

IMPLEMENTATION AND CONSOLIDATION OF COURSES TO EDUCATORS' TRAINING FOR RURAL EDUCATION: A SYSTEMATIC REVIEW

A IMPLEMENTAÇÃO E A CONSOLIDAÇÃO DOS CURSOS DE FORMAÇÃO DE PROFESSORES PARA A EDUCAÇÃO DO CAMPO: UMA REVISÃO SISTEMÁTICA

IMPLEMENTACIÓN Y CONSOLIDACIÓN DE CURSOS DE FORMACIÓN DE PROFESORES PARA LA EDUCACIÓN DE CAMPO: UNA REVISIÓN SISTEMÁTICA

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ABSTRACT: This research set out to investigate, through Systematic Literature Review (RSL) in the “CAPES Periodicals”, what are the main challenges encountered in the implementation and consolidation processes of Licenciature Rural Education (LEdoC) in the country. In this survey, filters were made: at first with the descriptors; then the peer-reviewed article texts; and, being located using the ScIELO and the DOAJ directories, in order to filter data and scrutinize the object to be investigated. The results showed an increase in research on the subject and the many challenges posed to the LEdoC consolidation, such as: internal dispute in universities, difficulty in understanding the course proposal by its executors, difficulty in materializing the alternation, and also establishing a posture of resistance due to the current political moment experienced by Brazilians, which greatly affect education, and consequently, the LEdoC.

KEYWORDS: LEdoC. Implementation. Consolidation. Systematic review.

RESUMO: *Essa pesquisa se propôs a investigar, por meio de Revisão Sistemática da Literatura (RSL) nos “Periódicos CAPES”, quais os principais desafios encontrados nos processos de implementação e consolidação da Licenciatura em Educação do Campo (LEdoC). Nesse levantamento foram realizados filtros: a princípio com os descritores; depois os textos em formato de artigo revisados por pares, sendo localizados utilizando os diretórios ScIELO e DOAJ, com vistas a filtrar dados e escrutinar o objeto a ser investigado. Os resultados evidenciaram um aumento de pesquisas sobre a temática e os muitos desafios postos à consolidação da LEdoC, tais como: disputa interna nas universidades, dificuldades de compreensão da proposta do curso pelos seus executores, de materialização da alternância, e também firmar uma postura de resistência mediante ao momento político atual vivenciado pelos brasileiros, que afeta sobremaneira a educação e, em consequência, a LEdoC.*

PALAVRAS-CHAVE: LEdoC. Implementação. Consolidação. Revisão sistemática.

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RESUMEN: *Essa investigação se propôs investigar, através de la Revisión Sistemática de la Literatura (RSL) en las “Revistas CAPES”, cuáles son los principales desafíos encontrados en los procesos de implementación y consolidación de la Licenciatura en Educación Rural (LEdoC) en el país. En esta encuesta se realizaron filtros: en un primer momento con los descriptores; luego los textos de los artículos revisados por pares; y, estar ubicado utilizando los directorios ScIELO y DOAJ, con el fin de filtrar datos y escrutar el objeto a investigar. Los resultados evidenciaron un incremento en la investigación sobre el tema y los múltiples desafíos que se plantean para la consolidación del LEdoC, tales como: disputa interna en las universidades, dificultad para entender la propuesta de curso por parte de sus ejecutores, dificultad para materializar la alternancia, y también para establecer una postura de resistencia debido al actual momento político vivido por los brasileños, que afecta mucho a la educación, y en consecuencia, a la LEdoC.*

PALABRAS CLAVE: *LEdoC. Implementación. Consolidación. Revisión sistemática.*

Introduction

The PROCAMPO (Support Program for Higher Education Degree in Rural Education) is part of the policies for the Expansion of Higher Education in Brazil and has fostered the creation of Licenciatura em Educação do Campo (LEdoC) courses in recent years. This implementation movement began in 2007 with the creation of four pilot experiences developed in the following institutions: Federal University of Minas Gerais (UFMG), Federal University of Brasília (UNB), Federal University of Bahia (UFB) and Federal University of Sergipe (UFS). From these pilot experiences, other courses were created through national calls for proposals (2008, 2009 and 2012), reaching a total of 42 degree courses in rural education.

