




The Degree in Rural Education in Brazil: a path under construction in teacher training

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ABSTRACT. The discussion about the need for teacher training in Brazil began after the country's political independence. However, specific attention to the training of teachers for rural schools only started to gain relevance in the late 20th century. This study aims to analyze the contributions of Rural Education Degree Programs (Licenciaturas em Educação do Campo) to innovation and regional development in Brazil. To this end, a bibliometric review was conducted using the Google Scholar platform. The inclusion criteria considered publications from 2008 to 2023 based on literature reviews, documentary research, experience reports, or data collection. After applying these criteria, eleven studies were selected for analysis. The review and content analysis of these studies revealed that Rural Education Degree Programs have significantly contributed to the professional qualification of teachers working in rural areas. This qualification has led to improvements in the quality of education offered in rural schools and has also strengthened the permanence of populations in their places of origin, where they live, produce, and expand the possibilities for regional development.

Keywords: teacher training, bibliometric review, innovation, regional development.

A Licenciatura em Educação do Campo no Brasil: uma trajetória em construção na formação de professores

RESUMO. A discussão sobre a necessidade de formação docente no Brasil teve início após a independência política do país. No entanto, a atenção específica à formação de professores para as escolas do campo só começou a ganhar relevância a partir do final do século XX. Este trabalho tem como objetivo analisar as contribuições das Licenciaturas em Educação do Campo para a inovação e o desenvolvimento regional no Brasil. Para isso, foi realizada uma revisão bibliométrica na plataforma Google Acadêmico. Os critérios de inclusão consideraram publicações entre os anos de 2008 a 2023, baseadas em revisão bibliográfica, pesquisa documental, relatos de experiência ou levantamento de dados. Após a aplicação dos critérios, foram selecionados onze trabalhos para análise. A partir do levantamento e da análise do conteúdo desses estudos, observou-se que os cursos de Licenciatura em Educação do Campo têm contribuído significativamente para a qualificação profissional de professores que atuam nas zonas rurais. Essa qualificação reflete-se na melhoria da qualidade do ensino oferecido nas escolas do campo e também no fortalecimento da permanência das populações em seus territórios de origem, onde vivem, produzem e ampliam as possibilidades de desenvolvimento regional.

Palavras-chave: formação docente, revisão bibliométrica, inovação, desenvolvimento regional.

La licenciatura en Educación Rural en Brasil: una trayectoria en construcción en la formación de profesores

RESUMEN. La discusión sobre la necesidad de formación docente en Brasil se inició tras la independencia política del país. Sin embargo, la atención específica a la formación de profesores para las escuelas del campo solo comenzó a cobrar relevancia a finales del siglo XX. Este trabajo tiene como objetivo analizar las contribuciones de las Licenciaturas en Educación del Campo a la innovación y al desarrollo regional en Brasil. Para ello, se realizó una revisión bibliométrica en la plataforma Google Académico. Los criterios de inclusión consideraron publicaciones entre los años 2008 y 2023, basadas en revisión bibliográfica, investigación documental, relatos de experiencia o levantamiento de datos. Tras aplicar los criterios, se seleccionaron once trabajos para su análisis. A partir del levantamiento y del análisis del contenido de estos estudios, se observó que los cursos de Licenciatura en Educación del Campo han contribuido significativamente a la cualificación profesional de los docentes que actúan en zonas rurales. Esta cualificación se refleja en la mejora de la calidad de la enseñanza ofrecida en las escuelas del campo y también en el fortalecimiento de la permanencia de las poblaciones en sus territorios de origen, donde viven, producen y amplían las posibilidades de desarrollo regional.

Palabras clave: formación docente, revisión bibliométrica, innovación, desarrollo regional.

Introduction

The provision of formal education to rural populations is intrinsically linked to the struggle for the right to education, historically driven by the demands of social movements. These demands are not limited to access, but also involve permanence and quality of education, dimensions that enabled significant achievements, especially from the late 20th century to the early 21st century (Santos, 2017).

A fundamental milestone in this process was the promulgation of the 1988 Federal Constitution, which established education as a subjective right of all Brazilian citizens, as stated in articles 205 to 214 (Constitution, 1988). This achievement paved the way for the creation of legal mechanisms aimed at ensuring access to formal education, including for rural populations (Santos, 2017).

