



## Field Education in the capitalist state framework: the reality of Vitória da Conquista-BA

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**ABSTRACT.** This research presents the uniqueness of Field Education in the city of Vitória da Conquista / BA and several readings led to the discussions here presented, anchored in Historical Dialectical Materialism. The research was carried out in Countryside Schools of that municipality, in which the implementation of the programs proposed by the Articulated Actions Plan (PAR), the physical conditions of schools and school transport were observed. It is worth highlighting that the municipality has a larger number of schools in rural areas than in urban areas. The results demonstrate that public policies for Field Education are necessary, however, this modality exposes limitations and also points out that the education system is tied to domination and exploitation by the ruling class, compared to those who diverge from the paradigms of this class. To break this stigma, it is necessary to defend an emancipatory Field Education that can overcome the fragmentation of knowledge, as well as in the liberation from alienation caused by the capitalist system and the guarantee of an education that is, in fact, at the service of the development of field populations, valuing their cultures and peculiarities.

**Keywords:** field education; capitalist state; public policy.

### Educação do Campo no marco do estado capitalista: a realidade de Vitória da Conquista/BA

**RESUMO.** Esta pesquisa apresenta a singularidade da Educação do Campo no município de Vitória da Conquista/BA e várias leituras conduziram as discussões, ancoradas no Materialismo Histórico Dialético. A pesquisa foi realizada em Escolas do Campo do referido município, em que se observou a implementação dos programas do Plano de Ações Articuladas (PAR), as condições físicas das escolas e o transporte escolar. Vale frisar que o referido município possui um quantitativo maior de escolas nos espaços campestres do que nos espaços urbanos. Os resultados demonstram que as políticas públicas para a Educação do Campo são necessárias, porém, essa modalidade expõe limitações e aponta ainda, que o sistema de educação se encontra amarrado à dominação e exploração por parte da classe dominante, ante aos que divergem dos paradigmas dessa classe. Para romper com esse estigma, é preciso defesa em favor de uma Educação do Campo emancipatória que possa superar a fragmentação do conhecimento, bem como na libertação da alienação provocada pelo sistema capitalista e a garantia de uma educação que esteja, de fato, a serviço do desenvolvimento das populações do campo, valorizando suas culturas e peculiaridades.

**Palavras-chave:** educação do campo; estado capitalista; políticas públicas.

### Educación del Campo en el marco del estado capitalista: la realidad de Vitória da Conquista-BA

**RESUMEN.** Esta investigación presenta la singularidad de la educación del campo en la ciudad de Vitória da Conquista / BA y varias lecturas condujeron a las discusiones, ancladas en el Materialismo Histórico Dialético. La investigación se realizó en las Escuelas del Campo de ese municipio, en las cuales se observó la implementación de los programas del Plan de Acciones Articuladas (PAR), las condiciones físicas de las escuelas y el transporte escolar. Vale la pena señalar que el municipio tiene un mayor número de escuelas en las zonas rurales que en las zonas urbanas. Los resultados demuestran que las políticas públicas para la Educación del Campo son necesarias, sin embargo, esta modalidad expone limitaciones y también señala que el sistema educativo está vinculado a la dominación y explotación por parte de la clase dominante, en comparación con aquellos que se desvían de sus paradigmas. Para romper este estigma, es necesario defender a favor de una Educación del Campo emancipadora que pueda superar la fragmentación del conocimiento, así como en la

liberación de la alienación causada por el sistema capitalista y la garantía de una educación que, de hecho, esté al servicio del desarrollo de poblaciones rurales, valorando sus culturas y peculiaridades.

**Palabras clave:** educación del campo; estado capitalista; políticas públicas.

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## Introduction

Historically, Field Education in Brazil faces difficulties from its implementation up to these days. The justifications mentioned by the rulers are no longer accepted by the population, which is saturated with hearing that the geographical difficulties and the size of the country do not favor peasant's education. These implications should be easily resolved through the management of proper public policies designed for these populations, which does not seem to be a priority for governments.

In this scenario of dismay by the country's rulers, the Field Education has been dragging and bittering in the dismay from the governants. The struggle for rural Education results from social movements, mainly from the Landless Workers' Movement (MST) and the peasant's working class, however, the struggle to access an education designed for the country man is marked by denials.

