

The Agricultural Familiar Succession: (Im)Possibilities of the Rural School in the City of Barra Bonita (SC)

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ABSTRACT. This paper results from the research on the (im)possibilities of rural school regarding the promotion of agricultural familiar succession in the city of Barra Bonita (SC/Brazil). The research sought to understand if the public policies related to rural education promote the permanence/succession of young people in country properties. It is a qualitative research of bibliographical character, assuming a dialectic and critical orientation. The paper is organized in two parts: the first one focuses on the conceptual notion of rural education, approaching agricultural schools and the public policies created for this context. The second one reflects on the (im)possibilities of rural schools regarding contributions to familiar permanence/succession. It is anticipated that public policies and actions addressed to young people in the countryside are fragile when it comes to promoting the succession and the permanence of these young adults in the country properties from the city of Barra Bonita (SC). In addition, the paper highlights the need for creating public policies for young people that are coherent with the Brazilian diversity, in a way that they can provide incentive, human development and generation of income for the ones who want to live in the countryside.

Keywords: Políticas Educacionais, Educação do Campo, Juventudes, Permanência, Sucessão.

A Sucessão Familiar Rural: (Im) Possibilidades da Escola no Campo do Município de Barra Bonita (SC)

RESUMO. Este artigo resulta da investigação das (im)possibilidades de a escola do campo promover a sucessão familiar rural no Município de Barra Bonita (SC). A pesquisa buscou compreender se as políticas públicas dirigidas à educação do campo são promotoras de permanência/sucessão dos jovens nas propriedades rurais. Trata-se de uma pesquisa qualitativa de caráter bibliográfico assumindo orientação crítica e dialética. O artigo está organizado em dois movimentos: o primeiro foca a questão conceitual de educação do campo, a escola rural e as políticas públicas educacionais dirigidas ao campo. O segundo movimento reflete sobre as (im)possibilidades de a escola do campo contribuir com a permanência/sucessão familiar. Antecipa-se que as políticas públicas e as ações dirigidas aos jovens do campo são frágeis no sentido de promover a sucessão e a permanência dos jovens nas propriedades rurais no município de Barra Bonita (SC). Reitera-se a necessidade de construir políticas públicas dirigidas aos jovens e condizentes com a diversidade brasileira de modo que proporcionem incentivo, desenvolvimento humano e geração de renda para quem se propõe a viver no campo.

Palavras-chave: Políticas Educacionais, Educação do Campo, Juventudes, Permanência, Sucessão.

La Sucesión Familiar Rural: (Im)Posibilidades de la Escuela en el Campo del Municipio de Barra Bonita (SC)

RESUMEN. Este artículo es el resultado de la investigación de las (im) posibilidades de la escuela del campo fomentar la sucesión familiar rural en el Municipio de Barra Bonita (SC). La investigación buscó entender si las políticas públicas dirigidas a la educación en el campo son las que contribuyen para la permanencia/sucesión de los jóvenes en las propiedades rurales. Se trata de una investigación cualitativa de carácter bibliográfico asumiendo orientación crítica y dialéctica. El artículo está organizado en dos movimientos: el primero está enfocado a la cuestión conceptual de la educación del campo, la escuela rural y las políticas públicas educacionales dirigidas al campo. El segundo movimiento reflexiona sobre las (im)posibilidades de la escuela del campo contribuir con la permanencia/sucesión familiar. Se anticipa que las políticas públicas y las acciones dirigidas a los jóvenes del campo, son frágiles en el sentido de incentivar la sucesión y la permanencia de los jóvenes en las propiedades rurales del municipio de Barra Bonita (SC). Se reitera la necesidad de construir políticas públicas dirigidas a los jóvenes y que condigan con la diversidad brasileña, de manera que proporcione incentivo, desarrollo humano y generación de renta para quien se proponga vivir en el campo.

Palabra clave: Políticas Educativas, Educación del Campo, Juventud, Permanencia, Sucesión.

Introduction

The challenge to conduct a research must come from something that disquiets us. By doing this, it involves us, produces new knowledge, and, who knows, contributes with possibilities of intervention in reality. It was with this intention that this research, entitled *The Agricultural Familiar Succession: (Im)Possibilities of the Rural School in the City of Barra Bonita (SC)*, was conducted. Beyond thinking rural education and familiar succession in country properties, it allowed us to discuss policies and actions regarding rural education, such as mechanisms of promotion of permanence and succession. Unfortunately, in the rural social imaginary, the idea that it is important to study in order to leave the countryside is still present and strong. This discourse of abandonment of rural areas weakens even more schools as co-participant instances in the construction of bonds of belonging to the rural environment.

