poor rural children. Thus, the primary function of the plan lay in the necessity of ensuring universalization through differentiation methods, educational strategies and appropriate methods to the needs of these groups, guaranteeing both access to education and school quality (BRAZIL, 1993).

Subsequently, the sixth goal of the text brings up the important fixing and need to "[...] increase funds for maintenance and investments in the quality of basic education" (BRAZIL, 1993, p. 40). Thus, presents the Rural Education pointed in strategy "b", which envisions the undisputed creation of funds and unconventional mechanisms regarding the financing of innovative projects in areas that have large demographic concentrations of poverty, included in this bulge the "areas rural criticism."

Finally, it is important to bring out another perspective contained in the plan, which refers to the field's education in the Ten Year Plan, specifically in the "global goals". Nevertheless, in regard to the relation of twelve goals, the penultimate presents the following text: "[...] equip all elementary schools, urban and rural, state and local, basic operating conditions" (BRAZIL, 1993, p. 43).

In this context of struggles and clashes for the sake of educational rights guarantee, essentially the graded in the field's education needs, PNE (2001-2011) (BRAZIL, 2001) was adopted in very different conditions of the previous ten-year plan. In this new scenario, the respective document becomes the Law No. 10.172, of January 2001, after a great deal of debate and political tensions in the national congress. Thus, occurred in 1996 and 1997, two National Congresses of Education (CONED), the need for, among other things, elaborating a more solidified proposal based on the real needs of the diverse groups that integrate the Brazilian education, namely, the indigenous population, riverine people, slave-reminiscent communities, sharecroppers, squatters, etc.

It should be mentioned that the reflection of this movement occurred on February 10, 1998, which itself resulted in the submission to the Deputy Chamber of the so called PNE of civil society. The next day, in turn, the government filed another PNE project. It is worth saying that the processing of two PNE proposals emphasized at that historic moment, as pointed out by Valente (2001, p. 11) to "[...] existence of two school projects, two opposing educational policy proposals; they actually translated two antagonistic projects of the country."

According to Aguiar (. 2010, p 710), the PNE approved in that context considered the following elements: "a) education as an individual right; b) education as a factor of economic and social development; c) education as a means of combating poverty. " Although they were raised in the central emergency points of the document content, they were not configured as crucial points of public policy for the peasant people.

Thus the Rural Education, as a teaching modality discussed herein, had marked its birth with the completion of the 1st ENERA (1997), the 1st Conference for a Field's Basic Education (1998) and the creation of Pronera (1998). However, the Ministry of Education - MEC remained dissociated from this building. Earlier references were still alien to a conception of education disconnected from the rural aspect. The first National Education in Agrarian Reform Program - Pronera, created by the Agrarian Policy Extraordinary Ministry and incorporated into the National Institute of Colonization and Agrarian Reform (INCRA) in 2001, brings with it some important change proposals. However, the PNE (2001-2011) (BRAZIL, 2001) remained with the same conception of Rural Education in the text, ignoring the concept of Rural Education as a politic aspect.

It is salutary to highlight that the PNE policy priority was drafted and based essentially on an idea of urban education. Again, the set of objectives and goals kept as a central focus, brands, direction and characteristics of an education that would foster the aspirations, demands and needs of the urban population.

The rural school requires special treatment, for the elementary school supply needs to reach every corner of the country and expanding the supply of four regular series in exchange for single-teacher isolated classes is goal to be pursued, considering the regional peculiarities and seasonality. (Valente, 2001, p. 72)

Thus, as shown, the goals were not related to the specific Field's Education regarding the peasant culture, the production of knowledge or the curriculum, however, be emphasized, in the PNE (2001-2011) (BRAZIL, 2001) the presence of specific targets for the education of the peasant population.

Before the aspects raised, it should be added that in June 2014, even though understood as the object of debates and propositions in disparate segments of society since 2010, has been approved and sanctioned the new PNE for the decade from 2014 to 2024 (BRAZIL, 2014b) even without a performance assessment of the previous plan or a diagnosis that point the issue of Brazilian education quality in addition to the numerical data.

4. Tensions Between the Warranty and Denial of the Rights to the Efectivation of Policies Aimed at the Field's Education

In the current educational framework in our country, historical moment in which trigger struggles, tensions and clashes for the sake of ensuring a quality education and enforcing policies for Rural Education, space where many elements are configured, actors and situations involved from the development of a national proposal, through the educational thinkers and ending in making professional in the classroom in which materializes the whole theory, It becomes increasingly an incessant need to think education for rural population that exceeds the purely capitalist vision, set as a central axis in policy discussions set at this juncture.