Molina and Sá (2011), Caldart (2011) and Molina (2015) state that this formation sets a historical landmark in the offer of higher level teacher education for the population living in the countryside, aiming at working in the final years of elementary school and high school. In summary, the LEdoC course had its genesis in the struggles of the Rural Education Movement, in the late 1990's, and, as a claim, the movement defended the need for specific training for teachers who will work in the countryside, an agenda included in the II National Conference on Rural Education, held in the city of Luziânia-GO, in 2004. From these discussions, public policies were implemented aiming at the creation of the course and, consequently, its implementation and expansion, as summarized by Molina (2015, p. 159-160):

The permanent expansion of 42 new degree courses in Rural Education can be considered an important victory of the social movements if we consider the aspects related to the concrete expansion of the offer of educator training; the conquest of public funds from the State to maintain these degrees and the

institutionalization of Higher Education in Alternating Cycle as a permanent way to guarantee the offer of this level of education for peasants, with annual vestibular exams.

Moreover, the existence and permanence of schools and these subjects depend on the unfolding of the class struggle, in the construction of antagonistic projects of the countryside present in Brazilian society, and it is important that educators trained to work in the field consider and understand this issue (MOLINA, 2015).

Thus, the LEdoC assumes its counter-hegemonic role in the training of teachers for rural education when, in its political pedagogical project, it defends the formative conception of overcoming the logic of capital, based on the exploitation of the rural worker, the production of profit and the dominance of agribusiness, to the detriment of family farming and the sustainable development of the Brazilian countryside.

The LEdoC becomes counter-hegemonic when in its materialization it manages to overcome the fragmentation of knowledge, to propose pedagogical actions that enable the exercise of the universal right to a quality public education, as well as to increase the levels of instruction of workers concomitant to the collective construction in favor of raising awareness, in order to apprehend the countless contradictions existing in the capitalist society.

However, the protagonism of social movements was being lost and transformed into mere formal representation, without exercising an effective "participation in the conception and 'modus operandi' of public policies, as the changes in the development model in the field were intensified, from the consolidation of agribusiness in the country" (MOLINA, 2015, p. 149).

Given this panorama, the following question is raised: *what are the main challenges encountered by LEdoC in the processes of implementation and consolidation of the teacher training course for Rural Education?*

Therefore, the objective of this research is to investigate, through a systematic literature review, in a time frame from 2009 to 2019, the implementation processes of LEdoC as a public policy for the training of teachers who will work in the field, and also to identify factors that corroborate or not for its consolidation.

Considering this, we conducted a Systematic Literature Review (SLR), which, like other types of review studies, configures a research that uses as a data source the literature on a specific theme. To this end, the database "Periódicos CAPES" was used to achieve the objectives.

The research revealed that the debate about rural education has been a strong presence in the last decades in the academic environment and as a public policy. Besides representing a

milestone in the process of democratization of access to free higher education for the populations that live in and from the countryside, it also concerns the formation of teachers to work in the countryside, in observance of the local and specific issues that permeate it, understood as a territory to be conquered, facing the political and economic conditions present in the Brazilian rural environment.

The analyzed productions also point out the challenges and confrontations that are posed to the consolidation of LEdoC, among which we highlight the need to expand the struggles against the development model of the countryside (firmly represented by agribusiness) and the closing of Rural Schools. Added to other challenges, there is the one of putting alternating cycle in practice, either by the lack of understanding of the proposal by its executors, or by the difficulty of monitoring future educators in the rural communities where they develop the Tempo Comunidade, due to the long distances, or even by the lack of resources demanded by the logistics of the action. However, Silva (2020, p. 2387) argues that this possibility of extension, in rural education, confirms the "popularity of the public university for its institutional organization for the realization of community time, as it requires a different structure from that needed for university time". Other issues will be addressed in the course of the text.