According to Santos and Nunes (2020), the framework of Field Education in the Brazilian political agenda was based on the Law of Guidelines and Bases (Lei de Diretrizes e Bases - LDB), Law No. 9,394 (1996), when it states in article 28 the possible adequacy of the curriculum and methodologies appropriate to the rural environment, as well as, flexibilization and school organization through the adequacy of the school calendar, to meet the climatic conditions of each region. Based on this context, the educational public policies seen as law, focused on Field Education begin to take a breath in the national scenario, from the 1990s, but are more substantially implemented with the Operational Guidelines for Basic Field Education in 2002.

However, in the context of social movements, the genesis of discussions on the topic of 'Field Education', comes from the I ENERA (National Meeting of Educators of Agrarian Reform), held in the city of Brasilia in 1997 and, soon after, in 1998, 2004 and 2015 with the respective Conferences for Basic Education in the Field, in addition to other meetings with the same purpose. Subsequently, social mobilizations intensified and incorporated the struggle for Rural Education, through the actions and claims of the Social and Union Movements of the countryside, in harmony with other urban movements (Santos, 2013). Among the movements that are part of these mobilizations, we highlight the Movement of Landless Rural Workers (MST), Movement of Small Farmers (MPA), Movement for The Struggle for Land (MLT), as well as the indigenous and maroon Community members, who reaffirmed the commitment of the struggle for Field Education in the II ENERA, which took place in Luziânia/GO, in 2015. According to Caldart (2009, p. 71-72, translated by the authors),

Field Education was born taking/needing to take a stand in the confrontation of rural projects: against the logic of the rural field as a place of business, which expels families, which does not need education or schools because it needs less and less people, the affirmation of the logic of production to sustain life in its different dimensions, needs, shapes. And at birth fighting for Education of the Field collective rights that orbits the sphere of the public, was born stating that it is not about any public policy: the debate is in its form, content and individuals involved.

In this perspective, the text addresses the difficulties faced by Field Education in Brazil and the struggles in favor of this education, and some of them gain strength in the legislations in force in the country, in which some difficulties are still encountered regarding its execution, due to the fact of the precarious infrastructure in schools, leaving the peasant population devoid of educational improvements. Therefore, it is necessary to break with school structures' below a minimum quality standard, because many schools do not have water or electricity, most do not have a laboratory, library or leisure space (Cardoso, Santos, & Oliveira, 2017); overcome the urban-centric educational model; implement an educational proposal that has as its centrality of the educational processes aimed on the social movements of the countryside and at the peasants; and fight to prevent the closure of schools in the countryside as recommended by the Law No. 12,960 (2014), because in 2015, in Brazil, there were 64,091 (sixty-four thousand ninety-one) schools in the countryside, while in 2018 this number decreased to 51,519 (fifty-one thousand five hundred and nineteen), indicating that 12,572 (twelve thousand five hundred and seventy-two) schools were closed in the period of only three (3) years (Santos & Nunes, 2020).

The research from which this text originates aims to analyze the impact of educational policies for the field, which are part of the Plan of Articulated Actions (PAR), carried out in the municipality of Vitória da Conquista/BA. This Plan was established by Decree No. 6,094 (2007), in the second term of the Government of President Luiz Inácio Lula da Silva (2007-2010), and is part of the Education Development Plan (PDE).

Since its implementation, the PAR has already focused on three stages/cycles, the first of which covered the period from 2007 to 2010, in the second term of President Lula; the second cycle in the period from 2011 to 2015, under President Dilma; and the current stage, which comprises the period from 2016 to 2019, began in the Government of President Temer. In this last stage, the states and municipalities were instructed to make the diagnosis of their networks to, based on updated data, prepare their respective Articulated Action Plans. From the second cycle, the PAR began to be linked to the National Education Plan (PNE), therefore, an alignment between the PAR and the PNE in the 20 (twenty) goals and strategies related to basic education.

The information was analyzed through the dialectical methodology that for Kosik (1997) implies in an objective explanation of the reality studied, penetrating the richness of its contents.

The choice of dialectical approach was made as an attempt to understand the educational public policies implemented in Brazil since the 1990s, focusing on the PAR. In this perspective, the method of analysis adopted was the dialectical historical materialism, which contributes to unveil reality, because it seeks to encompass the real from its contradictions and relations among singularity, particularity and universality.