The paper assumes a critical-dialectic perspective and wants to contribute to think rural education and family permanence/ succession in this context. It assumes that this theoretical and methodological horizon widens the possibility to know and to understand this phenomenon under study, and also

contributes to think of alternatives regarding the scenarios approached in this paper. In this sense, this study does not intend to present its reflections as truths, but seeks to contribute to understand the phenomenon that involves rural education, familiar succession and family farming; and, possibly, to characterize educational practices of rural schools.

From a methodological point of view, it is a literature review paper. The study also dialogues with scholars who research the phenomenon, and with public policies (legislation) regarding different governmental levels (federal, state and municipal) that address rural education and family farming. The documents were chosen in terms of relevance to education and to public policies regarding the countryside. As procedure of treatment of the information, the study associated textual segments to previously defined categories: rural education, and familiar permanence and succession.

For analysis of the content of these documents, Bardin's (2016) framework was used. In the documents selected for analysis, the study sought to observe the explicit and implicit elements concerning the aforementioned categories. As Bardin states, it is about seeking "...the hidden, the latent, the not apparent, the unknown potential (of the unsaid), restrained by any

message”. (Bardin, 2016, p. 15). Thus, the process of reading the documents was conducted with severity, technique, and criterion.

The article is organized in two parts: the first one focuses on the conceptual aspects of rural education, rural schools, and educational public policies regarding this context. The second part presents a reflection on (im)possibilities concerning the contributions of rural schools to familiar permanence/succession, considering the context of one school and its Political-Pedagogical Project, in addition to the Municipal Law nº 670/2013, which was revoked by Law no. 821/2018, and actions of the Company of Agriculture Research and Rural Extension – Epagri undertaken at the school through the company’s local unit.

From Rural School to Rural Education

To understand the concept of rural education, it is necessary to know its origin and its relationship with rural social movements. Caldart (2012, p. 259-260) refers to the sprouting of the expression rural education; it “Was born first as Elementary Rural Education in the context of preparation of the first National Conference for Elementary Rural Education, convened in Luziânia, Goiás, in July 27-30, 1998”. In turn, in the National

Seminary convened in Brasília in November 26-29, 2002, “the name was changed to Rural Education”, which was reaffirmed in the discussions initiated at the second National Conference, in July 2004.

Considering this process, it is possible to infer that, previously to the conference, the denomination rural school was used to refer to schools located in the countryside. The concept of rural education is demanded in the scenario of organization and debate of rural social movements. More than a simple exchange of nomenclature, it is about incorporating the challenges, aspirations, and expectations of rural people in the structuring of schools. Caldart (2009, p. 41) ponders that it is not about an education provided to rural people anymore, but an education created through the “process of development of collective subjects, who struggle to participate in the social dynamics, in order to become political subjects capable of influencing the social, political agenda”. Thus, rural education becomes characterized by the protagonism of the subjects who demand it and participate in it.

In the scenario of public policies, according to Munarim (2010, p. 10), the expression Rural Education “appears for the first time in a normative official

document in the year of 2008, in the Resolution CNE/CEB no. 02, from April 28". He understands that the expression rural education, "in the State apparatus, substitutes, although in a partial way, the expression 'Agricultural Education', though the latter remains in the official statistics and in most of the ongoing governmental policies". (Munarim, 2010, p. 11).

Munarim's (2010) understanding indicates that the term rural education is different from agricultural education. He ponders that rural education is developed, "indeed, supposedly in a way that is contrary to the essence of Agricultural Education". Thus, "the new conception demands a universal education that is, at the same time, dedicated to the development of autonomy and respect to rural people's identities". (Munarim, 2010, p. 11). Agricultural education was organized by official agencies aiming "to fix" people in the countryside, that is, to contain rural migration, which occurred with great intensity in Brazil from 1960. In addition to the aforementioned aspect, rural education differs from agricultural education or from the one that takes place in the countryside due to the meaning that it attributes to educational practices. In this regard, it is necessary to consider how school is organized to meet the demands

concerning specificities of the involved subjects and their context.

What can happen is common: a school can be located in the countryside, but its work proposal is brought and thought in line with the urban space. The clearest cases of influence of urban schools in the countryside can be seen in the organization of the calendar and the educational material. Thus, schools located in these environments do not provide rural education, since they are merely placed in rural areas. In cases like these, the possibility to develop the development of knowledge involving the diversity of potentialities of the countryside is lost.

It is recognized, hence, that there are educational perspectives with different purposes. Rural education considers rural people, the identity of the place in which a rural school is located, and is organized with the participation of its students, whereas agricultural schools are "given" to subjects who live in an agricultural area. Fernandes, Cerioli and Caldart (2011, p. 58) recognize rural schools as a "place where children, young people, adults and older people can come in contact with their history, the history of their community, of their region, their country, of humanity, establishing ties between present and past, educating them as designers of the future".

