

Teacher Training in the School Context of Distrito Federal Countryside - Brazil

Simone da Conceição Rodrigues da Silva

Professora da Secretaria de Estado de Educação do DF

ORCID: <http://orcid.org/0000-0001-8569-5689>

Email: simonne.conceicao@gmail.com

Erika Rodrigues de Freitas

Professora da Secretaria de Estado de Educação do DF

ORCID: <http://orcid.org/0000-0001-5716-643X>

Email: erika.freitas@edu.se.df.gov.br

Abstract

The article aims to analyze the continuing education of teachers working in public schools in the countryside in Distrito Federal (DF) - Brazil. In the light of Cruz (2017), García (1999) Molina (2008, 2011, 2012 and 2019), Arroyo (2012), Caldart (2008 and 2012), Freire (1980), Freitas (2019), Libâneo (2010) among others, the on-screen study underlies the materiality of teacher training, through a humanizing look at the bias of educating in schools located in rural areas of DF. The methodology is of a qualitative approach, being based on the theoretical methodological assumptions of Dialectical Historical Materialism as a way of explaining the real lived in history and work, permeated by the contradictions and mediations that make up the continuing education of teachers working in schools in the countryside of State Secretariat of Education of Distrito Federal (SEEDF). The results showed that public policies, research, construction of works and the "knowing and doing" of teachers advanced towards the construction of rural education in DF. It is worth mentioning that, despite advances, the study demonstrated that the specific training for the countryside at SEEDF, still needs to make progress with regard to teacher training schools (EAPE), as well as in-service training in times of coordination collective. In addition, the study showed the need for dissemination to the knowledge of teachers, with regard to legislation, public policies and Guidelines on Rural Education, as they also integrate training and can enable moments of action-reflection-action.

Keywords: Continuing Education; Rural Education; Public school.

1. Introduction

We realize that society is constantly affected by several transformations; they are changing that influence politics, culture, economics, as well as education. The educational institution builds its work based on the needs of the students, especially the school community. And the changes, which are being built every day in the school context, are the result of the struggle of the subjects in society, seeking a

new project for the education of the student.

One of the school's needs is teacher training. The dynamics of the teacher's work shows that training needs to be within its scope, considering that teaching is transformed and students demonstrate new deficiencies in what concerns their learning.

Teachers need to adjust their teaching strategies according to each situation; nevertheless, the school also needs to adapt its action plan, its Pedagogical Political Project, regulations and other legislation and pedagogical actions.

In this way, we can think of different educational contexts. Rural schools, for example, are inserted in a context different from that of urban schools, considering that they need to have their specificities, peculiarities typical of rural life, adequate in terms of calendar, curriculum, as well as in their pedagogical and educational practices. teaching, aimed at student learning in favor of human emancipation and transforming their social reality. For this materiality, we entered into understanding the conception of rural school, in the light of Molina and Sá (2012, p.325):

The conception of rural school to be dealt with here is rooted in the process of the struggle of the working class for the overcoming of capital. Access to knowledge and the guarantee of the right to schooling for rural subjects are part of this struggle. The specificity of this insertion is manifested in the concrete conditions in which the class struggle takes place in the Brazilian field, in view of the way of expanding AGRIBUSINESS and its determinations on the struggle for land and the class identity of collective subjects. The concept of a school in the countryside is also part of the Gramscian perspective of the UNITARY SCHOOL, in the sense of developing epistemological strategies that materialize the project of omnilateral humanist training, with its unitary integrating base between work, science and culture, in view of the training of intellectuals of the working class (MOLINA and SÁ, 2012, p. 235).

From Molina and Sá (2012), it is understood that the rural school starts from a conception of the struggle movement; has as principles the Gramscian perspective that brings the meaning of a unitary school. In this way, it aims to bring to the school curriculum, to planning and to classes, the debates of conflicts, as well as the history, social and political reality of work, science and culture of the subjects of the field. In this sense, Gramsci (2004), highlights that:

Culture is quite different. It is organization, discipline of the inner self; appropriation of one's personality, conquest of higher consciousness; it is thanks to this that one can understand his own historical value, his own function in life, his own rights and his own duties (GRAMSCI, 2004, p. 58).

Thus, understanding that there are several contexts that demand knowledge of their reality, the objective of this study emerged: to analyze the continuing education of teachers working in public schools in the countryside in Distrito Federal. Discussing teacher training in rural schools is important, as Arroyo (2012) maintains:

This defense of a more plural formation is justified in the political function expected of the rural school. It must be a space in which the knowledge of land, labor and peasant agriculture are incorporated; in which the specificities of being-living childhood-adolescence, youth and adult life in the countryside are incorporated into curricula and educational proposals; in which

knowledge, conceptions of history, society, liberation, learned in social movements are part of school knowledge (ARROYO, 2012, p. 363).

In defense of this more plural formation, this essay seeks to understand the context of continuing teacher education in rural schools in Distrito Federal, from a critical perspective, revealing the contradictions of the social, historical, political and cultural reality of the subjects of the field. In this sense, it is necessary to know the work, the knowledge of the land, the class struggles and the concepts of society.

In a dialectical perspective, knowledge must enable the exercise of action-reflection-action, which leads to the transformation of the teaching practices of teachers in schools, through continuing education. "That is why, in the permanent training of teachers, the fundamental moment is that of critical reflection on practice. It is thinking critically about the practice of today or yesterday that can improve the next practice" (FREIRE, 2009, p.39). As Freire (2009) points out, we think that training should not only provide an update of knowledge, but also a reflection on its practice, adapting to the reality of its students, as well as the specific context of Rural Education.

2. Rural Education: a Brief History

Rural Education is a modality understood as a principle of political, educational action and practices developed by the subjects of the countryside, builders of knowledge, as stated Caldart (2012):

Rural Education names a phenomenon of the current Brazilian reality, led by rural workers and their organizations, which aims to focus on education policy from the social interests of education from the social interests of the peasant communities. Objective and subject to refer to the issues of work, culture, knowledge and social struggles of peasants and to the (class) clash between field projects and between agricultural logics that have implications for the country and society project and in the conceptions public policy, education and human training (CALDART, 2012, p. 257).

Rural Education was born out of the class struggle of rural workers, farmers, peasants, extractivists, fishermen, in favor of a new project, linked to the fundamental elements that are part of the life of rural men and women, that is, the agrarian reform and the struggle for land (MOLINA, 2012). These are two inseparable elements of this conception, which is political and involves the right to education (MOLINA, 2020), considering that "the materiality of origin (or root) of Education in the Countryside requires that it be thought / worked on always triad: Field - Public Policy - Education" (CALDART, 208, p.70). And in the materiality of understanding this triad, we illustrate in Figure 1 the principles of rural education.

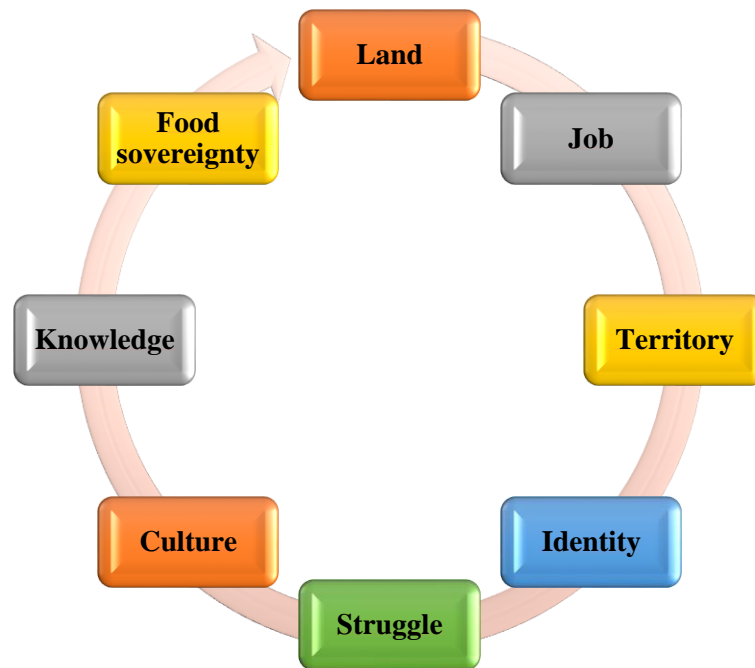


Figure 1. Principles of Rural Education

Source: Prepared by the authors from Caldart, Molina and Sá (2012).

The class struggle that is built for the right to education in the countryside, is sustained from a broad and revolutionary sense, which seeks to break with the pragmatism dominated by capital (MOLINA and SÁ, 2012). When there is a withdrawal of the rights and duties of subjects from the countryside, it is necessary that the class struggle seeks a school project linked to agrarian issues, the struggle for land and an education that recognizes and discusses these realities. From this, there is a struggle for transformations, for conflicts in the countryside, rivers, lakes, seas, waters, food, peasantry, fishing, handicrafts (MOLINA, 2020), as well as the struggle for the formation of teachers.

This struggle project composes the sense and the meaning of an education in the countryside, based on its materiality. After all, “Education in countryside is overcoming - project / utopia: projection of another conception of the countryside, of society, of the relationship between country and city, of education, of school. Perspective of social transformation and human emancipation (CALDART, 2008, p.75). In this dialogue, we understand that the Rural Education project is aimed at social movements, which are also fighting for training.