In the first decades of the twentieth century, the main idea combined with the interests of the elites, which were limited to control workers in order to defend the order and harmony in cities prioritizing just trying not to drop agricultural productivity. This initiative spurred the creation, in the 50s, of programs like Rural Social Service (SSR) and the National Rural Education Campaign (CNER). Their programs did not have an effective concern regarding the ability of offering autonomy to the peasant subjects.

In this sense, they worked with a focus turned to the qualification and hand inserting peasant work in a particular production system that in that historical context, emerged with aspects focused on modernization. It is worth adding that actions concerning public policies were restricted that directed the field and its development, that is, it were emerged attempts to characterize the field as aspects related to the strictly economic framework

About the points raised, Molina (2003) adds that:

Historically, the rural education concept was associated with a poor education, delayed, with poor quality and few resources. It had as backdrop a rural space seen as inferior, archaic. The timid programs that took place in Brazil for the Rural Education were designed and developed without their subjects, without their participation, but for them. (Molina, 2003, p. 76)

Meanwhile, Ribeiro (2010, p. 182) also points out that "the rural school only has this identification due to the place where it is located, as its contents, concepts and methods are identical to the urban school," on the assumption that cities mean progress and civilization. action. Starting from the assumptions listed above, the identity issues, pedagogical aspects and the curriculum itself back to the campesino space did not hold a specific emphasis on educational proposals targeting and designs that went beyond the simple maintenance of subjects on the peasantry. The function that was inherent in the rural school at that time

was intended, in addition to instruct, assist in the adjustment of the individual to the environment. Thus, the Rural Education had as fundamental principles: "[...] valuing the rural man, to educate is to settle the ground where you live, it is adapted to their environment, form the mentality of the rural man" (Prado, 1995, p. 14-15).

In the meantime, it is relevant to emphasize that rural education is based on purely economic and ideological interests, not having primacy of the need to ensure a quality education for workers in rural areas, but in return, qualifying them for an ongoing obedience to the precepts of capitalism, even in adverse conditions and experiencing the everyday weather, because there was no public investment in order to promote improvements and priority conditions to that territory.

The 50's, specifically, has been characterized as the "developmental" period, as was this context that engendered the industrialization of conditions in Brazil. In this sense, the progressive idea brought up an overvaluation culture of urban cultural aspects at the expense of rural areas. This predominant idea of urban culture intensified the social conception of the subjects of the countryside through negative stereotypes such as "tucky", "backward", "hick", among others. Over this vulgarized perception of the peasant, the peasantry, in addition to set obstacle to development for their alleged character "naive" and "ignorant", is engendered as vulnerable to subversion. In this sense, it is necessary to emerge the state control over this social framework to combat possible subversive actions, ensuring, like this, the considered development of Brazilian society.

Over the years, specifically in the decades of 1960/1970, the rural education is undergoing a transformation whose primary function focuses on a substantiated demarcation of programs with strong US influence. It is worth to mention that in this period, were emerged actions that aimed at strengthening the community design and integration, guided by integration projects that contemplated, among other things, education focused on developing community.

Concurrently, the 1980s in Brazil started incisive inferences and new directions in the policy framework, for example, the political reopening of the country with the end of military dictatorship. In this historical context, the country has to face the consequences of the international crisis, which was triggered strongly affecting mainly all productive sectors.

In the last decade of the twentieth century, Brazil will incorporate a policy geared towards the neoliberal precepts in policy discussions, as well as national policy more broadly. In the countryside, agrarian policy had, taking as reference previous decades, the United States as its main postulator. Thus, the guiding biases followed the model of agriculture concerning that country. It is noteworthy that in 1998 were recorded "[...] over a thousand conflicts spread across the country" (OLIVEIRA, 2001, p. 197).

In terms of the educational component, it is postulated also a process of educational reform, which provide for the approval of the Law of Directives and Bases for National Education - LDB No. 9.394 / 1996 and the National Curriculum Parameters - NCP as well as the creation of Fund for Maintenance and Development of Fundamental Education and Teacher Appreciation - FUNDEF. In rural areas, the deterioration of schools has a big damaging character.