Among these mechanisms, article 28 of the National Education Guidelines and Framework Law (Law N°. 9.394/96) stands out, as it establishes that the provision of education in rural areas must respect local specificities, taking into account work activities, the agricultural calendar, and environmental conditions (Brazil, 1996). Thus, the pedagogical proposal for rural schools must be adapted to local realities, involving teaching methodologies, content, and forms of organizing the educational process that are suitable to the context of the target population (Arroyo, 2003).

In this context, ensuring higher education training for teachers working in rural schools becomes essential. This training should enable not only the acquisition of technical and pedagogical knowledge but also the development of a critical and contextualized understanding of the diversity and complexity of rural environments. With this objective, the Federal Government created, in 2007, the Support Program for Higher Education Training in Rural Education Degrees (Procampo) (Paula, 2023), followed by the National Rural Education Program (Pronacampo), established in 2013 (Brazil, 2013).

Concerns regarding teacher qualification are also reflected in recent data. According to the 2024 Technical Summary of the Basic Education School Census (Brazil, 2025), with respect to teachers' higher education, 87,5% of teachers in the early years of elementary school hold a completed higher education degree. In the final years, this percentage rises to 91,9%. At the high school level, the data reveal significant regional variation regarding the alignment between teacher training and the subjects they teach, with percentages ranging from a minimum of

80.4% in Rio Grande do Norte to a maximum of 87.9% in Amapá, while other states show intermediate rates between these two (Brazil, 2025).

Although these data are not specific to the rural context, they help outline the current educational landscape by demonstrating advances in the schooling of rural populations. Such progress has contributed to families remaining in their communities, reducing rural exodus, and fostering innovation in productive practices, driven by increased access to systematized knowledge from the early years of schooling (Didonet, 2020).

Given this context, the present study aims to analyze the contributions of Rural Education Degree programs (*Licenciaturas em Educação do Campo*) to innovation and regional development in Brazil. The analysis will be based on academic production published between 2008 and 2023 that addresses the topic of Rural Education Degree programs.

The article is structured into four sections, in addition to this introduction. The second section discusses the trajectory of Rural Education Degree programs in Brazil. The third section presents the methodological procedures adopted in the study. The fourth section presents and analyzes the data collected. Finally, the fifth section offers the concluding remarks, highlighting the main findings of the study and indicating perspectives for teacher training aimed at rural schools.

The Trajectory of Rural Education Degree Programs in Brazil

The creation of Rural Education Degree programs (*Licenciatura em Educação do Campo*) in Brazil is deeply shaped by a history of struggles and demands, understood as legitimate actions by individuals and collectives in the pursuit of the realization of rights (Frigotto, 2009). In this context, the right to formal education is recognized as a fundamental instrument for improving the quality of life and the material conditions of rural populations through access to systematized knowledge.

The recognition of the specificities of education aimed at rural populations is relatively recent in Brazil, dating back to the promulgation of the 1988 Federal Constitution, which expanded social rights and established education as a right for all (Henriques, Marangon & Delamora, 2007). This guideline was reinforced with the approval of the National Education Guidelines and Framework Law (LDB), N°. 9.394/1996, whose article 28 establishes that educational provision for rural populations must consider their realities and particularities (Brazil, 1996).

Following the LDB/96, initiatives aimed at higher education teacher training gained momentum, especially after the publication of Resolúto nº. 3 of October 8, 1997, which established guidelines for Career and Remuneration Plans for the teaching profession. This regulation established functional progression based on academic degrees and encouraged teachers to pursue continuing education and methodological updating, in addition to providing for periodic performance evaluations as criteria for holding other pedagogical roles (Brazil, 1997).

With regard specifically to rural education, an important milestone occurred in 1997 with the First Meeting of Agrarian Reform Educators (ENERA), organized by the Landless Rural Workers' Movement (MST), with support from the University of Brasília (UnB). The aim was to discuss the foundations and forms of rural education, collectively building pedagogical proposals that addressed the demands of this population. This meeting led, in 1998, to the First National Conference for Basic Education in Rural Areas, held in Luziânia, Goiás (Félix, 2015).