The intentionality of a project for the formation of subjects who critically perceive the socially accepted choices and premises and who are capable of formulating alternatives for a political project, attributes to the rural school an important contribution to the broader process of social transformation. It poses the challenge of conceiving and developing counter-hegemonic training, that is, of formulating and executing a political project for social transformation, led by the working class, which requires the integral training of rural workers, to simultaneously promote transformation the world and human self-transformation (MOLINA; SÁ, 2012, p.325).

After understanding the concept of Rural Education, we present its legal frameworks; after all, it was in this spirit of struggle for rights that Education in the Countryside was born in the Brazilian

historical context, as Caldart (2008):

Rural Education was born as a mobilization / pressure of social movements, for an educational policy for peasant communities: it was born from the combination of the struggles of the landless for the implantation of public schools in the areas of agrarian reform with the resistance struggles of countless organizations and communities peasants so as not to lose their schools, their education experiences, their communities, their territory, their identity (CALDART, 2008, p.71).

It is in this movement of struggle that we highlight the rural school as a school that brings pedagogical reflections, starting from the reality and territoriality of its subjects, in addition to working on the social, cultural, political, economic wealth of peasants and rural workers, linked to a project of a supportive, humanizing, emancipatory and liberating school. These characteristics were consolidated over time and from historical moments, such as, for example, the 1st National Conference for Basic Education in the Countryside. At this conference, Brazil was taken over by a new construction project, which began to conceive; in this way, we have 22 years of struggle and historical construction of Rural Education.

In view of this scenario, the historical process of Rural Education has been built by legal milestones in history and through the class struggle of workers, as Caldart (2012, p.257 e 258) maintains:

The appearance of the expression “Education in the countryside” can be dated. It was born first as Basic Education of the countryside, in the context of preparation of the I National Conference for Basic Education of the countryside, held in Luziânia, Goiás, from 27 to 30 of July 1998. It started to be called Education of the countryside from the discussions of the Seminar Meeting held in Brasília from 26 to 29 November 2002, a decision later reaffirmed in the debates of the II National Conference, held in July 2004.

The I National Conference for Basic Education in the countryside held in the city of Luziânia in Goiás was essential to outline and move the struggle for the construction and implementation of public and educational policies in the field of Rural Education. Thus, from that year on, programs were implemented and solidified the achievements for agrarian reform projects, initial reading instruction, literacy, teacher training, youth and adult education, technical courses, undergraduate courses, among others, as highlighted in Figure 2.

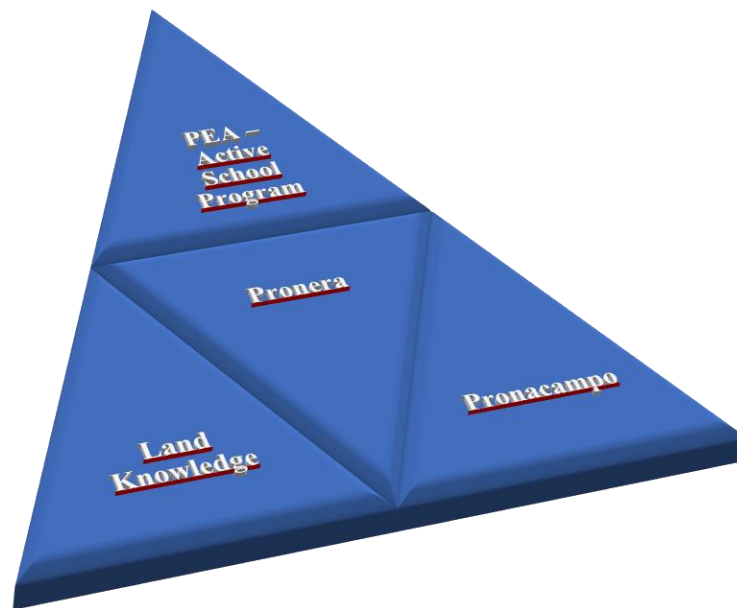


Figure 2. Public and Educational Policy Programs for Rural Education

Source: Elaborated by the authors from Santos (2014).

Figure 2 highlights projects and programs on Rural Education, described below:

- a. **PEA– Active School Program.** It is a political and educational policy. Created and developed in Brazil under the Fernando Henrique Cardoso government, it focuses on initial reading instruction, literacy, game technology and pedagogical management (DISTRITO FEDERAL, 2019).
- b. **Land knowledge** - Program created in the Government of Luiz Inácio Lula da Silva based on the Law of Directives and Bases of National Education - LDBEN nº 9.394 of 1996. Proposes an educational policy to serve young people between 18 and 29 years old, who live in the Rural Zone, as well how to provide teachers who attend school units of rural education with training and qualification, in order to meet the peculiarities of the local curriculum, such as: citizenship, identity, family farming, gender and production (DISTRITO FEDERAL, 2019).
- c. **Pronacampo** – This is a policy that sought to guarantee not only the right to access, but also the people who live in the countryside. Another objective of the program is also to enable the training of teachers for the quilombola area, taking into account all the training axes such as: management, teacher training and education of young people and adults. (DISTRITO FEDERAL, 2019).
- d. **PRONERA** – National Education Program on Agrarian Reform. This is a program that was born out of a revolutionary action of a political act, in search of improvements for rural education. It was from a march with a 100 thousand workers, including young people and adults, that the implementation of the PRONERA program was born, by Decree Nº 10 of 1998. It is a program that has the central objective of promoting formal education to all levels of education in the countryside. To this end, it develops all levels of basic and higher education (DISTRITO FEDERAL, 2019).

In view of this view, Education in the Countryside within the scope of the State Department and Education of Distrito Federal grew and occupied its space based on these public and educational policies, consolidating itself and being constituted by legal frameworks. Chart 1 presents Brazilian legislation that stood out in the context of Rural Education.

Chart 1. Legal Frameworks for Rural Education in Brazil

| Legal Frameworks for Rural Education in Brazil | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Laws | Features |
| Federal Constitution of 1988 | Art.205 - Education is a right for all and a duty of the State and the family, it will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work. |
| LDB - Law nº 9.394 of 1996 | Art. 28. In the provision of basic education to the rural population, the education systems will promote the necessary adaptations to their adequacy to the peculiarities of rural life and of each region. It also deals with the closure of rural schools. |
| CNE / CEB Opinion nº 36, December 4, 2001 | Resolution that establishes Operational Guidelines for Basic Education in Rural Schools. It establishes principles and procedures that aim to adapt the institutional design of the Schools of the countryside to the other national guidelines applied to education. |
| CNE / CEB Opinion nº 01, April 03, 2002 | Institutes the Operational Guidelines for Basic Education in Rural Schools, based on Opinion 36/2001, mentioned in the previous item. |
| Opinion CNE / CEB nº 01, February 02, 2006 | Establishes school days and standardizes activities for the application of Pedagogy of Alternation in Family Centers for Alternation Training (CEFFA). |
| CNE / CEB Opinion nº 03, February 18, 2008 | Re-examines another opinion, which, in turn, has not yet been approved, deals with the consultation regarding the guidelines for serving Rural Education. |
| CNE / CEB Opinion nº 2, April 28, 2008 | It establishes complementary guidelines, norms and principles for the development of Basic Education in the Countryside, defining criteria for the nucleation of schools and attendance for |

school transport, with the concern to expand the possibilities of offering education as close as possible to the students' homes.

| | |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Federal Law, n° 11.947 of June 16, 2009 | Provides for school meals and the Direct Money at School Program (PDDE). |
| Federal Decree n° 6.755, of January 29, 2009. | Institutes the National Policy for the Training of Professionals in the Teaching of Basic Education and disciplines the work of the Coordination for the Improvement of Higher Education Personnel. |
| Federal Decree n° 7.352, November 4, 2010. | Provides for the Rural Education Policy and the National Education Program on Agrarian Reform (PRONERA). |
| CNE / CEB Resolution n° 04/2010 of July 13, 2010 | Defines General National Curriculum Guidelines for Basic Education. Regulates the modality of rural education. |
| District Education Plan with Goal 8 of the PDE | Guarantee of basic education for the rural population of DF, in rural schools. |
| Theoretical assumptions of the Rural Education Movement Curriculum | Assumptions based on the theory of Historical-Critical Pedagogy and Historical-Cultural Psychology, in search of a transformative praxis. |
| Basic education policy for rural education from Decree n° 419 of 2018 | It institutes the Rural Education policy, highlights the principles, organization and functioning of the Rural Schools, among other guidelines. |
| Country Education Guidelines (SEEDF) | 2019 document that presents the normative frameworks, the curricular and pedagogical organization of Rural Education in public schools in DF. |
| Law n°. 6.502, of February 7, 2020 | Institutes and includes, in the official calendar of events in the Federal District, the Continuing Education Day for Education Professionals, to be celebrated annually on August 10. The proposal of a day dedicated to the continuous training of teachers and other employees of the State Department of Education, symbolizes the recognition of a strategic public policy for the quality of public education in Distrito Federal (EAPE, 2020, p.4). |

Source: Built by the authors from Distrito Federal (2019, p.27); Law 9.394 (1996); Constitution of 1988; EAPE (2020).