A place that belongs to people and a place in which a sense of belonging is created.

To understand rural education in these terms means to reorganize schools so they meet the demands, the aspirations, the expectations, the challenges of their local context and the subjects' experiences. Arroyo (1999, p. 30) extends the reflection reiterating that:

When consider education as a process of human transformation and emancipation, we perceive the extent to which the values of the countryside are part of the history of human emancipation. Then how is school going to consider them? Will school ignore them? Will it be enough to adapt an urban textbook to the rural context? The question is more elemental, it is to go to the cultural roots of the countryside and to work on them, to incorporate them as a collective inheritance that mobilizes and inspires fights for the land, for rights, for a democratic project, and also for education. To surpass the vision that rural culture is static, paralyzing, dedicated to the maintenance of archaic forms and values. The rural social movement shows how this context bothers society for what it brings of advanced, of dynamic processes.

In this context, it is perceived that schools, independently of their place (countryside or city), develop their identity through the commitment with the construction of diversified knowledge, which is meaningful and can enable subjects to occupy social spaces in a critical and transforming way. The

advocacy for rural education, according to Arroyo (2012, p. 235), “is justified as an affirmative action for correction of the historical inequality suffered by the rural population concerning their access to elementary and higher education”. However, beyond the guarantee of access, it is also necessary taking account of the challenges of rural people in their diversity.

Therefore, the fight for rural education considers that schools have to be autonomous spaces that make possible to learn about diversity, about the labor world, that participate in the deconstruction of preconceptions, that contribute to the establishment of bonds with the place, that develop processes of belonging. As Zonta and Pacheco (2016, p. 105) state, the society requires “young people eager for knowledge and challenges, to make the difference, to fight for ideals, feeling free to think and to act”, also including the ones that choose to remain in the countryside. Currently, the challenges of culture, of labor world, of science and technology are also a reality for the ones who work in rural areas; therefore, a solid education for the ones who want to live in the countryside is a requisite for their quality of life.

Rural schools can be local in order to promote the curiosity for new experiences

for the ones that live in rural areas. Thus, it is necessary for schools to be open to the transformations of the contemporary world with respect to individual differences and cultural plurality. In this scenario, the establishment of partnerships with different federated bodies, institutions and agencies is imperative to strengthen schools; and, in this process, the affirmation of public policies addressed to rural areas is crucial.

Rural Education in Educational Policies

Educational policies created for rural education purposes result from movements and struggles that involved different social groups along the historical process. Thus, it is pertinent to understand who the rural peoples are in Brazil. The Decree no. 7.352, from November 4, 2010, indicates the ones that are part of rural communities:

I - rural peoples: family farmers, extrativists, artisanal fishers, river dwellers, workers who were granted land due to the agrarian reform, rural employees, quilombo people, caçara people, forest people, caboclos and others that produce their material conditions of existence from working in the countryside.

It is inferred from the legal aspects that the expression rural peoples contemplates an ample range of subjects that were historically at the fringe of history, explored and oppressed at some

moments, invisible in others, treated as inferior people; and that, by means of their organization and claims, seek to become visible and to participate in the new political, economic, social and cultural contexts. In this scenario, to assure a qualified education is the possibility that rural schools have in order to contribute to the formation of a more democratic and fair society; hence rural education has an important task regarding those who live in multiple contexts and places.

The participation of the State assuring the effectiveness of public policies is the possibility that we have in order to advance in the conquest of rights for these peoples, who were historically abandoned or neglected. A first landmark of these conquests for education is the Federal Constitution of 1988ⁱ, which recognizes education as a right of all citizens and a duty of the State and the family in the guaranteeing of access, permanence and significant performance in learning processes.

The Federal Constitution of 1988, now with more than thirty years of existence, could not fully implement its article 205. Under this prism, we still have difficulties to assure the access, the permanence and the full development of those who arrive at school without considering the requirements of the

multiple contexts that the Brazilian reality presents. We highlight that the Constitution represented a great advance in terms of social and educational conquests, but we have a long way to go, especially in terms of an effective developing of initiatives regarding schools.

As a constitutional unfolding, Brazil published the Law of Guidelines and Bases of National Education - LDBEN 9.394, from 1996, which presents the structure of educational institutions in the country. Beyond organizing the distinct levels of education, namely elementary and higher education, it presents its levels and modalities and brings important guidelines for education in the rural context. The LDBEN 9.394/1996, in its Art. 28ⁱⁱ, points to important aspects to be considered and respected in the organization of educational systems regarding state and municipal secretaries of education, in order to meet the specificities concerning rural schools. Although the law still uses the denomination agricultural schools, it brings significant elements in the perspective of recognizing the needs, the interests of students and, the specificities of the work and the daily activities organized in the Brazilian countryside, which can have multiple facets.