Also in 1998, the National Program for Education in Agrarian Reform (Pronera) was created through Ordinance No. 10, linked to the then Extraordinary Ministry of Agrarian Policy, and executed by the National Institute for Colonization and Agrarian Reform (Incra) (Brazil, 1998; Félix, 2015). Pronera expanded the rural education agenda by articulating universities, social movements, and government bodies such as the Ministry of Agrarian Development (MDA) to promote access to formal education for young people and adults settled through agrarian reform (Brazil, 2010).

Concern with teacher training was also reflected in the 2001 National Education Plan (PNE), established by Law Nº. 10.172. This plan emphasized the need to qualify teachers, particularly in articles 2 to 5 and in goals 13, 14, and 15, as a strategy to reduce regional and social inequalities, universalize access to quality education, and promote national development through articulated public policies (Brazil, 2001a).

In the same period, another important milestone was the approval of the Operational Guidelines for Basic Education in Rural Schools. Initially approved in 2001 through Opinion Nº. 36 of the National Education Council (CNE/CEB), they were formalized through Resolution Nº. 01 of April 3, 2002 (Brazil, 2002). The Guidelines represented a major step in consolidating rural education as public policy by recognizing the sociocultural and economic specificities of rural populations and promoting a contextualized curriculum that respects rural culture, labor, and ways of life.

These public policies especially Pronera and the institutionalization of the Operational Guidelines created the conditions for the formulation of the Support Program for Higher Education Training in Rural Education Degrees (Procampo), aimed at consolidating teacher training and strengthening rural education in the country (Santos & Silva, 2016). The first edition of Procampo was implemented in 2007, with participation from institutions such as the Federal University of Minas Gerais (UFMG), Federal University of Bahia (UFBA), Federal University of Sergipe (UFS), and University of Brasília (UnB), in strong collaboration with social movements.

More recently, the current National Education Plan, established by Law N°. 13.005/2014, also acknowledges the need to address the specificities of rural education. However, despite these mentions, it does not present clear quantitative goals specifically dedicated to this modality (Brazil, 2014), revealing ongoing challenges in consolidating more robust public policies.

Thus, it becomes evident that the construction of rural education in Brazil results from a historical process grounded in social struggles and public policy development. Rural Education Degree programs emerge as a concrete expression of this process, representing a significant achievement for higher education teacher training and the recognition of education as a right for rural populations.

Methodological Procedures

This bibliometric review research was conducted using the Google Scholar platform, with the aim of analyzing the contributions of Rural Education Degree programs (Licenciatura em Educação do Campo) to innovation and regional development in Brazil. The choice of this database is justified by its broad representativeness regarding the quantity and diversity of materials available on the topic, enabling a relevant mapping of academic production and the expansion of knowledge in the field.

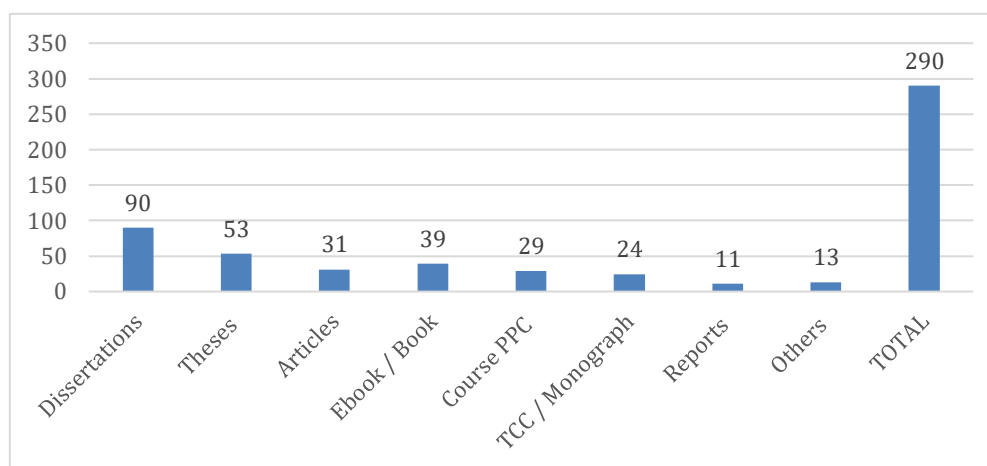
The starting point of the study was the definition of the theme and the research question, expressed as follows: Do the articles published between 2008 and 2023 that address Rural Education Degree programs demonstrate the contribution of this initial training to innovation and regional development in the Brazilian context?