Given the above, this systematic review sought elements to discuss LEdoC as a public educational policy, its importance for the training of rural teachers, its implementation and consolidation, based on articles published in the Capes Portal database during the period from 2009 to 2019.

Methods

To answer the research objectives, we conducted a Systematic Literature Review (SLR) on the implementation of the Undergraduate Degree in Rural Education, identifying in the academic productions factors that collaborated or not to the consolidation of this public policy focused on the training of teachers who will work in the countryside.

This systematic literature review consists of a resumption/survey of research to answer a formulated question, "using explicit and systematic methods to identify, select and critically evaluate relevant studies, and to collect and analyze data from these studies included in the review" (CASTRO, 2010, p. 2).

According to Gonçalves, Nascimento and Nascimento (2015), the steps of a systematic review are: the delimitation of the research problem; the research protocol; the databases; the

inclusion/exclusion criteria; the analysis, critique and evaluation; the preparation of the abstract; the identification of evidence; and the conclusion.

The research proposed here was structured in three stages: in the first, a search for descriptors was carried out in the Portal of the Coordination for the Improvement of Higher Level Personnel (CAPES), based on the approximation with the object to be investigated, establishing the inclusion/exclusion criteria (characteristics and specificities of the studies); in the second stage, the articles to be analyzed by reading the abstracts (validation of the selected studies) were selected; and, finally, the study of these selected articles was carried out (by means of studies grouped according to similarity) and ascertainment of the evidence identified.

The time frame used was the period from 2009 to 2019, as it considers that the process of implementation of LEdoC courses is expanding and discussions on the theme have repercussions in academia. To do so, we searched the CAPES Periodicals database for the descriptors: Teacher Training for Rural Education; Teacher Training and Rural Education; Licensing in Rural Education; and "Licensing in Rural Education", as shown in Table 01:

Table 01 – Distribution of Productions by descriptor used - Period 2009 to 2019

Descriptor	Total of productions	Peer-reviewed journals	Database Scielo/DOAJ
Teacher Training for rural education	3.226	2.445	1.286
Teacher Training and Rural Education	1.218	836	260
Degree in Rural Education Education	908	683	236
"Degree in Rural Education"	65	53	38
Total	5.417	4.017	1.820

Source: CAPES Periodicals Portal.

In this survey, for the descriptor Teacher training for rural education, 3,226 productions were found (among book chapters, theses and articles), 2,445 of which were peer-reviewed articles. Of these articles, 1,286 were located using the Periódicos Capes database, the Scientific Electronic Library Online (SciELO) and the Directory of Open Access Journal (DOAJ) directories, in order to filter data and scrutinize the object to be investigated. With the descriptor "Formação de professores and Educação do Campo" (by using the Boolean operator "and"), the

results were: 1,218 productions; 836 peer-reviewed articles; and, using the ScIELO and DOAJ directories, 260 articles were found.

The third descriptor used in the search was *Licenciatura em Educação do Campo* (without quotation marks), finding: 908 productions, including book chapters, theses and articles; 683 peer-reviewed articles; and, among them, 236 articles using the ScIELO and DOAJ directories. It is worth noting that the term accounted for an expressive number of productions, which dealt with the subject being studied in the most diverse contexts.

Finally, the descriptor "*Licenciatura em Educação do Campo*" was used, in which the descriptor terms were written with the linguistic resource of quotation marks, aiming at delimiting the searches. Thus, the following result was obtained: 65 productions among theses and book chapters; 53 peer-reviewed articles; and, with the ScIELO and DOAJ directories, 38 articles were found that were closer to the investigated object. Of these, 23 were excluded and 15 were selected for the review.

In these various surveys, the descriptor " Degree in Rural Education " was chosen for analysis, as it is comprehensive and close to the object, for understanding that it incorporates the various contexts of the course, both regarding public policies and regarding the epistemological, pedagogical and philosophical assumptions, which constitute a broad universe to be explored.