The connection between schools and their pedagogical work to the time of

nature, the climatic factors and the productive processes is crucial. It indicates the importance of adapting school schedules to agricultural and productive cycles, and of designing a curriculum that is articulated with familiar, local, and regional realities. Recognizing this diversity of Brazil's territorial space and continental dimensions, LDBEN 9.394/1996 seeks to preserve the possibility of differing rural school's curriculum in the Brazilian countryside, in terms of geographic space, cycles of nature, cultural formation, and productive activities.

To assure the respect for various places and their local peculiarities in the structuring of school units does not mean to compromise the amount of school days and the quality of the learning processes assured by law. Thus, among the critics addressed to educational issues that involve the Brazilian countryside, one of them is connected to the non-recognition of its specificities, that is, some schools are situated in the countryside, but with curriculums of urban schools. Thus, regarding public policies and legislation, some of them are specifically related to rural education. The National Program of Education in the Land Reform - PRONERA, created by means of Ordinance no. 10/98, is one of them. It is a

result from rural social movements and unions, aiming at: "... guaranteeing the access to formal education for thousands of young people and adults who work in the areas of land reform who, until then, had not guaranteed the right to literacy, neither the right to continue their studies in different levels and modalities of education".

In addition to PRONERA, there is the Decree no. 7.352 from November 4, 2010, which approaches rural education policies and the National Program of Education in the Land Reform – PRONERA. It regulates, in addition to the characteristics of the rural population, the rural schools and the principles of rural education. In this sense, the decreeⁱⁱⁱ delimited, precisely, the alterations that are necessary for rural education to materialize, among them the adequacy of schools' infrastructure.

It is up to the public power, in this regard, to guarantee space and time of quality to rural educational practices. The document mentions the requirements for professionals, including specific qualification and continued education for teachers, as well as a career plan for their progression. The education provided in the countryside, as in other spaces, is conducted, many times, by people who did not have access to higher education,

neither specific training regarding rural curricular components, much less the specificities of the countryside.

To address the peculiarities of teacher education for rural schools, the Program for Support to Degree Courses in Education – PROCAMPO was created^{iv}. This initiative seeks specially to create possibilities of access to higher education for teachers who work in rural schools and do not have a degree, especially the ones that teach at the final levels of primary and secondary education. Such action extends their education and the possibility for these professionals to work in a more qualified way.

The creation of PROCAMPO corrects historical educational disparities that the Brazilian countryside has suffered and has been suffering in its path. In the scope of education, the knowledge to work with methodologies that directly involve students in rural educational contexts is amplified. It is a form of breaching with some social imaginaries, among them, the one that states that to work in the countryside does not require any training, because, in rural areas, things would supposedly be "backward" in comparison to urban areas.

Among public policies related to education, it is important to highlight the National Guidelines of Elementary

Education from 2013, since they create Operational Guidelines for Elementary Education in Rural Schools. The guidelines highlight the importance for schools to observe, in their educational proposal, the diversity of the countryside. It is considered that the curricular guidelines, in specific, are an important public policy for education, since it creates the possibility to contemplate the economic, social, and cultural diversity of these communities.

Regarding the most recent policies, it is important to mention the National Plan of Education - PNE, 2014-2024, approved in June 2014, under Law no. 13.005. This plan is a result of an ample debate in society, by means of municipal and state conferences related to education: the CONAES. The document establishes the objectives and goals for the next ten years to Brazilian education, contemplating all educational levels, stages and modalities; goals and objectives to be evaluated and monitored.

In the PNE, twenty goals are listed. This policy was constructed considering the populational diversity that characterizes Brazilian population. The terminology “rural population” is reaffirmed in many items of the PNE, and, with this, the respect to these subjects' specificities is emphasized. In this regard, there are no doubts on the conquests of the

plan. However, the challenge is that the PNE, as a State policy, has to be accomplished, and that, at the end of the period of its validity, it has to be possible to verify the changes that these guidelines caused.

In this sense, among the aspects identified in the PNE, it is verified that the plan comprehensively meets rural educational issues in the Brazilian countryside^v. The main questions are: How far have we advanced in its implementation? How have actions been articulated so that their goals and objectives are achieved? Thus, as one of the unfolding results of the PNE, although with controversies, the National Curricular Common Base – BNCC for Brazilian education was designed and approved. This document of normative character “defines the organic and gradual set of essential learning processes that all students must develop throughout the stages and modalities of elementary education”. (Brasil, 2017, p. 7).

In this regard, a look at BNCC is important, because this document will guide the organization of the curricular proposals of states and cities. With its approval, it is expected that the essential learning processes will be provided in all schools. Teachers, beyond the challenges of educational management of the learning

processes, will be the main mediators so that the BNCC becomes effective. Firstly, the knowledge of the document and its theoretical bases is relevant, followed by a look at each professional's area of expertise, so that teachers feel confident to use the document in the organization of their educational work.