To answer this question, a bibliometric review method was adopted, which allows the identification and quantitative analysis of scientific production on a given topic within a specific

timeframe. This method stands out for its analytical nature and for enabling both academic and technical evaluation of the selected works (Waltman, 2020), in addition to revealing the evolution of the debate through the diversity of contexts and authorial perspectives.

The data collection phase was carried out in July 2024, using the following keywords (strings): “Licenciatura em Educação do Campo” AND “curriculum” AND “innovation” AND “regional development” AND “Brazil.” The search was limited to the period from 2008 to 2023 and restricted to documents published in Portuguese. Based on the predefined criteria, only scientific articles were considered, with other types of works such as dissertations, theses, book chapters, and reviews being excluded. The initial search resulted in 314 publications. From this universe, a preliminary mapping was conducted to classify the works according to their nature, as shown in Graph 1.

Graph 1 – Classification of the mapped works



Source: Prepared by the authors, 2025.

The initial mapping revealed that, of the 314 works identified in the search, three (3) were not accessible and twenty-one (21) were duplicates. Therefore, 290 valid documents remained for the initial classification stage. As illustrated in Graph 1, most of these works consist of dissertations, theses, e-books/books, course pedagogical projects, undergraduate theses/monographs, and technical reports.

In the “other” category, documents that appeared in very small numbers (between one and three items) were included, such as course authorization resolutions (3), institutional development plans (3), abstracts (2), one course booklet (1), and one public call notice (1). Among all analyzed documents, thirty-one (31) scientific articles were identified.

Based on this initial screening, the titles, abstracts, and keywords of the articles were reviewed to verify their relevance to the research topic. After this stage, twenty (20) articles were excluded for addressing subjects different from those proposed in this study, as detailed in Table 1.

Table 1 – Articles Selected for Analysis

Nº	Article Title	Author(s)	Year of Publication
1.	Uma crítica à formação e precarização do trabalho docente: análise da realidade das escolas rurais na Região de Arraias -TO no Sudoeste do Tocantins-Brasil	Pimenta, A. R., Carvalho, R. A. e Leite, R. F. O.	2015
2.	A expansão da educação superior no Amapá: um estudo sobre o Procampo na UNIFAP	Costa, H. G. P. e Lomba, R. M.	2016
3.	O Ensino com pesquisa no curso de Licenciatura em Educação do Campo: relato de experiência	Flores, L. M. e Felden, E. de L.	2017
4.	A Licenciatura em Educação do Campo no estado do Amapá: desafios e perspectivas atuais	Costa, H. G. P. e Lomba, R. M.	2018
5.	Aprender a conviver com o Semiárido a partir das experiências de luta e resistência dos/das agricultores/as da Chapada do Apodi/RN	Pereira, L. J. A., Batista, M. S. X. e Costa, L. M.	2020
6.	A Educação: Um obstáculo histórico para o desenvolvimento da agricultura familiar	Wenczenovic, T. J., Toledo, E. e Bottini, M. E.	2021
7.	Dimensões da Educação do Campo no Amazonas: pistas a partir da literatura especializada	Silva, C. F. <i>et al.</i>	2021
8.	Formação continuada de professores do campo: uma análise político-educacional das ações da Secretaria Municipal de Educação de Santana-AP	Barreto, D. T. S. e Dias, A. S.	2021
9.	Abordagem geográfica sobre educação e TIC no contexto regional brasileiro	Queiroz, A. M. D. e Queiroz, J. D.	2022
10.	Juventude da floresta: visões, canções e modo de vida de uma Amazônia Extrativista	Mendes, D. M., Reis, M. e Wanderley, K. K. S.	2022
11.	O desenvolvimento urbano tornando-se fundamento legal para a educação do campo em assentamentos no Estado do Amapá	Pinto, J. C.	2023

Source: Prepared by the authors, 2025.