The inclusion criteria defined for the selection of articles were: full articles that portrayed the theme concerning the implementation and consolidation of the Undergraduate Degree in Rural Education and articles published and indexed in the mentioned databases in the last ten years.

For the general descriptive review and considering the time frame from 2009 to 2019, thirty-eight (38) papers were selected: two (2) from 2013; five (5) from 2014; three (3) from 2015; nine (9) from 2016; eight (8) from 2017; six (6) from 2018; and five (5) from 2019. This record shows that, progressively, the debate on teacher training for Field Education is gaining space in academic discussions.

Of these, 23 (twenty-three) articles were excluded for not covering LEdoC in implementation and consolidation processes, having other approaches, mainly in the field of pedagogical practices, inclusion of women, blacks and *quilombolas*, curriculum and other more specific themes that did not meet the established criteria nor answered the question proposed in the study. Moreover, some articles presented other elements that made it difficult to be included in this survey: very similarity to other texts, configuring "two equal pieces (studies published

more than once"); "pieces difficult to be found (studies published in non-indexed journals or not published) and all the possibilities of biases that may exist" (CASTRO, 2010, p. 7).

Analysis and discussion of the results

The 15 (fifteen) articles selected for the systematic review presented the following bibliometric indicators, according to the CAPES Periodicals classification (2013-2016): A1 - 4 (four), 26%; A2 - 3 (three), 20%; A3 - 3 (three), 20% and B1 - 5 (five), 33%. It is also worth noting that the analyzed productions fall within the period from 2014 to 2019, which leads us to believe that it refers to the historical moment of full expansion of LEdoC and, consequently, of the insertion of the debate in academia.

Among these articles, with the exception of two (produced by the same author), the others were co-authored. It was also observed that most research (13 - thirteen) seeks to analyze practical contexts, associated with documentary analysis, while those that prioritize review studies make up the minority (02 - two); the qualitative approach also prevailed in the research studied.

For better understanding, this literature review was organized into three thematic axes, in order to delimit the study, presented and described below.

Axis 1: Historical contexts, social movements and teacher training for Field Education

In the introductory part of the articles selected for analysis, the researchers contextualize the historical and conceptual aspects of Field Education, its close relationship with rural social movements, and point out the creation of the degree course in Rural Education as a public policy claimed and conquered by the struggles undertaken by the "Movement for a Rural Education".

Of the fifteen (15) publications analyzed, twelve (12) highlight the legal frameworks and historical contexts of the creation of the LEdoC course (also explained in the introduction of this study), and the research emphasizes the importance of this movement for the achievement of educational public policies in favor of the population living in rural areas, seeking to legitimize the peculiarities and needs of this population.

According to Molina (2015, p. 149), "the field education public policies defended by social movements refer to their participation and protagonism in the conception and elaboration of such policies" and the Rural Education Movement actively participated in the conception and elaboration of: the National Program of Education in Agrarian Reform - PRONERA; the

National Program of Rural Education: Training of Students and Qualification of Professionals for Technical Assistance, known as Agrarian Residency; and the Knowing the Land (MOLINA, 2015).

The realization of the National Forum for Rural Education - FONEC (2012) marks the initial period of the Movement for Rural Education and coincides with the transition period that has been understood as "from the crisis of the latifundium to the consolidation of agribusiness. It was, in fact, a period of certain fragility of the dominant classes' alliance and that enabled the growth and advance of the struggles for rights in the countryside" (MOLINA, 2015, p. 150).

The dispute between different projects of the countryside and the development of this space opened space for the formulation of the concept "Field Education" as a new category, redefining the social function of the school located in rural areas. The Operational Guidelines for Basic Education in Rural Schools, of 2002, constitute an important legal milestone in the consolidation of the claims of the social movements of the countryside, among them that of a Countryside Education as a broader social project, which also seeks the right to land, housing, social justice, health, and survival of the countryside population (MELO; CARVALHO, 2019; MOLINA, 2017; WANDERER; BOCASANTA, 2019).