Although BNCC is a national guideline, in the organization of school curriculums, it is significant to value and to respect the specificities of each region/place where schools are located, which is a principle related to rural education. Since we are a country with an extensive territorial area, and a rich cultural diversity, it is necessary to be careful not to standardize nor to reproduce educational models that disregard local and regional identities. To preserve the essential learning processes does not mean to disrespect the particularities of each net of education, each school, each social group.

Focusing on rural education, BNCC ponders that the “organization of curriculums and proposals” needs to be adjusted “to the different modalities of education (Special Education, Youth and Adult Education, Rural Education, Indigenous Formal Education, Quilombola Formal Education, Distance Education)”, meeting the orientations of the National

Curricular Guidelines. (Brasil, 2017, p. 17). As a specific modality, rural education must observe, in the organization of its curriculum, the specificities of the school units located in the countryside. Thus, according to BNCC (2017, p. 15), it is up to each school “to elaborate educational proposals that consider the needs, the possibilities and the interests of students, as well as their linguistic, ethnic, and cultural identities”. That is, it is up to schools the construction of their political-pedagogical project and the organization of their curriculum in a way that it contemplates students and their economic, social, and cultural context in their educational practices.

Among other policies and educational initiatives related to elementary education, it is worth to mention the National Program of Textbooks (PNLD). Regarding rural education, the Rural PNLD was created, making possible the distribution of textbooks in these areas, according to Resolution no. 40/2011. This resolution considers “the need to extend the work conditions of teachers who work at schools from communities located in rural areas, in accord with the national policies related to rural education”. With the program, students from elementary education (1st to 5th year) in rural areas were given specific

textbooks, adequate to single-level and multi-level classes.

The inclusion in the PNLD of specific textbooks for the countryside can be analyzed as a positive initiative; however, it is relevant for teachers to understand that it is only a complement, a resource to contribute to educational processes, therefore it cannot be the only material used in classrooms. To some extent, textbooks designed specifically to the countryside open the possibility for teachers to line their pedagogical work with the requirements of students and the social, economic, and cultural reality of their communities.

What can we consider on the scenario of public policies related to rural education? In Brazil, there are well structured public policies in the area of rural education; however, their effectiveness collides, basically, with financing aspects, especially considering times of budget cuts in the educational sector. Another aspect to be considered so that rural education becomes effective requires it to be organized with the participation of rural people, which is an impediment in terms of public administration, because the proposals constructed are distant of their real contexts; therefore it becomes difficult to face regional and local challenges when

the targeted subjects are not listened, and the decisions do not consider the context and the challenges of their communities. In synthesis, we have promising policies, but they collide with problems of another order.

Thus, it is observed that the aforementioned policies and legislation approach rural education, familiar permanence and succession in a very propositional form. However, it is important to highlight that, in the regulations and public policies, the intentions are more related to educational access, instruction and background. Thus, the need for actions and specific delimitations related to permanence and succession of young people in rural areas, with income and quality of life, is reaffirmed.

The Issue of Permanence/Succession in Rural Areas

To understand the process of rural flight and the familiar succession, it is necessary to approach Brazilian history. In this historical perspective, it is relevant to reflect on the rural exodus from rural areas into urban areas. Ribeiro (1995, p. 198) points that:

Industrialization and urbanization are complementary processes that are usually associated one another. Industrialization offers urban jobs to

rural population, who leave the countryside in search of these life chances. But it is not quite like that. Generally, external factors affect both processes, preventing a linear interpretation of them.

In the Brazilian scenario, the urbanization process has a narrow relation with the industrialization process, since, for many people, rural exodus becomes a possibility of better income, access to health services, education etc. In addition, according to Ribeiro (1995, p. 198), rural flight is, overall, motivated by the “monopoly of land and cultivation, which promotes the expulsion of the rural population”.

The industrialization process affected the rural context. As Silva (1998, p. 43) states, “even agriculture became specialized, yielding activities to new non-agriculturist branches that were created”, such as the sector of purchase of industrial products for plantations (supplies), and the production of raw material for industries. Silva (1998, p. 45) adds that the expansion of the domestic market for Brazilian industrialization developed, as in every capitalist context, through the proletarianization of farmers”. That is, the “expropriation of farmers” converted them into precarious workers, which brought them one step closer to rural exodus.

The described scenario presents the context of capitalist economy, the strong

presence of the market in different sectors of society, including family farming. Therefore, agriculture becomes competitive, selective, exclusionary. Few concentrate capital, acquiring many properties, conducting the production to vast amounts of goods through monoculture. Thus, the process of rural flight is widened because it becomes increasingly difficult for family farmers to live with dignity in the countryside.