Table 1 presents the eleven (11) articles selected for analysis. These works address themes directly related to Rural Education Degree programs (Licenciatura em Educação do Campo), including initial and continuing teacher education, regional inequalities in the provision of rural education, the need for articulation between theory and practice in training processes, as well

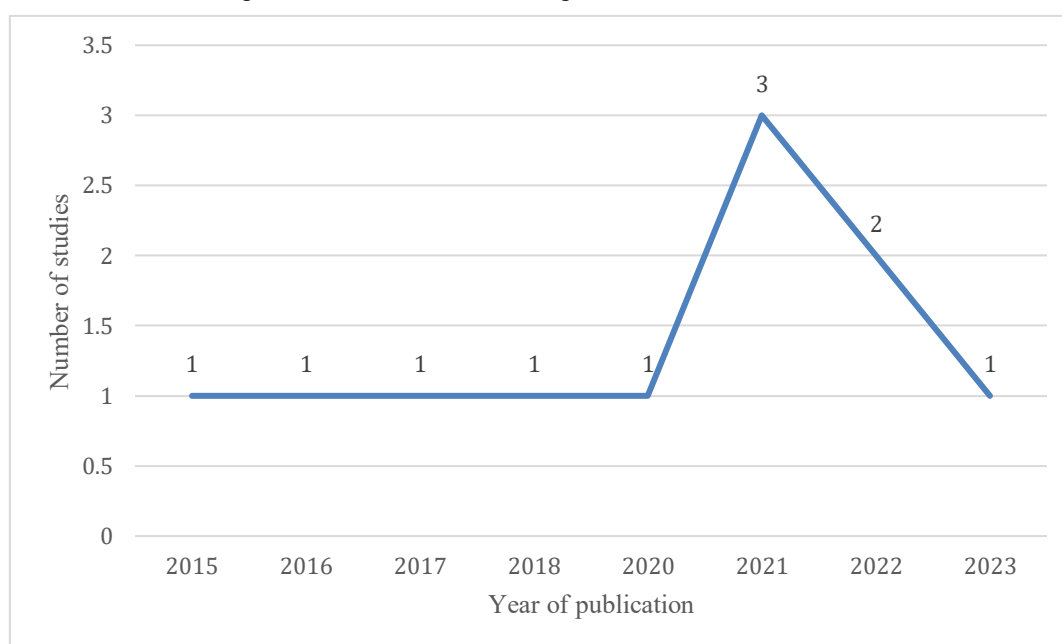
as public policies aimed at this educational segment. The following section presents and discusses the results of the analyses conducted based on these selected articles.

Results and Discussion

With the selection of the articles to be analyzed, based on their relevance to the research topic, several important aspects were identified in the chosen works, such as: the evolution of scientific production over the period investigated, the research methods used, the geographical scope of the studies, and the main analytical categories adopted.

Regarding the evolution of scientific production, a greater concentration of publications is observed in the years 2021 (3 articles) and 2022 (2 articles). According to Pinto (2023), the dissolution of the Secretariat for Continuing Education, Literacy, Diversity, and Inclusion (Secadi) of the Ministry of Education in 2019 contributed to the weakening of public debate on rural education and other diversity-related issues. This context may be one of the causes of the reduced scientific output on the topic during the analyzed period, as illustrated in Graph 2.

Graph 2 – Evolution of scientific production from 2015 to 2023



Source: Prepared by the authors, 2025.

Regarding the methods used in the studies, as described in Table 2, most of the articles (8) relied on secondary sources to characterize the empirical object. Costa and Lomba (2018) and Wenczenovic, Toledo, and Bottini (2021), however, conducted field research, while

Mendes, Reis, and Wanderley (2022) adopted a participatory methodology. The choice of methods, as explained in the studies, was guided by their suitability for meeting the objectives of each research.

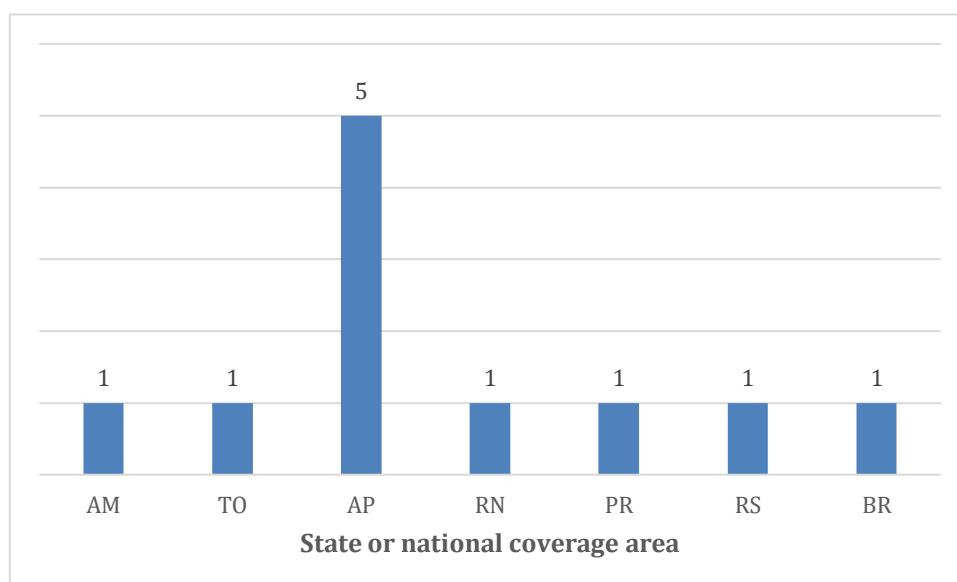
Table 2 – Research methods used in the investigation

