## **EDITORIAL**

The Volume 36 of the Revista da FAEBA – Educação e Contemporaneidade, dedicated to the theme "Education and Ruralities", offers visibility to the academic debate around the inherent tensions of the rural world in an urbanocentric cultural scene which perceive the rural sector as an obstacle to modernization. Bending over the theme of Rural Education, the authors have contributed to qualify the rural world, highlighting its particularities and challenging the dichotomies which historically have been used to disqualify the social, political, and cultural dynamics of the rural space.

The rural education, presently considered as an education in and for the field, is confronted to challenges of a paradigmatic order. According to Boaventura Santos, we are now living the emergence of plural epistemologies, product of a decentralization and decolonization process in which other social actors/authors sought that their voice be heard and their own truths told. It is not the case to deny the differences between the urban and the rural worlds, neither to interpret the rural world in an idyllic way, as it would be an other manner to dominate it.

The option for this theme is due to the heuristic valorization of the ruralities and to our understanding of the relevancy of the experiences of the subjects who live, work and produce in the rural space. We intent to turn visible the enquiries and studies done, giving way to the exchange of experiences, to reflections upon them and to the socialization of research from Brazil and other countries.

This thematic volume was coordinated by Elizeu Clementino de Souza who is head of the graduation program in education of the UNEB Faculty of Education. It was its role to articulated various research groups from Brazil and other countries, especially from Germany, Argentina, France and Spain, procuring to offer to our readers a stimulating contribution to the reflection upon the production of knowledge about the ruralities who made up the modern world.

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