The public and educational policies built for rural education were born from a historical, pedagogical, social, cultural and political commitment, based on the social movements themselves, the needs of rural subjects in the Distrito Federal, as well as the needs of proposals the “school floor”, pedagogical practices, rural workers, among other factors. For Molina (2008, p.23), the 1988 Federal Constitution itself, when reaffirming education as a right for all, brings:

This central idea of the foundation of collective action by social subjects in the countryside in the struggle for the construction of their right to education: the equality declared in the Constitution is not restricted to a mere formal provision. It guarantees and demands concrete actions by the State in order to materialize the concrete exercise of the rights of all citizens (MOLINA, 2008, p.23).

This foundation consolidated the right to rural education within the DF. However, only the right does not guarantee access; permanence is not guaranteed only with the fact that schools remain open or closed; access and permanence are also related to the issue of infrastructure in the rural area of public schools, transportation, food, teacher training, among other elements that characterize rights that are not only instituted in the Federal Constitution of 1988, but also in LDB 9.394 of 1996, as presented in (Chart 1) - legal frameworks and as Molina (2012, p.452) argues, “[...] the guarantee of the right of subjects in the field to build a system of teaching from the countryside to the construction of socio-cultural diversity, requiring organization and methodologies, and curricula that address their specificities”.

It is noticed that the rights are foreseen in the laws, so that the social movements, the working class, as well as the subjects of the field, have been fighting for these rights to be actually concretized in practice and realized in the projects of an education of / in field. And so, articulated with the network of the State Secretariat of Education of Distrito Federal, the growth of these public policies and demands for continuing education of teachers emerged to be implemented by EAPE - Secretary for Continuing Education for Education Professionals.

3. Rural Education in the State Secretariat of Education of Distrito Federal

To think about the centrality and materiality of Rural Education in public schools in Distrito Federal, it is necessary to reflect and conceive as the central axis who are the subjects of the countryside in DF. In this sense, we take as a reference the SEEDF Pedagogical Guidelines for Rural Education (2019, p.27):

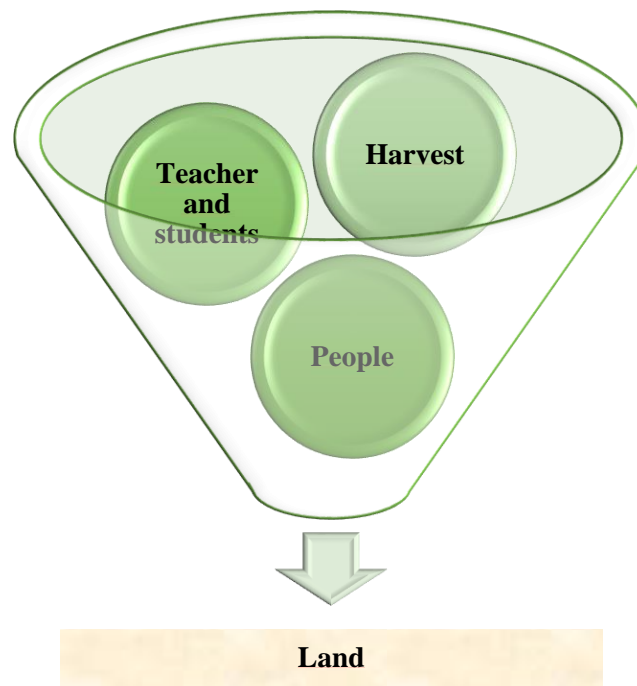


Figure 3. The subjects of DF countryside

Source: Created by the authors (2020) from the document Rural Education Guidelines (Diretrizes da Educação do Campo) and Distrito Federal (2019).

Rural subjects in the Distrito Federal represent the builders of the Rural Education project developed in recent years, so that their roots, histories, cultures, values, work, allow reflecting on the subject's way of being. Therefore, the project and the curriculum are built from the reality of the production process, land reform, the peasantry; that is, indicators that constitute the representation of the pedagogical guidelines that make the school in the countryside, from the centrality of the times and formative spaces that are constituted in the DF, as it maintains Molina (2012, p.468):

Due to the accumulated understanding in Rural Education, of the centrality of different times and formative spaces existing in rural life, in the struggles of the subjects who live there and who organize themselves to continue guaranteeing their social reproduction in this territory, the training action developed by these educators must be able to understand and act in different spaces, times and situations.

The current formative scenario of the State Department of Education of Distrito Federal (SEEDF), with regard to schools of Rural Education, is contextualized from a network of 80 schools distributed in 09 administrative regions of Distrito Federal, in which it is possible to highlight that present in the most different types of teaching, in order to serve the child audience, in addition to young people and adults, in line with the assumptions of the curricular axes of basic education and for Rural Education. Therefore, SEEDF meets the following overview in the scope of the 9 administrative regions:

Chart 2. Rural Schools in Distrito Federal

| Rural Schools in Distrito Federal | | |
|-----------------------------------|--------|------------------------------------|
| Modality | Amount | Level |
| EC – School Class | 52 | Child education 1st to 5th year |
| CEF – Elementary School Center | 16 | 6th to 9th year |
| CED – Educational Center | 10 | High school |
| ECP – School Class Park | 01 | Child education 1st to 5th year |

Source: Built by the authors from Distrito Federal (2020).

The construction of rural schools was designed to serve the public that lives in the countryside, so that, in the role of education, they come to dialogue with the reality of these subjects who live in this territory. In addition, rural schools understand that their public cannot be discriminated against in the context of their learning, being seen as backward people or who have to learn less; on the contrary, the curriculum must be adapted to meet the issues of the peasantry, the worker and the rural family, without taking away the right and the duty of the student to learn the necessary contents that can lead to the process of transforming their reality, through of knowledge.

Currently, thinking about rural education in these 09 administrative regions of DF, is to take into consideration that rural students are historical subjects, who read the world of work, as many began to work from an early age in agriculture, farming, farm, fishing, peasantry, etc., and in this way, the work carried out in the rural area is characterized by people who live and work to support the family. In this way, it is understood that the subjects of DF countryside are the rural producers themselves, the settlers and the people of the movements that fight for the rural land.

With this in mind, we believe that it is difficult for rural subjects to leave their territoriality to go to the city or another location in search of their essential right, which is education. Thus, in Chart 3 we present the mapping of school units in rural education by CRE - Regional Teaching Coordination, that is, the number of rural schools by region.

Chart 3. Mapping of rural education school units

| CRE | Number of schools |
|--------------------|-------------------|
| Planaltina | 20 |
| Paranoá | 14 |
| Brazlândia | 12 |
| Sobradinho | 12 |
| Gama | 7 |
| Ceilândia | 5 |
| São Sebastião | 4 |
| Núcleo Bandeirante | 3 |
| Santa Maria | 1 |

Source: Built by the authors from the Field Guidelines for SEEDF (DISTRITO FEDERAL, 2019, p.27)

Chart 3 highlights the mapping of school units in Rural Education within Distrito Federal, in which the Planaltina Administrative Region leads, presenting 20 rural schools. Second, we have Paranoá region with 14 schools, Brazlândia and Sobradinho with 12; the other highlighted regions have less than 8 schools, with Santa Maria having 1 rural school. This perspective points out that SEEDF has not been silent in the face of the social and cultural reality that faces the educational need in the rural area of Distrito Federal. We observed that, in the locations where there are needs to build rural schools, SEEDF has been seeking efforts to meet these demands. In Chart 4 we demonstrate the modalities of education (CED – Educational Center, CEF – Elementary School Center, EC – School Class, EP – School Class Park) of the field and the quantity in each administrative region.

Chart 4. Mapping of Rural Education modalities in schools in Distrito Federal

| CRE | Schools | Quantities |
|---------------------------|---------|------------|
| Brazlândia | CED | 03 |
| | CEF | 01 |
| | EC | 05 |
| | EP | 01 |
| | ECPA | 01 |
| Ceilândia | CED | 01 |
| | CEF | 01 |
| | EC | 03 |
| Gama | CED | 02 |
| | CEF | 03 |
| | EC | 02 |
| Núcleo Bandeirante | EC | 03 |
| Paranoá | CED | 01 |
| | CEF | 02 |
| | EC | 11 |
| Planaltina | CED | 04 |
| | CEF | 04 |
| | EC | 12 |
| Santa Maria | CEF | 01 |
| São Sebastião | CEF | 01 |
| | EC | 03 |
| Sobradinho | CED | 01 |
| | CEF | 01 |
| | EC | 11 |

Source: Created by the authors from Distrito Federal (2020).

It can be seen in Chart 4 the reality of SEEDF: the EC are presented as the largest number of

schools in the countryside of DF, serving children from Elementary School I, which corresponds from the 1st to the 5th year. It is worth noting that the fact of building schools is not enough; it is necessary to fight to keep these institutions open, since the public is smaller compared to urban schools. Thus, one of SEEDF rules for keeping a school open is the minimum number of students; what can happen is not reaching that amount and schools are closed. In Chart 5, it is possible to see the mapping per student of rural education in public schools in Distrito Federal.

| Education Field of Distrito Federal | | Child education | Elementary School | High school | Youth and Adult Education | Special education |
|--------------------------------------------------------|-----------------|------------------------|--------------------------|--------------------|----------------------------------|--------------------------|
| Total Schools | 80 Schools | | | | | |
| Total Students | 24.249 students | | | | | |
| children's daycare | | 108 students | | | | |
| Pre School | | 2.580 students | | | | |
| Early Years | | | 10.325 students | | | |
| Final Years | | | 6.421 students | | | |
| | | | | 1.982 students | | |
| 1st segment and 2nd segment (elementary school) | | | | | 1.047 students | |
| 3rd segment (high school) | | | | | 454 students | |
| Professional Education integrated with EJA | | | | | 35 students | |
| | | | | | | 30 students |

Chart 5. Mapping Rural Education in schools in Distrito Federal

Source: Created by authors from Distrito Federal (20200).