The Field Education arises from the struggles of the Social Movements in the search for guarantees of the rights of the peasant population. Due to the absence of public policies directed to this social reality and, also, due to its historical traces on the denial of rights to the populations of the countryside, concerns and policies arise with the objective of reversing this reality.

'Decentralization' policies have been taking place since the 1990s, through which the educational system undergoes several reforms based on capitalist globalization, encouraged, and financed by international organizations, such as the World Bank and the Organization for Economic Cooperation and Development (OECD). The PAR is part of one of these policies, aiming at technical and financial support to cities that have flagged inefficient indicators regarding the quality of education, based on the diagnosis consistent with the evidence of the Basic Education Development Index (IDEB).

However, these policies arise with the purpose of meeting the charges of the aforementioned international organizations that aim for better results of educational indexes in the country, especially those related to illiteracy indicators.

This is the path in which the concerns related to this study are moving, as a way of understanding public policies for peasant education within a context of capitalism.

## **Field Education within the framework of the Capitalist System**

On March 15, 2007, the Education Development Plan (PDE) was launched as a policy for regulating Basic Education. For Professor Dermeval Saviani (2007, p. 13, translated by the authors),

The PDE fully assumes, including in the denomination, the agenda of the program 'Commitment All for Education', a movement launched on September 6, 2006 at the Ipiranga Museum in São Paulo. Presenting itself as a civil society's initiative and calling for the participation of all social sectors, this movement was, in fact, constituted as a cluster of business groups with representatives and sponsorship of entities such as Grupo Pão de Açúcar, Fundação Itaú-Social, Fundação Bradesco, Instituto Gerdau, Grupo Gerdau, Fundação Roberto Marinho, Fundação Educar-DPaschoal, Instituto Itaú Cultural, Paça-parte Institute, Brazil Volunteer, Ayrton Senna Institute, Suzano Company, ABN-Real Bank, Santander Bank, Ethos Institute, among others.

For the aforementioned author (Saviani, 2007), the PDE aims to make education a commitment of all, presenting in its base, a set of existing and other new actions, however, the participation of the business class is the reason for questioning by the civil society. Freitas (2012) assures that the way of managing education by business groups is not a new issue, since this initiative has already taken place in Brazil through non-governmental organizations (NGOs), also called "Education Partners". These Organizations implement Americanized models of educational management such as Charter Schools, privatized schools that operate under annual contract, with specific goals to be achieved.

In this context we find the par policies, implemented by the Federal Government, however, these policies aim, above all, to meet the interests of business groups and improve the Basic Education Development Index (IDEB), created in 2007 by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), formulated to measure the quality of national learning and establish goals for the improvement of education. According to the National Fund for the Development of Education (FNDE), (Articulated Action Plan [PAR 2016-2019], 2017), the PAR being a multi-year planning instrument, has already focused on three stages/cycles, being:

[...] the first PAR cycle covered the period from 2007 to 2010, and the second cycle was valid for the period 2011 to 2014. At the current stage, states and municipalities will be instructed to make the diagnosis of their networks to, based on updated data, prepare their Articulated Action Plans, to be effective for the period 2016 to 2019 (Articulated Action Plan [PAR 2016-2019], 2017).

The accession to the Plan of Goals of the 'Commitment All for Education' program is voluntarily implemented by Municipalities, States or the Federal District, however, this accession implies the responsibility of the federated body to promote quality in Basic Education in its field of competence, which is expressed by the fulfillment of the goal of betterment of the IDEB. After the agreement, the Municipalities, States and the Federal District prepare their action plans, receiving support from the Union through technical or financial assistance actions, which are elaborated from four axes: I - Educational Management; II - Teacher training and School Support Service and Support Professionals; III - Pedagogical Resources and IV - Infrastructure. In this context, the Ministry of Education (MEC) ensures that the PAR is seen as an important tool for "[...] aid federal entities to achieve the goals agreed in their respective education plans" (Ministry of Education, Secretariat of Articulation with Education Systems [MEC/SASE], 2014, p. 10).