Under this spectrum of changes actions are emerged, becoming more forceful actions to confront the workers with the state, seeking to claim basic rights such as health, work (land tenure), health, housing, credit, and especially access to inserted education in broader perspective of meeting the needs of farmers.

In this sense, it is shaped the formulation of a proposal for cultural education and socially committed with the territory (identity) of peasant workers. At a historic resumption of its emergence, two events occur propitiated by the MST that will be shaped as a watershed for the process of realization of a real proposal, equal and sedimented within the premises defended by the group. In partnership with the University of Brasilia (UNB), the National Conference of Bishops of Brazil (CNBB), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UN Children's Fund (UNICEF) these initial questions are engendered as follows: the 1st National Meeting of Educators of Agrarian Reform (ENERA), conducted in 1997,

Gradually, other important actions give further strengthening for the peasant question. The first National Meeting of Educators of Agrarian Reform - ENERA is closed with the document entitled "Manifest of Educators and Teachers of Agrarian Reform to the Brazilian People" (AGRARIA REFORM DATA, 1997). In that manifesto, the teachers emphasize the importance of education as a fundamental instrument for the transformation of society, which is understood as exclusionary, unequal and unfair. In addition to the aforementioned aspects, reaffirm the need for a school "[...] to awaken the dreams of our youth, to cultivate solidarity, hope, desire to learn and always teach transforming the world" (CALDART, 2003 , p. 80)

Over the years, there were many changes in the educational peasant frame. As data on the portal QEDu (which was developed by Meritt and Lemann Foundation whose aim is to allow the Brazilian society to know and track how is the quality of learning of students in public schools and cities), in a cutout of the results of external evaluations concerning 2017, in the case of the 5th year of elementary school in the Portuguese test at national level, it is clear that there was an average difference of 30.42 points in high performance areas of students urban (217.96) and rural (187.54). And in mathematics, the disparity is somewhat lower, 28.69 points (227.33 to 198.64 urban and rural).

In contrast, in the 9th year in Portuguese, was registered in Amazonas, in northern Brazil, the biggest difference in results between those who live in urban areas and in the countryside: 41.62 points. In the city, averaging 208.5 points and in the field, 166.88. This is also the state with the greatest disparity, with 37.86 points. In urban areas, average performance of 217.06 and in rural areas, 179.2.

In the 3rd year of high school at the national level, the performance difference between the Portuguese exam of those who are from the urban area and those who live in rural areas is 24.8 points (average score of 235.93 points in the field and 260.73 in the cities). In math test, similar disparity of 24.94 points (rural and urban with 235.82 to 260.76).

According to the National Education Research in Agrarian Reform - PNERA (2017), there are 167 648 students served by the Youth and Adult Education (EJA), 9,116 graduated in the Middle Level, 5,347 students graduated in Higher Education, 1765 specialists and 1527 students at the National Agrarian Residence. Furthermore, still according PNERA and based on data from 2016, the rural territory that is "locus" of Field's Education, is the historical protagonist of the need to implement more incisive educational policies. However, it has sought to make less unequal reality through the struggle to guarantee the right to quality education in the field, according to the National Education Research in Agrarian Reform-PNERA.

These and other issues already mentioned in this study lead us to a more detailed and careful analysis in order to consider the many actions that need to be implemented. In this sense, the new PNE emerges as an instrument of educational public policy that aims, among other things, to face imminent challenges and engender a considerable qualitative leap in Brazilian education. Thus, structured goals and strategies, the document emphasizes as important guidelines:

Eradication of illiteracy; Universalization of school assistance; Overcoming educational inequalities; Improving the quality of education; Training for work and citizenship; Promoting the principle of democratic management of education; humanistic, scientific, cultural and technological developments in the country; Establishment of goals of public resources applications on education as a proportion of gross domestic product, that ensures compliance to the expanding needs, with standard quality and equity; Valuing of education professionals and; Promoting the principles of respect for human rights and social and environmental sustainability. (BRAZIL, 1993, p. 40)

However, based on the above listed assumptions and weaving a review about the ten guidelines that guide the goals and strategies of this document, we do not crave a single strand that will look specifically education aimed at the field. In Tables 1 and 2, it becomes possible to identify the "priority" in the Brazilian educational policy, especially with regard to the Field's Education in the last three PNE.