In Chart 5 it was possible to see that Rural Education in Distrito Federal meets 05 levels of Basic Education, being held in: Early Childhood Education, Elementary School I and II, High School, Youth and Adult Education and Special Education.

Being carried out at different levels, Rural Education is a modality / project that needs to be articulated with other projects of society, that is, the project of a rural school must be thought and built to articulate with the projects of food sovereignty and human emancipation; therefore, it is necessary to think of education as a right for all. For this right to occur intentionally, we think of its articulation with the continuing education of teachers. Accordingly, Molina and Antunes-Rocha (2014, p.226) argue that Rural Education, as well as teacher training,

[...] articulates with the social and economic projects of the field, from the perspective of a popular development project, which creates and establishes a direct connection between training and production, between education and political commitment. A school that, in its teaching and learning processes, considers the cultural universe and the proper forms of learning of the people of the countryside, which recognizes and legitimizes these knowledges built from their life experiences; a school that becomes a tool of struggle for the conquest of their rights as citizens and that forms the peasants themselves as the protagonists of these struggles, as the organic intellectuals of the working class.

Thus, we think that continuing education is of paramount importance for teachers, as it makes it possible to improve their pedagogical practices based on experiences, built knowledge, the recognition of struggles and conflicts that permeate the subjects of the field, allowing the construction of a new planning, a new evaluation and a new project based on this action-reflection-action, considering that “awareness cannot exist outside of 'praxis', or better, without the action-reflection act. This dialectical unity constitutes the way of being or transforming the world” (FREIRE, 1980, p. 26).

And so, continuing education makes it possible for DF teachers to contribute to work in these spaces in order to conceive time, space and territoriality. In addition to the pillars of rural education and the curriculum, as well as the planning of practices, management, coordination, in the act of thinking, doing and being of the subject of the countryside.

4. Teaching Training and Formation for the Countryside

Continuing the theme of training, it is important to highlight the teaching profession in its formative processes. We realize that teachers face several challenges in their daily lives: the heterogeneity of the classes, the large number of students in small rooms, the bureaucratic pressure to carry out projects and content, in addition to the singularities of the locations where the schools are located and the specificities of each student in the teaching and learning process. To deal with these and other challenges, the teacher is guided, first, by his initial formation process: Pedagogy. Libâneo (2012, p.38) informs us that:

The Pedagogy course should form the pedagogue *Strictu Sensu*, that is, a qualified professional to work in various educational fields to meet formal and non-formal socio-educational demands, arising from new realities.

Pedagogy, as an initial training, provides the theoretical basis for the teacher to work with his pedagogical practices, especially in the classroom, as teaching is one of the elements that constitute his professional identity.

In this way, it is in the classroom that the teacher builds his identity and is faced with numerous situations where it becomes necessary to think of diversified strategies for learning to occur. Thus, the importance of continuing education is verified, since initial training will not always be able to meet all these demands. García (1999, p.26) highlights that:

Teacher training is the area of knowledge, research and theoretical and practical proposals that, within the scope of Didactics and School Organization, study the processes through which teachers become involved individually or as a team, in learning experiences through which acquire or improve their knowledge [...] and allow them to intervene professionally in the development of their teaching, curriculum and school, with the aim of improving the quality of education that students receive.

In this sense, we understand continuing education as that which provides the teacher, not only with an update of practices, but with knowledge and reflection on his pedagogical practice. When planning his classes, his teaching strategies, the teacher needs to be aware that teaching and learning needs to be something with intentionality; analyzing the context of each situation and of the students in a specific way is of fundamental importance to build this process. This training, which proposes a reflection of their actions, is linked to a current vision of continuing education: teaching professionalism, addressed by Cruz (2017, p.23):

[...] the concept of professionalism (...) is inserted in a series of relationships about what it means to "be a teacher", what is the knowledge that characterizes you as a professional and what are the processes based on certain perspectives of teacher education.

Training in the context of teaching professionalism considers that "being a professional" starts in their initial training; it consists of experiences, in their way of working, in the relationship with their peers, as well as in the courses that the teacher takes during his career. Thus, we realized that in the course of the formation and constitution of the teaching profession, the social demands that affect education, lead to the need to adapt to new contexts.

When talking about different contexts, we highlight Rural Education again. It cannot be said that the realities of urban and rural schools are the same; are different realities, which encourages reflection on what type of training is being offered to teachers in the countryside? Is it the same formation as urban schools?

Certainly, these are two different realities and require specific training, which have been created over the years through public policies. Thus, when talking about Rural Education and the training of teachers who teach in rural schools, we cannot fail to quote Decree nº 7. 352, of November 4, 2010, which provides for the Education Policy in Agrarian Reform - PRONERA.

As previously highlighted, one of the objectives of this policy is to offer formal education to the public in the countryside, improving conditions of access to education, as well as improving the development of rural settlements; PRONERA also offers support for professional training, formation, continuing education, organization of teaching materials.

This Decree, signed in the Lula government in 2010, highlights the Rural Education policy aimed at qualification, with regard to the implementation of the offer of initial and continuing training in this sector. Art. 2nd item III (BRASIL, 2010, p. 2) highlights that one of the principles of Rural Education is the “development of training policies for education professionals to meet the specificity of rural schools”, as local characteristics are considered for the formulation of these policies. Thus, we emphasize that rural education has specificities that must be observed for the adoption of training methodologies.

It is also important to highlight that PRONERA's contribution is not only related to the formation and promotion of public policies; the program also contributes towards promoting education “a task of liberation in relation to the dependence of the dominant culture and the construction of the very conception of the world and of life” (MOLINA and JESUS, 2011, p. 60).

In this way, we understand that, through training, it is possible for teachers to acquire knowledge about their role in the different educational realities, in order to develop strategies to welcome all students, regardless of the difficulties encountered and their region; in addition, think about their pedagogical practice and contribute to the autonomy of their students, so that they can fight for their ideals. Training policies recognize that people are entitled to specific adjustments and in the case of education “from” and “in” the field:

The achievements achieved today are the result of government recognition and a new posture by the State, the struggle of social and union movements, the resistance of workers to the emptying of different forms of life in the countryside, as well as the involvement of an increasing number sectors of society in this struggle (BRASIL, 2009, p. 16).

In this bias, we emphasize that it is necessary to provide the student with conditions for learning in its various realities and locations, based on a reframed practice; thus, we have the support of teacher training policies, as well as those that are typical of rural education.

4.1 Teacher training at the State Department of Education of Distrito Federal

As we have already pointed out, working in the teaching profession, whether in public or private schools, involves constant challenges. Certainly, teaching in a school environment requires preparation to deal with students, in view of the different realities in which formal learning environments are found.

With this in mind, the State Department of Education of Distrito Federal - SEEDF understands that teachers need continuous training. In order to promote support and assist in new reflections and learning about the complex process that involves teaching and learning, EAPE was created, currently the Secretariat for Continuing Education of Education Professionals. SEEDF legislation, Ordinances nº 11 of January 29, 2019 and nº 503 of November 14, 2017, provide for EAPE with regard to its administrative and pedagogical organization.

Art. 5 of Ordinance nº 11 (DISTRITO FEDERAL, 2019), establishes that EAPE main task is to promote the continuing education of professionals in the public teaching career in Distrito Federal, with the “objective of re-elaborating the initial knowledge of teacher training and fostering practices to improve the quality of teaching and learning” (p. 1). Training can also be offered at SEEDF from the Secretariat for Basic Education (SUBEB), by the Regional Teaching Coordination (CRE), through the Regional Basic Education Units (UNIEB) and the Reference Centers for the Early Years (CRAI).

Thus, in order to promote continuing education, it is necessary to observe the demands of professionals, in view of the different situations, demands and contexts of each school environment, based on the needs and priorities of public schools in DF, in order to request formations. SEEDF is made up of schools in the urban and rural areas. Thus, we understand that because they are diverse environments, training must also be specific.

Through documentary research, we observed that in the period from 2014 to 2019, EAPE courses were offered in the field of Rural Education, as highlighted in Chart 6:

Chart 6 – EAPE Teacher Training Courses - Rural Education

| EAPE Teacher Training Courses - Rural Education | | | | |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------|------|
| COURSE | PUBLIC | HOURS | MODALITY | YEAR |
| Rural Education in Distrito Federal: training coordinators | Intermediate Coordinators of Rural Education from regionals that have rural schools: Planaltina, Sobradinho, Brazlândia, Paranoá, Gama, Núcleo Bandeirante, São Sebastião, Taguatinga | 120h | Presential | 2014 |
| Training workshops in rural education | ECC, PAC and local communities /Gama. | ----- | Presential | 2018 |
| Continuing Education of the “Escola da Terra” Program | Teachers working in the field of Rural Education and / or in School Units in the field. | 180h. Certified by the University of Brasília with pedagogical supervision by SEEDF. | Presential | 2018 |
| Opening Trails to the Rural School | Educators who work in rural schools in the Regional of Sobradinho. | 120h. | Semi-presential | 2019 |
| Walking in Campo do Paranoá - Steps for | Rural Educators at CRE Paranoá. | 120h. | Semi-presential. | 2019 |

| | | | | |
|----------------------------------------|-------------------------------------------------------------------------------------|-------|------------------|-------|
| Participatory Inventories | | | | |
| Investigative tools in Rural Education | Assistance and Teaching Professionals who work in rural schools in Distrito Federal | 180h. | Semi-presential. | 2019 |
| Training Courses in Rural Education | Educators working in CEF and other rural schools at CRE Planaltina. | 120h. | Semi-presential. | 2019. |

Source: Created by the authors from EAPE (2020).