Research Method	Number of studies in which it was applied
Participatory methodology	1
Field research	2
Secondary Sources	8

Source: Prepared by the authors, 2025.

All the studies analyzed were conducted at the national level, with a higher concentration in the Northern region, which includes seven studies distributed across the states of Amazonas (1), Tocantins (1), and Amapá (5), as illustrated in Graph 3. In addition, studies were identified in the Southern region (2 studies, in the states of Paraná and Rio Grande do Sul), in the Northeast (1 study in Rio Grande do Norte), and one nationwide investigation conducted by Queiroz and Queiroz (2022), which addresses regional disparities in the integration of information and communication technologies in rural and urban schools of public and private education systems.

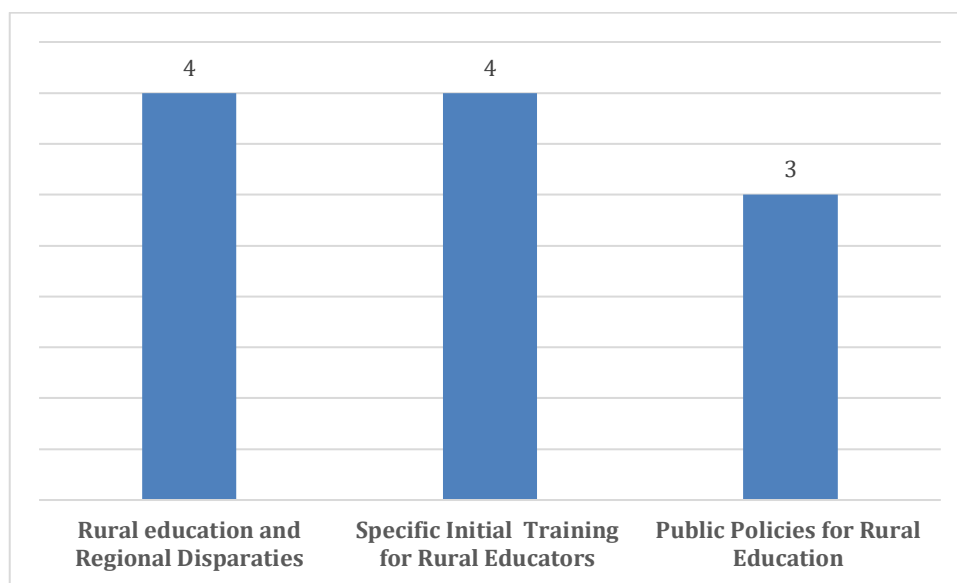
Graph 3 – Geographic scope of the studies



Source: Prepared by the authors, 2025.

The discussions presented in the analyzed studies address topics that are relevant both to rural education and to its relationship with issues of innovation and regional development. Figure 4 shows the main categories investigated in the research, which are grouped into three axes: regional disparities (4 studies), initial teacher training specifically for work in rural areas (4 studies), and public policies aimed at meeting the demands of rural education (3 studies).

Graph 4 – Categories Analyzed in the Articles



Source: Prepared by the authors, 2025.

The discussions presented in the analyzed studies address topics that are relevant both to rural education and to its relationship with issues of innovation and regional development. In the works that examine regional inequalities in Brazil, the authors highlight the country's complexity from different perspectives. Wenczenovic, Toledo, and Bottini (2021) emphasize that analyses of official metrics indicate that illiteracy and school attendance below the recommended minimum remain predominant characteristics of rural populations.