Molina (2017, p. 591) addresses in his studies that, in opposition to the logic of the capitalist school, Rural Education proposes an expanded formative matrix, incorporating the various dimensions of the human being. In this sense, the school should develop the intellectual competence of the subjects it educates, but it cannot omit the formation of values, the political, ethical, aesthetic, and corporeal development of its students. Moreover, as Faleiro and Farias (2016, p. 79) point out, reflections "on how to build a school and implement the formation through different pedagogical practices that value and consolidate the values of the countryside" dialogue with and subsidize the issues around the "conceptions and pedagogical practices to be worked, the way the school is organized and welcomes the student as a subject of rights, the perception and recognition of the values of the countryside as constituents of the history of human emancipation".

Gomes *et al.* (2017), Molina and Hage (2016), Molina and Antunes-Rocha (2014) point out that the materiality of the LEdoC courses came about through the Higher Program in Degree in Rural Education (PROCAMPO), created in 2007, with the purpose of supporting the implementation of regular courses in public higher education institutions, specifically focused on teaching in rural schools in the final series of primary and secondary education. These researches also register that the FONEC (2012) guaranteed the presence of the social

movements of the field and the socialization of the experiences of the universities that already offered LEdoC for the new institutions.

The discussions on the agenda reaffirmed the principles of Rural Education. According to Molina (2015, p. 153), teachers will be trained as organic intellectuals, in the struggle against the capitalist hegemony present in the countryside, "giving them conditions to understand the development models of the countryside in dispute, as an integral part of the larger totality of the dispute of distinct societal projects, between the working class and the capitalist".

In this perspective, Albuquerque, Passáro, and Figueiredo (2017, p. 476-8) defend the investment in a "Rural Education" that claims the end of rural education in favor of a pedagogy that respects the specificity of rural people and mention that "the movement that generated the reflection on Rural Education established desired, inclusive parameters of sociability, elaborated from the opposition to the project".

Arruda and Oliveira (2014, p. 175) reinforce that the conception and implementation of LEdoC courses in Brazil are articulated, concomitantly, "with the process of political democratization of the country, with the expansion of access to higher education, and with the implementation of public policies that bring together interministerial plans and actions, such as the Ministry of Agrarian Development and the MEC."

About the policy of educator training for rural education, Molina and Hage (2016, p. 80) see the LEdoC as a space of "accumulation of forces and development of experiences, which can expand the spaces for practices of educator training as social historical subjects capable of training new generations of young people and adults, in a humanistic and critical perspective."

This situational analysis of the historical and legal contexts of the creation of LEdoC courses leads to another axis of the present work, which seeks to elucidate the problem that originated this research: about the main challenges encountered by LEdoC in the processes of implementation and consolidation of the teacher training course for Rural Education.

Axis 2: Challenges and perspectives in the implementation and implementation of LEdoC

As previously stated, the creation of the LEdoC was due to the struggle and demands of the social movements in the countryside, however, despite the relevant achievement, the process of implementing the course did not take place in a harmonious way in the socio-political contexts. and even academics, as stated in the publications analyzed in this literature review.

In the 15 publications, the importance of training teachers to work in the field is emphasized, as well as the challenges and possibilities of this new proposal for teacher training.

With regard to implementation, these studies emphasize the importance and give the LEdoC its contributing role to the democratization of free public higher education, the pedagogical and epistemological novelty and also the observance of local and specific issues for the rural population. However, they show many challenges imposed on this implementation.

Santos (2014, p. 293) reflects on the LEdoC listing two points: a) one of an epistemological nature; and, b) another of a pedagogical nature, which would have repercussions on the level of social and political struggle. In the author's view, there is a risk that, by proposing teacher training with such broad objectives,

[...] that go far beyond the school, to expand rather than overcome the dichotomy between school educational practices and social movements, maintaining the process of emptying knowledge in working-class schools in the name of a supposed radical transformation of school education (SANTOS, 2014, p. 293).