In the 1st semester of 2020, EAPE offered teachers 4 courses that referred to rural education: “Guide trails and paths - environmental sustainability in schools in DF”, “The theater of the oppressed as a tool of rural education - São Sebastião ”, “ Trails of doing in rural education in Planaltina ”, The Territory as a Pedagogical Tool in Rural Education - Sobradinho. Therefore, even with a small number of courses in the semester (4), it is possible to say that specific training in the field is being offered to teachers in the public school system in Distrito Federal.

We also highlight the launch of the SEEDF document entitled Pedagogical Guidelines for Basic Education in the Countryside in DF (DISTRITO FEDERAL, 2019), which brings in one of its chapters the context of continuing education. The importance of specific training for the field is emphasized and “[...] education professionals who work in rural school units, without specific training in Rural Education, must necessarily participate in courses, or in other actions of education. training ”(p. 37). SEEDF informs that it is necessary to carry out this training with appropriate proposals and methodologies, based on theoretical approaches that support Rural Education.

In this context, for an effective teaching practice, it is necessary for the teacher to understand his relationship with the local culture, with the valuation of sustainability, food, work, among other aspects inherent to the field.

The training of teachers must be recognized as an instrument that can lead to the construction of critical thinking, reflection on the educational space, in order to transform the reality in which it is inserted, because “it is necessary that the educational process allows to overcome the obstacles that hegemonic culture places access to these conditions of transformation” (MOLINA and JESUS, 2011, p. 60). For the transformation to take place, there is an appreciation of its space, its reality, as influencing factors to become an environment in which there is the criticality of teachers and students, guided by a liberating and emancipatory education, aimed at the subjects of the countryside.

5. Methodology

The research started from a qualitative approach to the object of study, characterized by “detailed understanding of the meanings and situational characteristics presented by the interviewees, instead of producing quantitative measures of characteristics or behaviors” (RICHARDSON, 2002, p. 91). The qualitative study provided the interpretation of data in the analysis of information, with regard to the objective in thesis: to analyze the continuing education of teachers working in public schools in the countryside in Distrito Federal.

For the question and the purpose of the essay, the article was designed by a bibliographic and documentary research, contemplated in this study through the analysis of Brazilian documents and legislation on Education, mainly from the Ministry of Education (MEC / Brazil) and the Secretariat of State of Education of Distrito Federal (SEEDF / Brazil). For Marconi and Lakatos (2003), documentary research is characterized by a collection of data carried out through documents, whether written or not, from primary or secondary sources. Examples of primary sources can be cited: documents from public archives, parliamentary publications; and secondary sources can be statistical research.

After documentary and bibliographic research, field research took place. Parra and Almeida (2002) highlight that the field research is the consultation through questionnaires, interviews and others, together with the elements involved, which allow the analysis and conclusions, according to previously established objectives. This type of research "is based on observing the facts as they occur" (PARRA and ALMEIDA, 2002, p. 102).

The field research was carried out using the questionnaire instrument. For Marconi and Lakatos (2017, p.133), "the questionnaire is a data collection instrument consisting of an ordered series of questions, which must be answered in writing and without the presence of the interviewer". The questionnaire for this research was elaborated with 16 questions, being carried out through the Google Forms tool, sent online to the participants, who are professionals of the public teaching career of the State Secretariat of Education of Distrito Federal - SEEDF, with functions of: teachers, pedagogues, managers, working in rural schools.

For data analysis, we chose to use the theoretical methodological assumptions of Historical Dialectical Materialism, anchored in the thought of Karl Marx (1989). Triviños (1987, p.51) highlights that "historical materialism is the philosophical science of Marxism that studies the sociological laws that characterize the life of society, its historical evolution and the social practice of men in the development of humanity". Thus for an analysis of these assumptions, it is necessary to reveal man in his theory of being, understanding the dialectical movement that ceases to be apparent, to be unveiled in the essence of a being that is historical.

Marx (2004), brings in its materiality an epistemology that allows to understand the being as historical subject, because for this author it is only possible to unveil the real from the moment that the theory of ontology is understood, starting from the place that these human beings do part. The relationship takes place between subject and object in a dialectical way; thus, the method, in this understanding, is the path that leads the researcher to understand the concept of man and object in that society, from the class struggle, the economy, politics and culture (SILVA, 2019).

The unveiling of the essence occurred from the objective of this study and materialized in the analysis of the data, starting from the categories of materialism: historicity, work, mediation and contradiction. In this sense, to unveil the Continuing Education of teachers working in public schools in the countryside in Distrito Federal, we base ourselves on Historical Dialectical Materialism and agree with Gomide (2014, p.7), when it is said that:

[...] Historical Dialectical Materialism as a method of investigation is essentially controversial and critical, as it seeks to overcome common sense, the dominant way of thinking by going beyond the reflection that is exhausted in itself. Critical knowledge, in this perspective, is guided by a posture of transformation of reality, that is, a reflection that implies movement, change, and not just limited to critical analysis. The apprehension of reality in its genesis, in the dialectical conception, articulates, at all times, theory and practice.

We believe that a critical and reflective analysis of the data is a path that seeks to understand society in its genesis, guided by a transforming thought of the reality that surrounds us.

5.1 The profile of the surveyed subjects

Starting from a qualitative approach (RICHARDSON, 2002), using the online questionnaire as a collection instrument, field research was carried out. Nineteen teachers from the public teaching career of SEEDF participated in this study phase and who work in rural schools, from different teaching regions, such as: São Sebastião, Riacho Fundo, Paranoá, Gama, Planaltina, Núcleo Bandeirante. To understand the data analysis, teachers were assigned numbers from 1 to 19.

With regard to personal data, 100% of the participants are female; in relation to age, 21.1% are between 26 and 35 years old, 36.8% between 36 and 45 years old, 42.1% are 46 years old or more. In academic training, 16 participants completed specialization courses, 2 teachers have a Master's degree. In the item "working time in the Department of Education of DF", Table 1 shows the results.

Table 1 - Working time at SEEDF

| | Less than 5 years | Between 6 years and 10 years | Between 10 years and 15 years | More than 15 years |
|-------------------|------------------------------|---------------------------------------------|----------------------------------------------|-------------------------------|
| Amount | 3 | 7 | 2 | 7 |
| Percentage | 15,8% | 36,8% | 10,5% | 36,8% |

Source: elaboration of the authors from the field research (2020).

Regarding the length of service in SEEDF Rural Education, 78% of those surveyed said they had more than 6 years of experience in these schools, which shows that the teachers have considerable experience in rural educational. However, even with high experience, the continuing education of these teachers, focused specifically on the theme of the field is still scarce, given that only 10.5% of those surveyed participated in more than 4 specific courses in this theme; 89.5% took between 1 and 3 courses on Rural Education; only 1 teacher mentioned having a postgraduate course on this topic. In the next

topic (Topic 5), we bring the second part of the analyzes, regarding the open questions of the questionnaire.

6. Analysis and Discussion of Results

We emphasize that for this analysis, the assumptions of Dialectical Historical Materialism were considered, with regard to the categories: historicity, work, mediation and contradiction. Such analytical categories helped us to analyze the phenomena of this research, considering that they occur in the social environment in its various faces, and that they refer to the relationship between man and nature, man and society crossed by their contexts (OLIVEIRA; OLIVEIRA and SANTOS, 2013).

Historicity emerged in the profile of the subjects surveyed with regard to their life stories, experiences as teachers at SEEDF and in Rural Education. To understand this category, we highlight that man is a historical being; his human participation in society, his form of production in the countryside, leads to the materiality of his identity and his individuality, as argued by Marx and Engels (1999, p. 55):

This conception of history therefore consists in exposing the real process of the material production of immediate life; and to conceive of the form of exchange connected to this mode of production and created by it as the foundation of all history, presenting it in its action as a State, explaining from it the set of different theoretical products and the form of consciousness [...].

The history category made it possible to bring a worldview about the continuing education of teachers in SEEDF rural schools, their challenges and their progress at work.

In relation to the work category, it is anchored in the germ of the epistemology of Rural Education, as it is the locus of performance of the participants in this study. Thus, we understand that in order to analyze the continuing education of these professionals, it is necessary to understand work as the basis of man, in his relationship with society. For us, the researched teachers seek to transform the environment in which they live through work, understanding the meaning of rural education. For this, we ask "what is rural education for you?"

It is the [...] training offered to the rural community; emerged from social and political movements to promote education in line with residents' values and ideas (P5).