These inequalities were underscored in the approval of Resolution CNE/CEB N°. 1 of April 3, 2002 (Brazil, 2002), and later in the “References for a national rural education policy: a support guide” (Brazil, 2004). Furthermore, access to formal education represents, for rural families, an essential condition for achieving better positions in the labor market and social mobility, serving as an inductive factor for their permanence in rural areas.

Another aspect discussed in this category is digital inclusion, particularly the incorporation of information and communication technologies (ICTs) in rural schools in the

North and Northeast regions of Brazil (Queiroz & Queiroz, 2022). The study highlights regional disparities between urban and rural contexts, as well as the historical impacts of this inequality on the country's economic and social indicators, which remain persistent in several dimensions, as demonstrated by the 2024 School Census data (Brazil, 2025).

Thus, investment in physical and technological infrastructure in rural schools can contribute to the enhancement of cultural capital, promoting gradual changes in the social structure and the reduction of regional inequalities. This understanding aligns with the perspective of sociologist Coleman (1990) and encourages actions that support rural families' access to formal education, as it is a fundamental condition for improving living conditions, accessing the labor market, and remaining in rural territories.

In the study by Silva et al. (2021), rural education is discussed in its political, pedagogical, and productive dimensions, in a broad manner, going beyond the mere adaptation of educational systems ensured by the Brazilian Education Law (LDB 9.394/96, Art. 28) (Brazil, 1996). According to the study's conclusions, the actions of social movements were fundamental for securing and consolidating rural education.

Still within the scope of regional development, Veiga (2010) points out that such conceptions are subject to disputes within the capitalist system. Although there are policies aimed at regional development, social inequalities persist, requiring pedagogical practice to acknowledge and be conscious of this context.

In this regard, Pereira, Batista, and Costa (2020) discuss the coexistence, in the semi-arid region of Rio Grande do Norte, of family farming and agribusiness two development models with divergent interests. Students enrolled in the Bachelor's Degree in Rural Education (Ledoc) at the Federal Rural University of the Semi-Arid (Ufersa) reflect on the importance of interdisciplinary pedagogical practice, considering the reality of the productive processes in which they are embedded. This approach supports development from an environmental sustainability perspective (Veiga, 2010). The pedagogical project of the Ledoc/Ufersa is structured in a contextualized manner so that students understand the region where they live and act autonomously and consciously in relation to the local reality.

Another category identified in the articles is initial teacher education specific to rural contexts. Flores and Felden (2017), in a study conducted in the Rural Education Degree Program at the Instituto Federal Farroupilha, confirm the importance of articulating theoretical knowledge and classroom practice in teacher training, a point previously emphasized by Arroyo (2003).

Research practice must continuously inform and update the training of rural teachers (Freire, 1998), enabling high-quality teaching with the potential for social transformation. By adopting research as a formative principle, teachers become critical of their own practice and of educational policies, assuming protagonism in the training process.

Costa and Lomba (2018) discuss initial training in two studies conducted at the Federal University of Amapá (Unifap). In the article “The expansion of higher education in Amapá: a study on the Procampo program at Unifap” (2016), the authors highlight the importance of programs aimed at training rural teachers, stressing specific elements of this education, such as curriculum, assessment, space, and time grounded in the Pedagogical Alternation methodology (Brazil, 2009).

In the study “The Rural Education Degree Program in the state of Amapá: current challenges and perspectives” (Costa & Lomba, 2018), documentary and field research revealed the dichotomous nature of Unifap’s Rural Education program. The urban-rural proximity in the state complicates the preservation of specific characteristics of rural communities (Veiga, 2010). For this reason, the program challenges teachers to break with the traditional model and innovate, integrating themselves into public policies aimed at rural peoples. The authors also note that the regulation of higher education for rural contexts (Resolution No. 06, 2009) addressed a historical gap in teacher preparation, although significant challenges remain (Brazil, 2009).

The experience reported by Mendes, Reis, and Wanderley (2022) involving Rural Education degree students and rural high school Youth materializes the university tripod of teaching, research, and extension. The article documents program activities that promote knowledge sharing, the strengthening of cultural identity, income generation through extractive activities, youth empowerment, and recognition of the importance of education for forest peoples. According to participant accounts, the project contributed to raising awareness of rural communities’ educational rights, stemming from social movement struggles (Caldart, 2004), and revealed the positive effects of community organization in realizing collective rights.