If there are economic questions related to rural exodus, this process is a social phenomenon that requires to be analyzed in concurrence with the issue of familiar succession of country properties and public policies' initiatives targeting rural people. It is relevant to consider that rural flight is not only a problem of the Brazilian countryside, but it is practically a world-wide phenomenon. In Somoza and Domínguez (2017, p. 55), we find references on the Galician agricultural depopulation:

The decreasing of birth rates, a trend shared in the occidental cultural context, emigration without the complete return of families, and the decision of returnees (mostly elderly people) of not living in the countryside has resulted in a drastic reduction of the population in the last decades. This reality indicates the lack of certainty regarding a future in social and cultural terms, since there will not be authentic communities living in these areas. This is a

demanding situation that society has to face.

Hence it is possible to perceive that rural exodus is a problem that other countries also face. The cause cited by Somoza and Domínguez (2017) that is related to reduction of rural population is the reduction of birth rates and migration. A comparable situation occurs with the Brazilian population.

Rural exodus, especially of young people, is related to the way properties are organized, and also with the management of financial resources/income, the issue of public policies of incentive, and even the lack of perspective. One cannot forget the presence of the capitalist logic or the difficulty of small properties to compete with agribusiness companies. Peripolli (2011, p. 86), concerning rural exodus, observes and highlights that there is a narrow relation between young people and public policies, and points to the fact that “the first way to be found is the construction of public policies targeting the interests of these subjects. These policies will make possible worthy conditions of life, of citizenship”. In this regard, it is important to analyze if young people are contemplated in public policies designed for the countryside, as well as their intentions. The imposition of something external without the participation of the

targeted public and the lack of recognition of their reality make these policies obsolete and unfeasible.

Thus, the phenomenon of rural or agricultural exodus has to be understood in the context of the problem of family permanence and succession, since these issues are causally related. In the search of agreement on the issue of succession, it is relevant to understand the Brazilian agricultural space, perceiving the changes and transformations that follow society. The aging of the agricultural population is increasing, and the reduction of young people that remain with their families in country properties is decreasing. It is in this scenario that arises the question of familiar succession, whose understanding becomes relevant.

According to Abramovay et al. (1998, p. 39-40), the term succession is related “to the transference of control of business management from a generation to another”. When analyzing rural exodus and familiar succession, it is necessary to understand that it is not a problem regarding only a local context; it is a more widening social phenomenon. “Rural exodus in the regions of predominance of family farming today reaches the young population with much more emphasis than at previous moments”, state Abramovay et al. (1998, p. 15-16). They add that “more

recently, a severe process of masculinization of youth is connected to aging processes in the countryside. Young women leave rural areas earlier and in a much bigger ratio in comparison with young men”. Such phenomenon intensifies and speeds up rural flight.

Thus, the described phenomenon regarding rural exodus of young people occurs in the city of Barra Bonita/SC. Many of them conclude their studies and leave the rural areas in search of jobs in the cities nearby or leave home daily or weekly to work. The city analyzed in this paper is part of a context of family farming in the far west of the State of Santa Catarina; it manifests the phenomenon of abandonment of rural areas, and the challenge of permanence and succession regarding familiar country properties.

Permanence and Succession: A Look at a School and its Local Context

With the intention to understand the possibilities and the limits of schools in promoting permanence and succession in the countryside, the analysis of the following documents was conducted: the Olavo Bilac Schools' Political-Pedagogical Project; the Municipal Law no. 670/2013, which regulated the incentives to the agricultural sector and was revoked by the Law no. 821/2018, currently in force; and

some initiatives of the Company of Farming Research and Agricultural Extension of Santa Catarina - Epagri, which, to some extent, are related to the school.

The Olavo Bilac Municipal Elementary School serves preschoolers, and elementary-school students (from early to final years). It is organized in the annual serial system and with bimonthly evaluation for students in initial and final years. It is important to highlight that the physical structure of the school unit includes an ample space: refectory, computer room, library, principal's office, kitchen, six classrooms, teachers' lounge and bathrooms. It also has a gymnasium for sports activities and recreation. The school's physical space is able to meet students' demands. The institution also has internet access and a computer room with an instructor available during school hours. It is important to highlight that the community can also have access to the computer room.

Regarding the team of teachers that work at the school, most of them hold permanent teaching positions and have a degree in the respective area, in addition to specialization courses. These data are significant, especially concerning low turnover of teachers, that is, low level of exchange of professionals along the school

years. The aforementioned aspects can be a differential for rural schools, since, for a long time, these professionals did not have an undergraduate course, and there was a high turnover rate.