It is education aimed at valuing the community of the countryside, respecting their particularities, singularities; highlighting and making known its culture, economy. It also highlights a close look at the contributions of this community to the urban community. It is the appreciation of this community in terms of cultural, economic and traditions. Teaching aimed at valuing this community, highlighting its importance (P5).

It is education that considers and values the culture of its subjects, stimulating their protagonism (P7).

It is a differentiated education with a more humanized look (P12).

It is education for students who live in the field and that can meet specificities and different realities (P13).

Thus, we verified that a countryside education for "Formation" (P5) is one that aims at the "values and ideas of residents" (P5). In this understanding, we realize that a countryside school does not occur

outside the social reality of the community; You need to link knowledges. After all, what do you know, are we talking about? The land knowledge, in which the "cultural, economic aspects and their traditions" (P5) will not only be indicators for "knowing" and "doing", but also elements of intentionality, so that students are conceived in a mediating relationship, as the protagonists of knowledge. Therefore, they are transformative subjects in making and building a new story in the school of countryside.

From the analyses, we also realized that there is in these teachers the assumption of a humanizing education, in search of emancipation from work. And thus, this category (work) present in this tessitura, is revealed as one that intends to meet the demands of the subjects of the field, that is, going beyond the capital.

However, in order to go beyond this capitalist context, it is important to reflect on geopolitical, economic and cultural constructions in the different federative sectors of governmental and non-governmental nature consolidated by public and educational policies, which translate as legal instruments for the realization of improvements in the development and guarantee of the right to Countryside Education.

This struggle to go beyond capital is corroborated by the "Struggle for Land", which is done through public policies, such as PRONERA (Education Policy in Agrarian Reform), established by Decree nº 7. 352, of November 4, 2010. And from the central objectives designed by the movements of the working class, we propose to the teachers to comment on this public policy - PRONERA:

I know that it is a program of the Federal Government that supports the causes / struggles for Agrarian Reform (P2).

PRONERA is a public program resulting from the organization of rural workers in the struggle for the right to public and quality education. Through it young people and adults have access to free courses, which directly contributes to the reduction of illiteracy of the peasant community (P6).

Program aimed at the education of workers in the countryside, from literacy to graduate studies, focusing on those who live in settlements (P7).

In the discourses presented, we found that teachers who demonstrated knowledge of PRONERA's policy highlighted its importance as a right to Rural Education and Teacher Training. In the second point, the contradiction category became eminent, emerged in the research data, because this category refers to "[...] an indispensable component for society, because this social reality provided with totality is also contradictory [...] the contradiction is established due to social phenomena that are not solved because of variables (OLIVEIRA; OLIVEIRA and SANTOS, 2013, p. 11).

The contradiction is revealed in the fact that teachers are immersed in Rural Education, but are unaware of one of the main public policies focused on this theme. Of the 19 subjects surveyed, 6 answered that they did not have knowledge about PRONERA, 10 teachers did not answer the question and only 3 reported that they know the policy. The unveiled essence corresponds to the contradiction of the educational field, between theoretical knowledge and practice.

The document Pedagogical Guidelines of Basic Education of the countryside for the public school network of Distrito Federal (FEDERAL DISTRICT, 2019), brings the public policies, as well as the normative frameworks that underlie the Rural Education in SEEDF, one of these legal provisions being Decree nº 7. 352, of November 4, 2010, which concerns PRONERA. We consider it important that this

Decree be known to education professionals, considering that it emphasizes the principles of Rural Education, respect for diversity, in addition to guiding educational institutions to develop specific pedagogical political projects focused on the social movements of the countryside. We consider that it is feasible for schools to promote continued training in service, bringing as one of the theoretical references the Guidelines, as a way to present this document to teachers.

The emergence of the mediation category was shown in the analyses of teachers' responses, with regard to continuing training for rural education, in order to meet the objective of this study: to analyze the Continuing Education of teachers in public schools in Distrito Federal.

Thus, we asked the participants what would be the importance of specific continuing education for Rural Education, that is, for those who work in this locus and whether they perceived advances in this type of training. The teachers highlighted that theoretical knowledge is allied to practice, in order to assist the teacher in the reflection of their methodologies, which need to be taken intentionally to promote meaningful learning, as emphasized by the participants P6 and P10:

We need to know to apply best practices [...], knowing the reality we can value culture and promote collaborative and meaningful learning. When we know our audience, our daily activities contribute to practical theory relationship. I also believe that learning gains a special meaning. The student recognizes himself in the process. Important to also learn about a new culture (P6).

I think that training changes the way education professionals view education and especially rural education, since this education has unique needs and education needs to be appropriate to those needs. It is important for students who do not have as many stimulus, as those of the city, to learn and stay in their homelands and in these make a difference as citizens (P10).

For Freire (1987), freedom is humanization and takes place in the process between "me and the other". Thus, knowledge cannot be deposited, even because the word is not hollow, empty; it's history and praxis. Because it is praxis, it is done in the action-reflection-action of the subjects with their own world and on it, to transform it. Anchored in this Freirian thought, training emerges as an element of mediation for teaching work and pedagogical praxis, since, from it, the teacher can adapt their strategies according to the needs and contexts of the students, as P13 highlights "It is important to train professionals who work in this area, to know the specificities of Rural Education to achieve the pedagogical objectives of students". In this sense, Molina and Martins (2019, sp.) point out:

The right to continued education of educators and educators as part of the requirements for the development of public education of social quality is part of the struggles of the teaching movement for a long time. Documents from the National Association for the Training of Education Professionals (ANFOPE) from the 1990s and 2000s bring important references on the subject. Countryside Education is part of this struggle and defends the right to continuing education condition sine qua non to qualify the teaching practice. The continuous formation of educators, with the permanent institution of times and spaces of theoretical deepening and critical reflection on the practices themselves, is an imperative need for a teaching practice that aims to promote critical and emancipatory educational practices. With the understanding of continuing education as a right and, at the same time, as an obligation of the State to guarantee public policies that promote and effectiveness, the Rural Education, following its materiality of origin, of being

instituting rights, has sought to promote, continuously, spaces of formation of educators and educators who act in it, at different levels of education.

Corroborating the thoughts of Molina and Martins, we believe that the State as a federative body has the duty and obligation to assume its role before education, in such a way that the continued training of teachers in the rural education is not a favor, but a right, provided for in the Laws of Guidelines and Bases of National Education 9,394 of 1996, in goal 8 of the PDE, and in other policies such as PRONERA. Also noteworthy is the political project of continuing education articulated in the school of the countryside, in which Freitas (2019, sp.) emphasizes that:

As an interface process of educators in the exercise of their work, it is essential that the theoretical dimension of training is in close articulation with its concrete problems, with the cultural identity of the region where it develops, value the knowledge productions constituted in the teaching work, seeking to develop, in educators, the skills and competencies of researcher in their field of knowledge. Considering the public nature of the profession and the political commitment to the formation of the new generations, continuing education is no longer a matter of decision-making and choices exclusively particular, personal. On the contrary, it must be articulated in a combined way to the needs of basic education and the collective of schools, and also seek to increase the political awareness of professionals in the face of social transformations in continuous movement and the prospects for the future of education, school and profession.

Articulating in a combined way with the structuring axes of the curriculum, respecting the specificities of Rural Education, the teacher is able to develop his teaching practice, based on a cultural identity that values the knowledge of the land. Based on this prerogative, it was important to verify whether schools have offered moments of continuous training in service. SEEDF provides training at EAPE - Subsecretariat for Continuing Education Professionals, as well as in some regional education (CRE's). However, educational institutions also have autonomy to offer training to professionals in times of pedagogical coordination. Table 2 highlights the answers about the moments of continuing education in schools.

Table 2 - Continuing education in schools in the Distrito Federal

| Number of responses | Type of training |
|---------------------|-----------------------------------------------------------------------|
| 3 | During pedagogical coordination, mediated by EAPE |
| 1 | Training by EMATER/DF |
| 3 | Thematic school day on Rural Education |
| 3 | Speakers invited by the school |
| 1 | Annual Meeting of field schools - successful exchanges of experiences |
| 2 | Workshops taught by UNIEB/CRE |
| 6 | There is no training in my school during the coordinations |
| Total: 19 | |

Source: elaboration of the authors from the field research (2020).

According to Table 2, we found that of the 19 participants, 6 reported that there are no moments of training in their schools. This is a worrying reality, considering that training, when carried out reflexively, generates full realization by work to promote a transformative practice, thinking about the social reality

of its students. Thus for Giroux (1997), teachers are transformative intellectuals, in which their pedagogical actions must be constituted from the duo "pedagogical - political" and "political-pedagogical". When teaching practice comes from a transformative perspective, it is perceived that planning, classes, curriculum and school projects not only live, but are born from territoriality, family, work, land, culture, because the subjects of the countryside understand this reality.

I want a countryside school/that has to do with life, with us/wanted and organized/ and conducted collectively. I want a countryside school/that doesn't just see equations that have as "master key"/work and task forces. I want a countryside school/ that doesn't have fences that don't have walls/ where we will learn to be builders of the future. I want a field school/where knowing is not limited/that we can see the whole/and understand the sides. I want a countryside school/where is the cycle of our sows/which is like our house/which is not like the house of other people (GILVAN SANTOS, 2006, p. 20 *apud* CAMACHO, 2019, sp.).