Molina and Antunes-Rocha (2014) address in their studies that there are challenges to LEdoC with a view to potentiating the results obtained through the achievements of the rural teacher training policies, such as:

[...] to expand the struggles against the current development model and against the closing of rural schools; to guarantee the right to education for graduates who are already working in rural schools; to guarantee continued education for graduates of undergraduate courses in rural education; Continued education, besides being a right and a necessity for all education professionals, is even stronger in the case of the challenge of multidisciplinary teaching, a practice expected from graduates of these degrees; to advance collectively in the transformation of rural schools into rural schools, expanding the opportunities for continued education for teachers working in these schools, who did not go through the degrees; to expand the struggles for the construction of a Public System of Field Education and guarantee the insertion of graduates in the "Public Network"; to expand the struggles for the construction of a Public System of Field Education, where in fact, there is a network of schools and teachers with tenure, which integrate this Public System; to guarantee continuous and permanent training of the educators themselves; and to permanently promote spaces of exchange and articulation among the different Undergraduate Degrees in Field Education, in order to guarantee greater unity to the educational Matrix proposed by it (MOLINA; ANTUNES-ROCHA, 2014, p. 245-248).

However, empirical studies reveal that there are several factors that hinder the overcoming of challenges, tensions and contradictions experienced in the field. Bretas (2014), when evaluating the beginning of the experience with LEdoC at the Federal University of Sergipe, mentions the integration of the various disciplinary contents as the issue that requires greater care and goes beyond the selection of specialist teachers of each subject; it would then

be up to create attitudes and activities that would materialize what was defined. The author also argues that the resistance to the course by the University may have caused its paralization for a year, since institutional obstacles occurred that "escape any logic of administrative rationality and can only be clarified in the interpretation of a brutal resistance to courses linked to specific social groups and with their own pedagogical project" (BRETAS, 2014, p. 39).

The implementation of LEdoC at the Federal University of Tocantins in the campuses of Arraias and Tocantinópolis, its paths, challenges and practices of teachers who participated in this process are presented by Gomes et al. (2017, p. 384). The authors point out that the constituent elements of the course "are not always understood in its conjuncture in the sense of its political-pedagogical and epistemological novelty, causing resistance to its implementation in the community and in the academic space itself"; and that the creation of the courses represents a strong threat to the hegemonic forces that control the means of production in rural areas (through agribusiness) and are present in the state of Tocantins. These and other factors initially marked the process of implementation of LEdoC at the UFT.

In this direction, Faleiro and Farias (2016) point out that the implementation of LEdoC at the Federal University of Goiás, Regional of Catalão, was not a peaceful and consensual process either. The conflicts occurred, initially, about the definition of the department that would be responsible; another issue that caused discussions emerged from the availability of vacancies to hire teachers for the course; and, parallel to the internal issues, another obstacle was still posed: the guarantee of informing the target audience of the course the vacancies available and their filling, because there was no understanding of the need to create a special mechanism for access to the course. In the authors' view, these were some of the "knots" to be untied.

Reflecting on the institutionalization of LEdoC at the Regional University of Cariri (URCA), Albuquerque, Passáro, and Figueiredo (2017) list two main existing challenges: overcoming the progressive closure of schools in the region's rural areas; and meeting the professional expectations of students linked to the land, children of farmers and also farmers, since a significant number of the teachers who worked in schools located in rural areas lived in the municipal headquarters or in the districts, and had precarious employment contracts.