In this scenario, it is necessary to approach field education in the context of existing public policies in Brazil. Field Education was born from the struggles of the peasant's working class, mainly from the Social Movements that seek an educational project in the form of public policy that respects the interests of the various subjects who make the countryside field their territory of life.

According to Nascimento (2009, p. 160, translated by the authors),

The issue of education aimed at peasants in Brazil has historically been a major problem. Until the 1930s, the theme of rural education did not stand out in government actions. Brazil, even considered an eminently agrarian country, did not even mention about rural education in its constitutional texts of 1824 and 1891, which brings to evidence two problems of public governance, namely: the disregard on the part of the governing body with education offered to peasants and the remnants of a political culture strongly based on an agrarian economy therein based on large property's ownership and slave labor.

Historically, in Brazil, the school presents itself in a dualist perspective, divided between the elitist class and the working class in which the access of the population with lower purchasing power is full of obstacles and indemnations. Access to the school for all is a guarantee established in the Federal Constitution of 1988, entitled as citizen constitution, when in its Article 208 it deals with:

The state's duty to education will be carried out by ensuring:

I- compulsory and free basic education from 4 (four) to 17 (seventeen) years of age, assured including its free offer to all those who did not have access to it at their own age;

II- progressive universalization of free high school;

III - specialized educational care for people with disabilities, preferably in the regular school system;

IV- early childhood education, in daycare and preschool, to children up to five (5) years of age;

V- access to the highest levels of teaching, research and artistic creation, according to the capacity of each one;

VI - offer of regular night schooling, appropriate to the conditions of the student;

VII - care to the student, in all stages of basic education, through supplementary programs of didactic-school material, transportation, food and health care (Constituição da República Federativa do Brasil, 1988, translated by the authors).

However, the non-recognition of the specificities of peasant populations continued until 1996, when the Law of Guidelines and Bases of National Education (LDBEN), no. 9,394/1996, which reports in article 28 that:

In the provision of basic education for the rural population, education systems will promote the adaptations necessary to adapt them to the peculiarities of rural life and each region, especially:

- I- curricular contents and methodologies appropriate to the real needs and interests of rural students;
- II- own school organisation, including the adequacy of the school calendar to the stages of the agricultural cycle and climatic conditions;
- III - adaptation to the nature of work in the rural area (Law No. 9,394, 1996).

Although the Law guarantees these adaptations for Field Education, municipalities do not always promote a Field Education with quality, which are often devoid of almost everything for its development. According to Santos, Cardoso and Oliveira (2018, p. 118, translated by the authors),

The framework of Rural Education in the political agenda and in the educational policy can be indicated from the LDB, Law No. 9,394/96, when it states in Article 28 the possible adequacy of the curriculum and methodologies appropriate to the rural environment, as well as the flexibility and school organization through the adequacy of the calendar, to meet the climatic conditions of each region. Based on this context, the educational public policies seen as law, focused on Field Education begin to take a breath on the national scene, from the 1990s.

After the redefinition of the role of the State, about the management of public policies since the 1990s and the concerns of the IDEB's improvement, policies also begin to appear in the schools of the countryside. While, in a deficient way, the results do not always reach what was proposed, and another issue that implies in these results is the inability to reach all peasant schools, because some policies require a minimum percentage in the number of students, and due to the limited number of these, many schools fail to meet this criterion, being left out of most programs and government projects.

These situations end up causing contradictions as to what establishes the National Education Plan (PNE), (Law No. 13,005, 2014), since among of the 20 (twenty) goals established, only one is destined to this population, the Goal number 8, that includes the following text:

Raise the average schooling of the population aged 18 to 29 years, in order to reach at least 12 years of study in the last year of this Plan, for the populations of the country, the region with the lowest schooling in the country and the poorest 25%, and to equal the average schooling among blacks and non-blacks declared to the Brazilian Institute of Geography and Statistics Foundation (IBGE) (Law No. 13,005, 2014, translated by the authors ).

This is an attempt to reduce inequalities and value a diversity so present in the country, however, these inequalities are clearly visible in our daily lives, since the ruling class promotes actions designed for its determinations to prevail, always aiming at profit. In this bias, the working class sells its workforce that is not rewarded with fair wages, maintaining the tendency to increase the enrichment of one class that exploits the other, favoring the nefarious power of capitalism.