The study by Pimenta, Carvalho, and Leite (2015), based on research on rural schools in southwestern Tocantins, underscores aspects related to teacher training, pedagogical proposals, and material conditions in these schools (Arroyo, 2003; Brazil, 2004). From the data, the authors propose educational policies that consider the specific characteristics of the rural population served and the school environment.

Barreto and Dias (2021) discuss three important dimensions of rural education: educational policy, continuing training, and rural specificities, in alignment with the Operational Guidelines for Basic Education in Rural Schools (Resolution N°. 1, 2002). The study focuses on the continuing education initiatives promoted by the Rural Education Division of the Municipal Education Secretariat of Santana-AP (DEC/SME-STN). The analysis emphasizes that rural education has particularities that require specific policies, which still face obstacles to implementation. In this scenario, social movements and universities play a fundamental role in advocating for and materializing these policies.

Additionally, the work of Pinto (2023) analyzes educational and urban planning for rural settlements in southern Amapá, highlighting its relation to the rural education references (Brazil, 2004) and theoretical works (Caldart, 2004). The author argues for the importance of planning and implementing public policies for rural education that promote sustainable rural development (Luther & Gerhardt, 2019), aligned with economic, environmental, and social goals.

Throughout the entire investigative process of this bibliometric review from the theoretical foundation to field research and the analysis of normative documents governing higher education programs for rural teachers a fundamental principle stands out: in-depth knowledge of the rural context, with its specific characteristics and challenges, must be the starting point for planning actions, defining programs, and implementing policies in rural schools.

Final Considerations

The discussion on rural education, especially regarding the programs that prepare professionals for teaching in this context, reveals the historical, structural, and territorial inequalities that have shaped this trajectory in Brazil. The analysis of academic works and the observed reality initially highlights the precariousness of basic infrastructure, with schools lacking the minimum conditions required for proper functioning; insufficient teacher training, marked by the presence of educators with only secondary-level qualifications or without specific preparation for teaching in rural settings; and pedagogical proposals that are often decontextualized, resulting from the simple transposition of models developed for other contexts.

The survey conducted highlighted aspects related to the initial and continuing education of teachers working in rural schools, which contribute not only to deepening the knowledge on this specific type of training but also to proposing normative frameworks and public policies that promote rural education with adequate conditions for inclusive and high-quality teaching.

It was observed that most academic works on this topic are master's theses, which indicates the presence of the theme in academic discussions. However, such works may have lower visibility and accessibility compared to scientific articles due to their length. Therefore, it is important to encourage further research in the field and expand the dissemination of results through publications in journals and other media with broader scientific reach.

The post-Covid-19 pandemic period recorded a significant increase in academic production on rural education, possibly due to the difficulties faced by rural populations in accessing digital technologies during emergency remote learning, as well as to an unfavorable political context marked by the temporary dissolution of institutions dedicated to educational diversity. The reinstatement of these institutions underscores the importance of policies aimed at diversity, including rural education.

Regarding the geographic origin of the studies, there is a predominance of works produced in the North of the country, evidencing the strong connection between rural education and social movements that advocate for rights in this region. It is noteworthy that no studies were found from the Southeast or Center-West regions. Additionally, thematic differences across regions were observed: while studies from the South concentrate on issues such as the right to education in family farming and the knowledge required for agroecological teaching, in the North and Northeast the discussions predominantly address regional inequalities, inadequate physical infrastructure, and the need for specific teacher training for rural contexts.

Across all studies, three analytical categories are recurrent: regional disparities, initial teacher training specific to rural contexts, and public policies aimed at meeting the demands of rural education. Among these, the pressing need for effective public policies stands out as policies capable of ensuring qualified support for rural schools, recognizing education as a subjective and universal right, independent of the geographical location of its subjects.

Few works addressed the issue of regional development directly, highlighting the need to deepen the reflection on the concept of development that has guided decisions and actions within rural education.

Finally, a relevant topic to be explored in future research concerns the professional identity of rural teachers. Understanding their knowledge, aspirations, training gaps, and

pedagogical conceptions may significantly contribute to building a rural school that is inclusive, high-quality, and capable of acting as an agent of transformation within the communities it serves.

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