Table 1. Field's Education / Ten Year Plan for Education (1983) and NAP (2001-2011).

| Ten-Year Education Plan (1993) | |
|-------------------------------------|---|
| Goals | Universalize, with equity, opportunities to achieve and maintain appropriate levels of learning and development. |
| | Increase the financial resources for maintenance and investments in the quality of basic education, providing greater efficiency and equity in the distribution and application. |
| National Education Plan (2001-2011) | |
| Guidelines | The rural school requires special treatment, for the elementary school offer needs to reach every corner of the country and expanding the offer of four regular series in exchange for one-teachers isolated classes is a goal to be pursued, considering the regional peculiarities and seasonalities. |

Source: Ten-Year Education Plan (1983) and PNE (2001-2011). (BRAZIL, 2001)

Table 2. Field’s Education in PNE (2014-2024)

| National Education Plan (2014-2024) | |
|-------------------------------------|---|
| Strategies and Goals | |
| 1:10 | To promote the care of population of the countryside and indigenous and quilombola communities in early childhood education in their communities through the resizing of territorial distribution of supply, limiting the nucleation of schools and the displacement of children in order to meet the specific needs of these communities guaranteed the prior and informed consultation. |
| 2.6 | Develop educational technologies that combine in a coordinated way, the organization of time and educational activities between the school and communitarian environment, considering the specificities of special education, field schools and indigenous and quilombo communities; 2:10 stimulate the supply of basic education, especially in the early years, for rural populations, indigenous and quilombolas, in their own communities. |
| 3.7 | Promote the expansion of free enrollment at high school integrated to the vocational education, observing the peculiarities of the populations from the field and indigenous and quilombo communities, and also people with disabilities; 3:10 To promote programs of education and culture for the urban population and the young field, at the age of fifteen (15) to seventeen (17) years, and adults with social and professional qualification for those who are out of school and with a lag in the school flow; |
| 4.3 | To implement, throughout this PNE, multi-functional resources room and foster continuing formation of teachers for specialized education in urban schools, of course, indigenous and quilombo communities. |
| 5.5 | To support the child literacy field, indigenous, quilombolas and mobile populations, with the production of specific teaching materials, and develop monitoring tools to consider the use of the mother language of the indigenous communities and the cultural identity of quilombo communities. |
| 6.7 | Meeting the field schools and of indigenous and quilombola communities in the provision of education in full-time, based on prior and informed consultation, considering the local peculiarities. |
| 7:13 | Ensure free transportation to all students of Rural Education in the age range of compulsory education, through renewal and full standardization of the vehicle fleet, according to specifications set by the National Institute of Metrology, Quality and Technology - Inmetro, and shared financing proportional with Union contribution to the needs of federal agencies in order to reduce truancy and the average shift time from each local situation; 7:14 Develop researches of alternative models of school attendance for the field population to consider specific local and national and international good practices; 7:27 Develop specific curriculum and educational proposals for education for schools in the countryside and indigenous and quilombola communities, including the corresponding cultural content to their communities and considering the strengthening |

of socio-cultural practices and the mother language of each indigenous community, producing and providing specific learning materials, including for the disabled students.

GOAL: To raise the average education of the population of eighteen (18) to 29 (twenty nine) years in order to achieve at least twelve (12) years of study in the last year of the Plan, for the populations of field , the less educated region in the country and 25% (twenty five percent) poorest, make equal schooling among blacks and non-blacks declared to the Brazilian Institute of Geography and Statistics (IBGE).

Strategies

10.3 To promote the integration of adult education with professional education, planned courses, according to the public characteristics of youth and adult education and considering the specificities of itinerant populations and rural and indigenous, also quilombola communities, including in distance education modality.

11.9 To expand the service of free secondary education integrated to the vocational training for rural populations and indigenous and quilombola communities, according to their interests and needs.

12:13 To expand specific care to populations of the countryside and indigenous and quilombola communities in relation to access, retention, completion and training of professionals to work in these populations.

14.5 To implement actions to reduce ethnic and racial and regional inequalities and to encourage the involvement of people from the countryside and indigenous and quilombo communities to master's and doctoral programs.

15.5 To implement specific programs for training educational professionals in schools of rural education and indigenous and quilombola communities and for special education.

18.6 To consider the socio-cultural specificities of the rural schools and of indigenous and quilombola communities in providing effective positions for these schools.