These privileges were already observed in the studies of Marx and Engels (2011, p. 7) in which the authors point out that class struggle will always exist under the aegis of capitalism, because it is inherent in this economic system, stating that "The history of all societies that have existed to this day has been the history of class struggle [...]", the authors also stress that there will be no agreements between oppressors and oppressed, workers and employers, capital and labor.

Undoubtedly, the ideas of these authors remain very current and, reflecting on their words, it is notorious what they represent, because it is difficult for the oppressive class to give up profit in favor of the working class, which every day has its workforce less recognised, regardless of whether they are in the countryside or in the cityscape. However, the peasant's population by the context of its history is more exploited, which makes it report to the struggles and claims, occurred mainly in the social movements of the countryside, this population that goes through unhealthy conditions of work, low recognition in all aspects, from the salary as well as the quality and importance of its labor force to the economic movement of the country.

This situation is also experienced in peasant's schools, since in these spaces they are left with only the crumbs, that imply in the absence of an adequate education, whose participants struggle to change this reality. As Marx warns us, we must analyze reality from the real to the concrete, with a view to not only modifying it, but also of provoking changes in society.

## The Singularity of Rural Education in the municipality of Vitória da Conquista/BA

Located in the Southwest region of Bahia, the municipality of Vitória da Conquista was inhabited by the Mongoyós, Pataxós and Ymborés indigenous peoples. Its surface corresponds to 3,204.5 km<sup>2</sup> and its districts are: Bate-Pé, Cabeceira da Jiboia, Cercadinho, Dantelândia, Iguá, Inhobim, José Gonçalves, Pradoso, São João da Vitória, São Sebastião and Veredinha. Moreover, this municipality has as neighboring municipalities the cities of Cândido Sales, Belo Campo, Anagé, Planalto, Barra do Choça, Itambé, Ribeirão do Largo and Encruzilhada (Cardoso, 2018).

The estimated population of this municipality in 2017, according to data from the Brazilian Institute of Geography and Statistics (IBGE) was 348,718 (three hundred and forty-eight thousand seven hundred and eighteen) inhabitants, whose quantitative defines it as the third largest city in the State of Bahia, behind the cities of Salvador and Feira de Santana, besides being the fourth of the interior of the Northeast. Of this given population that lives in the municipality, it is estimated that until the year 2012, only 32,274 (thirty-two thousand two hundred and seventy-four) inhabitants are in the rural environment, and that in 2016, this population was 37,000 (thirty-seven thousand), according to IBGE data (2016). The rural area of Vitória da Conquista is extensive and consists of 284 (two hundred and eighty-four) villages that are distributed in 11 (eleven) districts. The high urban concentration is a reality that is concerned about the exploitation of environmental resources and the ways in which peasant peoples have occupied urban spaces. The data reveal that the urban population of Vitória da Conquista has 274,739 (two hundred and seventy-four thousand seven hundred and thirty-nine) inhabitants while the rural population is 32,127 (thirty-two thousand one hundred and twenty-seven) inhabitants (IBGE, 2016).

Education is one of the most prominent aspects of the municipality of Vitória da Conquista, and the Municipal Department of Education (SMED) has 175 (one hundred and seventy-five) school institutions and of these, 94 (ninety-four) are in rural space and only 50 (fifty) in urban space, in addition to 31 (thirty-one) Municipal Centers of Early Childhood Education (CMEIs), of which 23 (twenty-three) are municipal institutions and 8 (eight) are contracted. It is noteworthy that the municipality of Vitória da Conquista has only one (1) daycare center in rural areas.

The Rural Zone of Vitória da Conquista has an extensive territory and is formed by 19 (nineteen) Integrated School Circles (CEIs), namely: Chapadão Settlement, Sede, Bate-Pé, Cabeceira, Campo Formoso, Capinal, Cercadinho, Dantelândia, Estiva, Gameleira, Iguá, Inhobim, José Gonçalves, Limeira, Pradoso, São João da Vitória, São Sebastião and Veredinha; these Circles serve 81 (eighty-one) schools and 2 (two) Nucleated Circles with 47 (forty-seven) schools that are run by only one (one) Director and 1 (one) Deputy Principal, whose classes in these clustered Schools are multi-grade classrooms (Municipal Department of Education [SMED], 2020).