And for this countryside school to happen, you have to start from the "i" and "we." In this context, continuing education is a foundation in the life of these teachers, as well as the formations mediated by EAPE/SEEDF, workshops offered by CRE – Regional Coordination of Teaching, as well as lectures given by guests who go to schools to talk about Rural Education.

We also ask about the School of the land training course. This course is a proposal of the Ministry of Education - MEC and aims to promote the improvement of the conditions of access and permanence of students in the field, offering support, pedagogical materials and training to teachers who work in this type of context. This proposal is adhering to this proposal by the state, district or municipal departments.

In this way, one of the proposed questions was "Did you know the Land School course? If the answer is yes, write a little about it." Of the 19 teachers participating in the study, 11 did not answer this question, 4 reported that they do not know the course, 2 answered that they "have heard about but have not participated" and only 2 teachers participated in the School of the Land course.

The reality of some schools in the countryside of DF in the area of continuing education is alarming, because we believe that the context of Rural Education has training but there is no complete support, which we think is paramount to promote the improvement of the learning of these students, as well as support to teaching practices. Thus, there are some challenges that are shown in this context, as highlighted in the 13th question of the questionnaire: "In your opinion, what are the challenges encountered for the continuing education of SEEDF rural education teachers today?"

One of the challenges is the distance between commuting from the workplace to the training site (P3).

There's little offer. There is little disclosure of the importance of the Guidelines of this community, besides the lack of interest of professionals in knowing it (P5).

The physical distance. Generally the courses are outside the Regional Teaching, and often the school is in places of difficult access, which becomes more of a deterrent (P8).

When the training is in the city gets very busy; most schools are far from the urban area, so we need a flexible schedule (P10).

The report on the difficulty of travel and distance was very much addressed by teachers, because when the training sits in the EAPE - center of Brasília/DF, the route is long for those who work in the

schools of the countryside and there is no flexibilization of schedules.

The category contradiction and work are reinvigorated in these discourses, by showing the social, political and cultural reality experienced by thousands of teachers working in Rural Education. It is not only a point to build schools, to establish public and educational policies if there is no viability of access, as well as the provision of the necessary means for teachers to perform these trainings. After all, the journey is long to the institution that offers the courses; it is necessary that this training comes out of the "drawers" and goes to the "school floor", place where teachers are "based" on training. Freitas (2019, sp.) highlights:

Teacher training must be a process of continuing education, the responsibility of the individual, the State and society. This continuity of the teacher training process must be assumed by the two education systems – state and private – ensuring through own resources the structures necessary for their viability and linking this training to career plans.

The State Department of Education of the Distrito Federal may make agreements with Universities, Federal Institutes. The schools of the countryside can invite teachers (specialists, masters, doctors or training in Rural Education) to teach extension courses, lectures, workshops in collective moments, since these are tools that can enable the relationship between theory and practice. Other focuses of training are: forums, symposia, congresses, seminars, fairs, courses, as well as those offered by the Paulo Freire Training Center, online; TV Fonec that occurs every Thursday at 7 pm, enabling lives through Youtube, with training on Rural Education. Also noteworthy is the training by Anfope Nacional, every Monday at 17 hours, with lives (Youtube) on teacher training; Web TV Undime Bahia live on education. Finally, in addition to training by SEEDF, the field teacher will be able to take other courses, even online.

And so, in a broad view of the materiality of Rural Education in the context of training, we asked the participants: "How do you summarize the importance of rural education for countryside subjects?" The answers fell into four categories: learning, individuality, valorization and permanence. The teachers emphasized that the education of the countryside is important to value the subjects of the field, since specific public policies are necessary to ensure the access and permanence of these students, as P7 points out: "It is necessary to provide learning to students from these locations, in addition to conditions of access and permanence for them to carry out their studies".

Therefore, for the valorization of the subjects of the countryside, the data showed us that it is necessary to provide learning, taking into account the individualities of the students in their context, promoting not only access to the school, but also their permanence; in this sense, we think that training can lead the teacher to reflect on this appreciation, providing his intentional practice, since training is not only acquisition of knowledge, but rather a reflection of his pedagogical action.

7. Final Considerations

The study allowed us to have a different look at the subjects of the countryside, since understanding the formative context of Rural Education in public schools in DF helps us to reflect on what is the best way to promote and develop continuing education that is aimed at valuing and transform the educational

environment, providing students with learning according to their individualities.

In the materiality of the analyzes, it was possible to verify that the specific training for the countryside in SEEDF needs to advance; both in relation to training schools (EAPE) and in-service training, during times of collective coordination.

We also highlight the need for teachers to disseminate and learn about the laws, public policies and guidelines on rural education, reflecting on what has been innovated in this regard and what the impacts of this knowledge are on the practices and strategies of teaching.

Moreover, it was possible to understand that the need for training does not only concern theoretical knowledge, but rather the possibilities of having initiatives and changes in teaching strategies, so that they are mediated and focused on inclusion, valorization of the student in the field and that they are not only merely reproductive practices in the classroom.

It becomes notorious that The Education of the countryside has been walking and building its space within the scope of public educational policies, which has in fact been increasingly strengthening so that the subjects of the countryside receive their rights, which translate into a dignified and quality education.

It is noteworthy that 22 years after the birth of Rural Education in Brazil, we observed that social movements, through the class struggles of workers, rooted by advocates of an education "in and from the countryside", work in order to enable freedom and human emancipation for the peasant. Thus, they were during these two decades, building Forums, Congresses, as well as fights and classical works of literature focused on the countryside. We can highlight some of great relevance, such as:

- a) Dictionary of Rural Education, Roseli Caldart, Gaudêncio Frigotto, Isabel Pereira and Paulo Alentejano;
- b) For an Education of the Countryside of Miguel Gonzalez Arroyo, Roseli Caldart and Monica Castagna Molina;
- c) Education of the countryside as a human right, by Ângela Monteiro Pires;
- d) Rural education: proposals and practices, by Maria Antonia de Souza;
- e) Contributions to the Construction of an Education Project of the Countryside of Monica Castagna Molina and Sonia Meire Santos;
- f) Rural Education and Vocational Training: The Experience of the Agrarian Residency Program of Mônica Castagna Molina, Gema Galgani S. L., Esmeraldo Pedro Selvino Neumann and Sonia Maria P. P. Bergamasco;
- g) The Production of Rural Education in Brazil: From Historical References to the Institutionalization of Cecilia Maria Ghedini;
- h) Memory and History of PRONERA: Contributions of the National Program of Education in Agrarian Reform for Rural Education in Brazil by Clarice Aparecida dos Santos, Mônica Castagna Molina and Sonia Meire dos Santos Azevedo de Jesus.
- i) Educational territories in the education of the countryside: School, community and Social movements of Aracy Alves Martins, Maria de Fátima Almeida Martins and Maria Isabel Antunes-Rocha.
- j) Census Journal - Educational Studies of the Distrito Federal
- k) Brazilian Journal of Rural Education - UFT

- l) EAPE Magazine - Continuous Information;
- m) Brazilian Journal of Agroecology;
- n) Training in Motion Magazine - ANFOPE;
- o) Brazilian Journal of Basic Education - UFMG

Thus, the continuing training of teachers for the context of schools in the countryside of the Distrito Federal, is paved by a literary framework, in addition to an academic collegiate of Universities, who seek to take this training together with the Department of Education of the Distrito Federal. However, for this, it is of paramount importance that teachers and schools come to meet knowledge. It is noticed that EAPE has become one of the largest fronts of teacher training of SEEDF. In this sense, we believe in the importance of training more professionals and bringing this intentionality to "the school floor", because reflexive practices can lead to improvement in learning.

8. References

ARROYO, Miguel González. Formação de Educadores do Campo. In: **Dicionário da educação do Campo**. Roseli Salete Caldart, Isabel Brasil Pereira, Paulo Alentejano e Gaudêncio Frigotto (Org). 2.Ed. Rio de Janeiro, São Paulo: Escola Politécnica de Saúde Joaquim Venâncio Expressão Popular, 2012.

BRASIL. Ministério da Educação. Secretaria de Educação Básica. **Educação do Campo – Série Cadernos Pedagógicos**. Brasília: Ministério da Educação, 2009.

BRASIL. Decreto Nº 7.352, de 4 de novembro de 2010. Dispõe sobre a política de educação do campo e o Programa Nacional de Educação na Reforma Agrária - PRONERA. Diário Oficial da União, Poder Executivo, Brasília, 4 dez. 2010.

BRASIL. Senado Federal (1988). **Constituição Federativa da República do Brasil de 1988**. Brasília: Senado Federal, 1988. Atualizado em julho/2010.

BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União, Poder Executivo, Brasília, DF, 23 dez. 1996, Seção I, p. 27-833.

CALDART, Roseli Salete. Sobre Educação do Campo. In: FERNANDES, Bernardo Mançano; et.al. **Por uma Educação do Campo: campo- políticas públicas – educação**. Organizadora, Clarice Aparecida dos Santos. -- Brasília: Incra; MDA, 2008.

CALDART, Roseli Salete. Educação do Campo. In: **Dicionário da educação do Campo**. Roseli Salete Caldart, Isabel Brasil Pereira, Paulo Alentejano e Gaudêncio Frigotto (Org). 2.Ed. Rio de Janeiro, São Paulo: Escola Politécnica de Saúde Joaquim Venâncio Expressão Popular, 2012.