Caldart (2011, p. 158) reiterates the importance of teacher education. "To construct rural education means to educate teachers from and based on people who also live in the countryside and are subjects of these public policies that we are helping to create, and of the educational project that already identifies us". Thus, it is relevant to reflect on higher-education courses and qualifications that are provided to teachers who work in rural schools.

The Political-Pedagogical Project (PPP) of the Olavo Bilac School (2018) emphasizes that the organization of the pedagogical work must involve the segments of the school unit, articulating collective interests and demands of the population with a commitment in the education of an active, responsible, creative, and critical citizen. Aiming at a better understanding on the available pedagogical material for the development of the educational process of teaching and learning, the PPP (2018) includes references to the textbook, children's and youth literature books, journals, magazines, educational games and books that provide educational support. The PPP

(2018) indicates that the educational institution must be engaged with the collective participation of the whole school community. In this regard, the school needs to open spaces of dialogue among their team and the community, in order to reflect on the institution's practices.

In search of information on the school's practices and the issue of permanence/familiar succession in the PPP (2018), we did not find direct references to rural education, nor to the permanence/succession. The PPP (2018), in its diagnosis, highlights that most of the students' parents work in the countryside and have agriculture as their main source of income. In the pedagogical projects developed by the school, we found some initiatives that can be associated to permanence and succession. The document mentions the reality of rural students and the interaction with the environment in which they live. Although it makes possible the incentive of professors in the organization of their educational proposals, having the local context as reference, it is still restrained to the scope of the proposal itself.

When looking at the history of the Olavo Bilac School and at its Political-Pedagogical Project, it is possible to verify that some initiatives are developed with the intention to keep the relationship between

the school and its community stronger; however, there are some aspects to be strengthened. One example is related to the school operating hours, because its schedule does not make any difference between urban and rural routines. The reason for maintaining the same schedule is related to the school transport, which is also used by high school students who attend state educational institutions. Therefore, the possibility to work with an adequate schedule that would meet the demands of the students who attend rural schools is lost.

To extend the knowledge on local public policies, we discuss henceforth the initiatives and programs developed by entities and agencies related to the countryside/family agriculture with the objective of promoting the agricultural sector, in addition to contribute to the school's work. The main goal is to look at the contribution of these municipal public policies and to analyze if these actions promote or contribute to permanence and succession in rural areas.

In addition to the school space, in the City Department of Agriculture and Environment, we searched for initiatives and programs that are developed to promote activities concerning the agricultural sector in order to stimulate and to improve the income of rural families. In

this regard, the Municipal Law no. 821/2018 establishes: "Art. 25. The Head of the Executive Power, by his own act, is authorized to assist the Agricultural Sector of the city of Barra Bonita - SC...". The referred law establishes that rendering of services in the properties with public or third-party machines and equipment is permitted.

The law authorizes agricultural subsidies, supply of pasture seeds, bovine semen, and service of ensilage confection, which makes possible the feeding of farm animals in periods of undergrazing, especially in the winter. Regulated by a municipal decree, the incentives are relevant, because the city has a great production of cattle, especially milk cattle. The provision of these benefits intends to stimulate the production even more.

The milk production in rural areas is a way found by agriculturists to earn a fixed monthly income. However, it demands from them daily availability to perform the task, including weekends. This availability of seven days a week is one of the reasons pointed by young people when considering permanence in the countryside. Abramovay et al. (1998, p. 92) also point to some difficulties related to the permanence of young people in rural areas. This permanence in familiar agriculture "is strongly inhibited not only by strict

economic reasons, but also by the nature of the relation between generations and gender issues”. They reiterate that the “interest of young people for life in rural areas depends on the valuation of their initiatives, and, therefore, the responsibilities that they will be able to assume within the productive units” (Abramovay et al., 1998, p. 92).

The analysis of the Municipal Law no. 821/2018 allows to infer the intention to stimulate the agricultural sector and also to enable agriculturists to extend the production in their properties. Such intention can be understood as a public policy of promotion to permanence in rural areas. Therefore, it is understood that the agricultural sector needs incentives and partnerships with the public sector to support itself and to keep people in the countryside. Since the city has small country properties where some agriculturists have low purchasing power, equipment and machinery purchase becomes unfeasible. Many times, agriculturists have their product ready for harvest and do not possess the machinery necessary to carry out the activities; thus they need the municipal public power's rendering of services, which provides equipment (agricultural drays and forage harvesters), machinery (tractors) and manpower (employees).

In addition to the actions promoted by the city, the Company of Agriculture Research and Rural Extension - Epagri also conducts activities of promotion of the agricultural sector. In the school, the company contributed to the project of construction of a biocomposite using food remaining portions for the production of biofertilizers. In the context of a project, students learned to make it, and can do the same in their residences and properties. Currently the project of construction of a vegetable garden is under development.