It is worth noting that the schools belonging to the Clustered Circles are staffed with teachers, mostly working under contract, and due to the distance and difficulty of transport in some regions, many follow travel on Monday and only return on Friday, having to stay in the locality for all these days, spending only weekends in their respective residences, in the urban area, evidencing what Hage, Molina, Silva, and Anjos (2018, p. 11, translated by the authors) state:

[...] the work articulated directly with the field schools, although also suffering from discontinuity, has more effect since the turnover of teachers takes place from one school to another. This is because, generally, most of these are contracted and remain in this condition throughout their professional lives; either because there are no public tenders, or when existing, they offer reduced vacancies in the face of existing demand.

In Vitória da Conquista, despite the reduction in the number of schools and students in peasant areas, the overall number of enrollments increased between 2012 and 2020, currently with more than 44,000 (forty-four thousand) students enrolled and 1,791 (one thousand seven hundred and ninety-one) teachers, among permanent and temporary ones. Regarding the federal educational policies of the Articulated Action Plan (PAR), the municipality of Vitória da Conquista implements some Programs in peasant's educational spaces, such as: Educating with horta at School, Active School, More Education, Inclusive Education, Education for Diversity, Pro-Literacy, Pro-Management, Pro-infant, Literate Brazil, National Pact for Literacy in the Right Age (PNAIC), School Transport and Cisterns in School, among others. At state level there's the Program All For Literacy (TOPA) and the Pact for Education and municipal, has the Educarte Program.

Figure 1 shows some of the Programs that were implemented in Vitória da Conquista from 2010 to 2016. As for the achievements and advances, both in the national scenario and in the municipality of Vitória da Conquista, public policies for Field Education are still not satisfactory as can be seen in Figure 1.

Políticas e programas	2010		2011		2012		2013		2014		2015		2016	
	R	U	R	U	R	U	R	U	R	U	R	U	R	U
PDE		15	30	08					04	18				
PDDE	140	61	140	61	140	62	138	63	140	64	138	64	131	65
Mais Educação		26		26	35	41	69	41	72	41				
PDDE Acessibilidade	01	09		10	01	08	02	07	04	02				
PDDE Água	04		12		06				07				03	
PDDE Campo			68		13		35		34				02	
Atleta na Escola							19	15	36	24				
Esc. Sustentável							11	11	03	04			06	06
Mais Cultura									03	10				

**Figure 1.** PAR programs implemented in Vitória da Conquista in the period from 2010 to 2016 according to the number of schools served.

Source: Santos et al. (2018).

It shows that there is a silencing or omission on the part of the government in the municipality in question for the attendance in peasant's schools and, to break with this stigma, it is necessary to think about new political actions that are directed to the universalization of public education, with a view to the quality of education in the rural environment, since many students of Early Childhood Education and Elementary School and final years, are outside school spaces. In addition, early childhood education in Vitória da Conquista is mostly lacking in rural areas, and there is only one (1) daycare in the entire peasant space of the municipality surveyed. It is worth noting that of all the children living in the countryside, many are still in the care of grandparents, uncles and other relatives, while their mothers work to help with the household budget, when, in fact, these children should be attending school.

Another issue that deserves to be highlighted in Vitória da Conquista's peasant education is the fact that many schools also operate in poorly lit and poorly ventilated school buildings, with old and damaged furniture or even inadequate for students with special needs, especially schools that operate with multi-grade classrooms.

Information that can be confirmed through the research of Santos and Nunes (2020) and the database of the Group of Studies and Research Social Movements, Diversity, Education of the Field and The City (GEPEMDECC) addresses the physical conditions of public schools in some municipalities of Bahia, of which we take as reference the elements allusive to the municipality emphasized here in this study, as can be seen in Table 1.

When observing the information in Table 1, it is noted that the Field Schools are in disadvantage in relation to Urban Schools, revealing that much is still to be done to equate these disadvantages, and simple actions such as sewage network, sanitary inside the building and garbage collection are still deficient in the rural schools. The government's dismay results in the need of those involved in the educational process to protest, by claiming better working conditions, as well as the population that needs to get involved, with the objective of resolving such discrepancies, thus aiming at better care.