CAMACHO, Rodrigo Simão. Educação do Campo e territórios/territorialidades camponeses: terra, família e trabalho. In: Mônica Castagna Molina, Maria de Fátima Almeida Martins [Orgs.]. **Formação de formadores: reflexões sobre as experiências da Licenciatura em educação do campo no Brasil**. 1. ed. -- Belo Horizonte : Autêntica Editora, 2019.

CRUZ, Shirleide Pereira da Silva. **Professor polivalente: profissionalidade docente em análise**. Curitiba: Appris, 2017.

DISTRITO FEDERAL. **Diretrizes Pedagógicas Da Educação Básica Do Campo Para A Rede Pública De Ensino Do Distrito Federal**. Secretaria de Estado de Educação do Distrito Federal, 2019.

DISTRITO FEDERAL. Secretaria de Estado de Educação do DF. **Portaria nº 503 de 14 de novembro de 2019**. Dispõe sobre a organização administrativa e pedagógica da EAPE. Brasília, DF, 2019.

DISTRITO FEDERAL. Secretaria de Estado de Educação do DF. **Portaria nº 11 de 29 de janeiro de 2019**. Dispõe sobre a organização administrativa e pedagógica da EAPE. Brasília, DF, 2019.

DISTRITO FEDERAL. Secretaria de Estado e Educação do Distrito Federal. **Educação do Campo**. Site Secretaria de Estado de Educação – SEEDF. Disponível em: <http://www.educacao.df.gov.br/educacao-no-campo/> . Acesso em 07 de agosto de 2020.

EAPE - Subsecretaria de Formação Continuada dos Profissionais da Educação. **Informação Continuada**. Brasília: Secretaria de educação do Distrito Federal, Ano 2, nº 2, fevereiro 2020.

EAPE - Subsecretaria de Formação Continuada dos Profissionais da Educação. **Cursos EAPE do 1º Semestre de 2019 – Resultado Final**. Site EAPE, Disponível em: <http://www.eape.se.df.gov.br/cursos-eape-do-1o-semester-de-2019-resultado-final/>. Acesso em 04 de agosto de 2020.

EAPE - Subsecretaria de Formação Continuada dos Profissionais da Educação. **Cursos EAPE do 2º Semestre de 2018**. Site EAPE, Disponível em: <http://www.eape.se.df.gov.br/cursos-eape-do-2o-semester-de-2018-5/>. Acesso em 04 de agosto de 2020.

EAPE - Subsecretaria de Formação Continuada dos Profissionais da Educação. **Curso de Formação Continuada Programa Escola da Terra**. Site EAPE. Disponível em: <http://www.eape.se.df.gov.br/curso-de-formacao-continuada-escola-da-terra/>. Acesso em 04 de agosto de 2020.

FREIRE, Paulo. **Conscientização: teoria e prática de libertação - uma introdução ao pensamento de**

Paulo Freire. 3. ed. São Paulo: Moraes, 1980.

FREIRE, Paulo. **Pedagogia do Oprimido.** 17^a ed. Rio de Janeiro, Paz e Terra, 1987, p. 33.

FREIRE, Paulo. **Pedagogia da autonomia: saberes necessários à prática educativa.** 33. ed. São Paulo: Paz e Terra, Ed. especial, 1996.

FREIRE, Paulo. **Pedagogia da autonomia: saberes necessários à prática educativa.** 33. ed. São Paulo: Paz e Terra, 2009.

FREITAS, Helena Costa Lopes de. Resistências e desafios na formação continuada dos educadores. In: Mônica Castagna Molina, Maria de Fátima Almeida Martins [Orgs.]. **Formação de formadores: reflexões sobre as experiências da Licenciatura em educação do campo no Brasil.** 1. ed. -- Belo Horizonte : Autêntica Editora, 2019.

GARCÍA, Carlos M. **Formação de professores: para uma mudança educativa.** Porto – Portugal: Porto Editora, 1999.

GIROUX, Henri. Professores como intelectuais transformadores. In: **Os professores como intelectuais: rumo a uma pedagogia crítica da aprendizagem.** Porto Alegre: Artes Médicas, 1997.

GRAMSCI, Antônio. **Escritos políticos.** Vol 1. Rio de Janeiro: Civilização Brasileira, 2004.

GOMIDE, Denise C. **O materialismo Histórico Dialético como enfoque metodológico para a pesquisa sobre política educacionais.** Universidade Metodista de Piracicaba . São Paulo: UNIMEP, 2014.

LIBÂNEO, José C. **Pedagogia e Pedagogos, para quê?** 12 ed. São Paulo: Cortêz, 2010.

MARCONI, Marina de Andrade; LAKATOS, Eva Maria de. **Fundamentos de Metodologia Científica.** 5^a ed. São Paulo: Editora Atlas, 2003.

MARCONI, Marina de Andrade; LAKATOS, Eva Maria de. **Fundamentos de Metodologia Científica.** 8^a ed. São Paulo: Editora Atlas, 2017.

MARX, Karl. **O capital.** Tradução de: Reginaldo Sant'ana. Rio de Janeiro: Betrand Brasil. 12 ed. 1989.

MARX, Karl. **Manuscritos econômico-filosóficos.** São Paulo: Boitempo, 2004.

MARX, Karl; ENGELS, Friedrich. **A Ideologia Alemã (Feurbach).** 11. ed. São Paulo: Hucitec, 1999.

MOLINA, Mônica Castagna. A Constitucionalidade e a Justicibilidade do Direito à Educação dos Povos do Campo. In: FERNANDES, Bernardo Mançano; et.al. **Por uma Educação do Campo: campo-políticas públicas – educação**. Organizadora, Clarice Aparecida dos Santos. - Brasília: Incra; MDA, 2008.

MOLINA, Mônica Castagna; JESUS, Sonia Meire Santos Azevedo de. **Contribuições do PRONERA à Educação do Campo no Brasil reflexões a partir da tríade: campo – política pública – educação**. In: SANTOS, Clarice Aparecida dos; MOLINA, Mônica Castagna; JESUS, Sonia Meire Santos Azevedo de (org). **Memória e História do PRONERA – Contribuições do Programa Nacional de Reforma Agrária para a Educação do Campo no Brasil**. Ministério do Desenvolvimento Agrário, 2011.

MOLINA, Mônica Castagna. Legislação Educacional do campo. In: **Dicionário da educação do Campo**. Roseli Salete Caldart, Isabel Brasil Pereira, Paulo Alentejano e Gaudêncio Frigotto,(Org).2ª Ed. Rio de Janeiro, São Paulo: Escola Politécnica de Saúde Joaquim Venâncio Expressão Popular, 2012.

MOLINA, Mônica Castagna; SÁ, Laís Mourão. Escola do Campo. In: **Dicionário da educação do Campo**. Roseli Salete Caldart, Isabel Brasil Pereira, Paulo Alentejano e Gaudêncio Frigotto (Org).2ª Ed. Rio de Janeiro, São Paulo: Escola Politécnica de Saúde Joaquim Venâncio Expressão Popular, 2012.

MOLINA, Mônica Castagna; ANTUNES-ROCHA, Maria Isabel. **Educação Do Campo: História, Práticas e Desafios No Âmbito Das Políticas De Formação De Educadores – Reflexões Sobre o Pronera e o Procampo**. Revista Reflexão e Ação, Santa Cruz do Sul, v.22, n.2, p.220-253, jul./dez.2014.

MOLINA, Mônica Castagna; MARTINS, Maria de Fátima Almeida. Reflexões sobre o processo de realização e os resultados dos Seminários Nacionais de Formação Continuada de Professores das Licenciaturas em Educação do Campo no Brasil. In: Mônica Castagna Molina, Maria de Fátima Almeida Martins [Orgs.]. **Formação de formadores: reflexões sobre as experiências da Licenciatura em educação do campo no Brasil**. 1. ed. -- Belo Horizonte : Autêntica Editora, 2019.

MOLINA, Mônica Castagna. **Políticas, educação do campo e pesquisa na Amazônia: desafios em tempo de pandemia**. In: III Colóquio Nacional de Educação, Políticas e Sociedades, 2020.

OLIVEIRA, Luiz A.; OLIVEIRA, Natália C.; SANTOS, João Marcos V. **O materialismo histórico e suas categorias de análise**. In: VII SEPED – Seminário PED - Seminário de Pedagogia -2013. Anais do VII SEPED – Cornélio Procópio: Universidade Estadual do Norte do Paraná, Cornélio Procópio, 2013.

PARRA, Domingos Filho; ALMEIDA, João Santos. **Metodologia Científica**. 5 ed. São Paulo: Futura, 2002.

RICHARDSON, Roberto Jarry. **Pesquisa Social – Métodos e Técnicas**. 3ª ed. São Paulo: Editora Atlas, 2002.

SANTOS, Arlete Ramos dos. **Negação da educação do campo no município de vitória da conquista-ba**. EDUECE, 2014.

SILVA, Simone da Conceição Rodrigues da. **O sentido da educação integral nas práticas dos docentes do PROEITI: formação emancipadora?** 2019. 166 f. Dissertação (Mestrado em Educação), Faculdade de Educação da Universidade de Brasília, Brasília, DF, 2019.

TRIVIÑOS, Augusto N. S. **Introdução à pesquisa em ciências sociais: a pesquisa qualitativa em educação**. São Paulo: Atlas, 1987.

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).