When we analyzed some of the Epagri's actions, we found that this company contributes positively to the agricultural space of the state of Santa Catarina. The developed projects are relevant and meet the countryside reality; however, they can be extended and involve more schools and students, proposing more actions and projects towards the potentiality of the community and the municipal farming sector.

Therefore, it is necessary to bring together the actions developed by the school, the Municipal Department of Agriculture and Environment, and Epagri. The school can extend partnerships with these sectors, bringing to classrooms positive experiences, debates, researches, and innovations that are developed in the context of the countryside. This is a way of

providing deeper reflections on different contexts and processes that involve the rural population.

The debate regarding permanence and succession has to be extended to the students' families. In this sense, in the structuring of documents that govern municipal education, especially the school's Political-Pedagogical Project, prompting spaces of reflection on the multiple rural contexts is important. Rural education requires that these documents are constructed with a collective participation, in accord with the challenges of the community.

Regarding the analysis of the Political-Pedagogical Project; the Municipal Law no. 821/2018, which approaches incentives to the agricultural sector; and the initiatives undertaken by the Company of Farming Research and Agricultural Extension of Santa Catarina - Epagri, we found that there is no delimitation of specific actions that promote permanence and succession in the countryside. The Law no. 821/2018 does not approach the subject of rural education, nor permanence or familiar succession. Proposals of more organic actions, concerning permanence and succession, are presented by Epagri. We highlight, in this regard, the importance of bringing the institutions together to narrow the

performing of actions with the objective of strengthening the implementation of public policies for the countryside and for rural young people.

Final remarks

This research allows us to consider that it is necessary to advance in public policies for rural education, for permanence and succession, especially in their effectiveness, in order to promote access and quality of education, in addition to the right to learn for all students, preferably in the place where they live.

Regarding the presence of the categories of permanence and succession in the policies aimed at rural areas, it was not possible to locate direct references to these terms, neither concrete proposals that promote permanence and succession in the countryside. In this sense, the expectations of finding some elements regarding succession and permanence in the public policies created for rural schools were not met. The indications of these categories were found with more emphasis in the initiatives developed outside of the school. An example is Epagri, a company that conducts activities with this end. Thus, the school is not properly a space and time of promotion of permanence and succession. We also highlight that, if the school wants to contribute to this social phenomenon, it

is necessary to rethink its Political-Pedagogical Project, the organization of its curriculum, the continued education for teachers, and new ways of interacting with its community and social environment.

To discuss the issue of permanence and succession in the countryside implies to narrow the ties between school and community. The active search of the families; the strengthening of the relation among school, family and community; and the participation of all is crucial in the creation of public policies for family farmers and rural workers that enclose, especially, the young public. Thus, the policies of financing family farming currently available do not include the young ones, since many of them have difficulties to access them. It is necessary to strengthen the organization and the popular participation in the creation and expansion of public policies so that young people from family-farming contexts are contemplated. It is relevant, in this regard, to widen the set of work possibilities to be developed in rural areas (agricultural tourism, gastronomy, adventure sports).

Public institutions, including schools, have a significant role, since these are the places that can provide access to information and knowledge construction. Schools have the possibility of working with the context in which students live, to

reflect on the historical process of the rural areas and its transformations, on the agriculturist profession, on the existing agrarian policies, and on permanence and succession in country properties. Therefore, it is possible to see schools as institutions that can promote permanence and succession.

The initiatives designed for the Brazilian context, unfortunately, are more related to capital, to entrepreneurship, to individual competition, to the agrobusiness market. The bond with the land, the care, the collective production, and the diversification of production are downplayed or left aside. Therefore, family agriculturists, rural workers and river dwellers are the ones who feel the consequences of this economic model directed toward the great production and conducted by the “market”. This economic model contributes, reinforces and speeds up rural exodus.

Finally, we highlight that the local public policies need to narrow the spaces of interaction and social participation of young people in the countryside. Beyond being heard by public managers, they need to be protagonists of effective public policies, in order to be possible for them to remain in the rural areas. It is important to deepen the debate between federal agencies so that public policies that

strengthen familiar agriculture, income generation, quality of life in the countryside and the common good are implemented. Only then, there will be permanence and succession in these areas.

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ⁱ Article 205 of the Federal Constitution of 1988 states: “Education, right of all and duty of the State and the family, will be promoted and stimulated with the contribution of society, aiming at the full development of people, their preparation for the exercise of citizenship, and their qualification for labor”. (Brasil, 2008, p. 136).

ⁱⁱ Art. 28 of LDBEN 9.394/96 refers to rural education.

ⁱⁱⁱ Art. 1, paragraph 4th, item II, of the Decree no. 7.352, of November 4, 2010, points to references that are important for education to be implemented.

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