In this sense, anchoring in the writings of Marx and Engels (2011) in the initial text of the Communist Party's Manifest, it is worth pointing out that the subject needs to leave his state of alienation before the system and develop the revolutionary consciousness in search of the real needs through which the subjects permeate, especially those who are inserted in the peasant spaces. Concomitantly with this, Marx and Engels (2011, p. 45-46, translated by the authors) emphasize that:

The story of the whole society that has existed to this day is the history of class struggle. Free man and slave, patrician and commoner, baron and servant, masters, and companions, in a word, oppressors and oppressed have always been in constant opposition to each other, engaged in an uninterrupted struggle, now disguised, now open, which ended always or with a revolutionary transformation of the whole society, or with the common decline of the fighting classes.

**Table 1.** Physical Conditions of Public Schools in Vitória da Conquista/Bahia.

Dependências Físicas e Serviços das Escolas Physical Dependencies and School Services	2010		2018	
	Do Campo In the Field	Urbanas Urban	Do Campo In the field	Urbanas Urban
Biblioteca/Library	2	44	1	41
Cozinha/Kitchen	76	99	98	80
Laboratório de Informática/ IT LAB	6	37	3	35
Laboratório de Ciências/ Science Lab	1	16	0	18
Quadra de Esporte / Sports gym	1	31	1	35
Sala de Leitura / Reading room	12	35	17	51
Sala para Diretoria / Principal's office	20	93	15	89
Sala para Professores / Teacher's room	13	78	23	83
Sala para Atendimento Especial / Special needs class	2	10	3	20
Sanitário dentro do Prédio da Escola / Internal toilets	39	93	73	95
Água via Rede Pública / Potable water	26	100	47	100
Energia via Rede Pública / electricity	87	100	100	100
Rede de Esgoto via Rede Pública / Sewage system	6	78	9	93
Coleta de Lixo Periódica / Public garbage collection	19	100	33	100
Merenda / Meals	100	56	100	60
Água Filtrada / drinkable water	99	99	96	99
Internet	4	67	8	92
Banda Larga / Broadband	1	55	6	77
Escola com Acessibilidade / Adaptations for the disabled	6	28	6	40

Fonte: Adapted from Santos and Nunes (2020).

However, it is necessary to understand that the class struggle is not established only by armed confrontation, but, above all, by the ideology present in the most diverse institutional, political, legal and social processes that the ruling class uses to perpetuate its domination. It is necessary, therefore, to break with sociometabolic capitalism, because, according to Mészáros (2014), this social process formed, developed and renewed by capitalism, mischaracterizes the relevance of the fixation of the countryman, placing one as a mechanism of guarantee and legitimacy of urban areas, reinforcing the sociometabolic system of capital. From this perspective, it is necessary to ensure an education that is the driving force capable of breaking with the logic of capital, being, therefore, an education beyond the capital.

In addition to all the discrepancies mentioned here, the difficulty of access in many schools that are part of the Clustered Schools Nucleus I and II, which are found in rural areas, however, emerges as aggravating, in distant regions (Hage, 2014).

For clustered schools, school transport is used as a means to take students from one local to another, however, this transport is not always adequate, suffering several criticisms from students and teachers. In a recent study conducted by Santos and Nunes (2020), the following information reported by teachers of peasant education is revealed by authors.

When asked about how they would classify school transport for students, they obtained the answers shown in Table 2. When asked about how the students' school transport is done, the aforementioned authors obtained the information placed in Table 3.

The information reveals that school transportation, student's right established by Law No. 10,880 (2004) establishing the National Program for Support to School Transportation (PNATE), besides being guaranteed by LDB No. 9,394/96 is not executed in its essence. In Title III, the Right to Education and the Duty to Educate - Art. 4, the LDB determines that:

The duty of the State with public school education will be carried out through the guarantee of: VIII – care to the student, in public elementary school, through supplementary programs of school teaching material, 'transportation', food and health care (Law No. 9,394, 1996, our marking).

In this sense, it is observed that school transport in some situations has not been used as it should, serving other purposes, such as the removal of the student from the field to the city thus providing the loss of bond with the environment that resides, besides deserving its peculiarities and knowledge and breaking with its peasant traditions and cultures.