Source: PNE Goals for Rural Education (2014-2014). (BRAZIL, 2014b)

As appears from the aspects identified in the boards above, when we make the analysis of Field's Education present in two National Education Plans, it is emphasized the little relevance given by Brazil to education of this population. As denotes the generalized language and away from objective aspects of the Ten-Year Education Plan (BRAZIL, 1993) is superseded by the objectivity of the PNE (2001-2011) (BRAZIL, 2001), which, moreover, also has inherent centrality in urban education.

Moreover, the Field's Education, as highlighted in the plan, is placed as an obstacle to be overcome, that is, emerges as objective of the plan to extinguish one-teacher classes, whereas the ideal would be to empower them. However, there is not in the PNE, goals or strategies that direct the eye to combat the low quality of these mentioned classes, considering the specific characteristics and peculiarities of the population located in rural areas, namely, postulating as inherent aspect of an educational proposal for alienation. In line with the points already raised, Mészáros (2008) points out that:

Prior to that, education means the process of "internalization" of the system's legitimacy conditions that exploits labor as a commodity, to induce them to their passive acceptance. To be something else, to produce insubordination, rebellion, must rediscover its relationship with the work and the world of work, with which it shares, among many things, the alienation. (MÉSZÁROS, 2008, p. 17)

In this sense, what is questioned is for serving the educational system, especially when it comes to something public, if not to generate the desire to combat alienation? Overcoming the precepts and the interests of capital is, first of all, to understand its limits, contradictions, movement and therefore its horizon to overcome.

In the case of Board 2, we can see an improvement with respect to the field to PNE (2014-2024) (BRAZIL, 2014b) at the expense of previous plans, taking into account that the very language and terms used in the text to incorporate expression "Field's Education". Meanwhile, we see clearly that this is the first plan that respects the representative character of that name in relation to that used in the previous document, that is, "Rural Education".

Relating to the numerical data presented, it is clear that PNE now assumes a broader commitment to the Field's Education, while features more strategies than in previous. In the PNE (1993-2001) (BRAZIL, 2001), targets or strategies not totaled five. In contrast, in the PNE (2014-2024) (BRAZIL, 2014b) of 254 strategies, 17 make direct reference to the Field's Education, quilombola and indigenous. Note, in turn, only the goal eight Youth and Adult Education (EJA) does in his allusion scope to the specific mode of Field's Education to establish the raising of the schooling of young and adult farmers and, in turn, minimize this obstacle in the current educational climate.

5. Some Considerations

Based on the showed premises and taking as reference the analysis of national education plans, become evident advances in the current PNE at the expense of Field's Education, especially in dealing with the educational trajectory of the peasant population to the current situation. When we group the seventeen strategies of the current PNE that make mention to the Field's Education, not specifically envisions effective action to improve this type of education. What is denoted, concretely, is the lack of objectivity in the text lines when dealing with strategies as well as to print generic character. In this sense, it is complex to identify what those conjecture strategies in terms of state policy action to raise significantly the quality of Brazilian education for peasants.

Other evidence detected in studies performed, is related to the lack of specific targets for Field's Education demonstrating their inferiority in relation to urban. Within these strategies there is a performance prediction and this results in a matter of concern with regard to its viability, whereas the same can be kept only in documentary character, such as "dead letter", which can undoubtedly reflect the Municipal Education Plans approved.

The strategy inherent in the PNE, which presupposes the guarantee of school transport is also some cause for concern, especially regarding the "survival" of schools of the field. Another emblematic obstacle concerns the stimulus of kids to go out from the field, adolescents and young apprentices, leading to a lack of living in the field of their own reality.

Another problem refers to multigrade schools and the fact that they have multiplied in the peasant context working in many units, such as single junction school years in the same space, disregarding the particularities, training times and real needs of students. This situation could not continue invisible in PNE. School census data of 2016 point to one-teaching in 7.2% of Brazilian schools all related to the field (INEP, 2017). This demonstrates that this phenomenon remains a challenge to be overcome.

In conclusion, it is understood that not facing this struggle scenario, correlation of forces, opposing contexts, something representative of the reality of rural education, can corroborate to maintain this state of affairs already put compromising the guarantee of educational law and the quality of education. Taking as a basic premise the analysis undertaken in this text, there is something even as eminent at this frame the gap in the consolidation of a Field's Education in the parameters claimed by the social and trade union movements in the countryside. What actually dispenses as necessary is the consolidation of an educational proposal that is congruent with significant new directions. Something that strongly, leave the condition of ostracism in terms of concrete actions of the State experienced in recent years.

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