This fact suggests that instituting and perpetrating the functioning of schools is not enough; it is necessary to go beyond the construction of the school architectural space, and it is necessary, therefore, greater attention to the political and pedagogical scope of peasant schools.

**Table 2.** How do you rate school transportation for your students?

Great	Bad	Good	We have no transport
3%	18%	40%	39%

Fonte: Adapted from Santos and Nunes (2020).

**Tabela 3.** How are the students transported to school?

Info	Percentual
De ônibus intracampo para escolas do campo By busses that move among rural schools only	39%
De ônibus do campo para a cidade, vila ou povoado By busses from rural to urban áreas, villages or other municipalities	40%
Minha escola não é atendida pelo transporte My school has no transport system	18%

Fonte: Adapted from Santos and Nunes (2020).

Antunes-Rocha and Martins (2009) show that the probability is to build an administrative and financial pedagogical organization with the main agent of the history of social movements, which is in accordance with the project of popular development of the field. The above-mentioned authors present a broad view of the school and ensure that:

[...] the school demanded by the movements goes beyond the school of first letters, the school of textbooks. It is a school project that articulates with the social and economic projects of the field, which creates 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 own forms of learning of the peoples of the field, which recognizes and legitimizes these knowledges constructed from their life experiences. A school that becomes a tool to fight for the conquest of its rights as citizens (Antunes-Rocha & Martins, 2009, p. 40, translated by the authors).

These are, therefore, challenges that lack attention and commitment on the part of the subjects involved and the rulers to this reality of teaching. Concomitantly with this, Molina (2010) states that the struggle to guarantee the right to school education for peasants involves the creation of field schools, the non-closure of the institutions that already exist, as well as the growth in the supply of schooling grades in the educational spaces that are in operation and, mainly, the implementation of a policy for the formation of field educators.

In the wake of these discussions, we resorted to the questioning of Mészáros (2008, p. 17), by refuting: "[...] what is the educational system, even more, when public, if not to fight alienation? To help decipher the enigmas of the world, especially that of the strangeness of a world produced by men themselves?" Thus, one should think of strategies that can break with this lacking system of management, that it can build alternative theories capable of transforming the reality of Early Childhood Education in the peasant spaces of Vitória da Conquista/BA. Finally, Freire (2006) already taught that teaching requires the conviction that change is possible, this is a principle of educational work for human emancipation.

In this perspective, Marx assures that human emancipation is only realized through the double revolutionary action, that is, by the political action by which the proletariat can reach the political domain and thus dismantle the political state and, consequently, its support, the market; and the social revolution, whose purpose is to transform the form of civility capable of overcoming the market and politics. To this end, education is an essential milestone of this revolutionary action.

## Final considerations

Public policies for peasant education in Brazil are marked by misfits and contradictions, because they do not always happen as they should consecutively be surrounded by mediations that seek achievements, whose defined objectives do not always occur in line with reality. So that this integrity does not occur, several pretexts are listed, such as the lack of physical structure and human resources. However, it is expected that these difficulties will be overcome so that public policies happen correctly, thus benefiting the population.

Public policies for rural education have always been happening to the detriment of urban education, which leaves the rural population always at a disadvantage. Another aggravating factor is the criteria adopted for

school units to receive the resources to implement policies and programs, since due to some of the criteria adopted by the State, such as the number of students per school that ends up leaving some of the peasant schools out of this process. This may promote its closure, and some of the municipal governments prefer to put school transport to move students to other school units, thus meeting the criteria established by the Federal Government for receiving funds. There is also a decrease in the number of professionals involved in this process, which ends up causing a mischaracterization of the specificities of Field Education, since actions such as these allow students to lose their identity as to the place where they live.

Attitudes such as these revolve around the interests of the Capitalist State, which aims at the preparation of cheap labor for factories, with a docile contingent, whose protagonism of the working class does not claim for wage improvements, so little for favorable working conditions and their rights, being these workers at the service of the ruling class that exploits and desires more and more, for profit. These workers devote much of their time to work, with a workload longer than they can healthily take; thus, their time is not theirs, but the bosses, that is, your life is controlled by the schedule of the companies. Capitalism is in control of everything and freeing the worker from this control is a difficult task, since the capitalist system has become stronger and stronger.

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