Once the LEdoC was institutionalized in the HEI, other challenges arose, such as the dialogue with the Municipal Education Departments for the release of student employees for the School Time studies, since those who worked were pressured to leave for a long period of time. The authors expose yet another difficulty: the expectation of students who were not connected to the municipal teaching profession, since they expected that the course would

enable enrollment in contests for Education, which would give them a degree as teachers in several areas, which, in the face of not understanding the principles of LEdoC, led many students to drop out of the course (ALBURQUEQUE; PASSÁRO; FIGUEIREDO, 2017)

In their research, Souza, Kato and Pinto (2017) problematize about the existence or not of a target audience that justifies the implementation of LEdoC at the Federal University of Triângulo Mineiro (UFTM). The authors cite that teachers working in the rural area of the investigated territory need higher education and point out that the demands exist, and the challenge for the university and for teachers is the "issue of the content to be taught and the methodologies to be used", and should "be directly linked to the reality of their students, to the challenge of a critical training for the modification of the current education that is urban-centric" (SOUZA; KATO; PINTO, 2017, p. 433).

Hage *et al.* (2018) address in their research the risks and potentialities of the institutionalization of LEdoC in two HEIs in Pará: the Federal University of Pará (UFPA), in the Cametá Campus; and the Federal University South and Southeast of Pará (UNIFESSPA). LEdoC began its activities at UNIFESSPA in 2009, through a struggle for the training of teachers who, at the time, worked as laymen in rural schools; while at UFPA the course was implemented by means of the 2012 PROCAMPO Announcement.

Regarding the institutional difficulties faced in the institutions for the institutionalization of LEdoC, in UFPA it was pointed out the implementation of pedagogical alternation due to budget cuts imposed in the current political situation of the country, while in UNIFESSPA the difficulties are presented by the absence of articulated policy between the federated entities, including the difficult dialogue with the State Department of Education regarding the constitution of High School. The authors also highlight the processes of privatization of public education, in the scope of High School, school closing, and the emptying of the field, among other factors that contribute to the weakening of LEdoC.

The research by Melo and Carvalho (2019, p. 11) addresses the implementation of LEdoC at the Federal University of Piauí, Teresina campus, and highlights "the difficulty of implementing the pedagogical proposal of the course, in addition to the lack of consensus on the epistemological and theoretical basis that should underpin the educational practices." This indicates the need for teacher training processes for the understanding of the organization of pedagogical work through alternation and area of knowledge, in order to make the proposal viable, since, according to the authors, the majority of the teachers do not know the proposal. Other challenges were also mentioned by the authors in the implementation of the TC proposal, such as: the distances that separate the university and the rural communities where the students

live; the fact that not all students have access to the internet, which could mitigate the distance; insufficient visits to the communities. However, they highlight as a breakthrough the access to training via the LEdoC course for a significant number of people living in the countryside.

In another strand, Wanderer and Bocasanta's (2019) research investigates the enunciations about the countryside school elaborated by LEdoC students at the Federal University of Rio Grande do Sul. The authors claim that LEdoC students are "captured" by the enunciation that says: "the country school should work with the countryside way of life," sustained in two strands: in the exaggerated valorization of the field culture; and in a possible "ghettoization", not "of the space, but of the pedagogical process", which leads "to the understanding that the field education should be constituted within the safe limits of the knowledge forged in the relations that the field subjects ground every day in their ways of life" (WANDERER; BOCASANTA, 2019, p. 337). The authors propose a reflection on the limits and possibilities of pedagogical processes guided by pedagogical discourses.

Axis 3: Not to conclude: the consolidation of LEdoC in times of uncertainty

Here, we resume the motto that induced the present investigation: how did the implementation processes of LEdoC occur as a public policy for the training of teachers who will work in the field and which factors corroborate or not for its consolidation. The studies mapped showed the historical importance of the achievement of this public educational policy for the people who live in and from the countryside.

In Molina's (2017) understanding, the LEdoCs were designed taking into account the class struggle in the Brazilian countryside and in defense of education as a right and a public and social good - an action pleaded and sustained by the Brazilian Rural Education Movement. The author also affirms that the assertion of this characteristic is important to face the historical moment in course in Brazil, where public policies, especially the educational one, suffer threats. However, for its consolidation, many challenges are posed and must be overcome, as pointed out by the productions studied.

The internal conflicts in universities configure as some of these challenges that, sometimes, put on opposite sides course coordinators, teachers, the central administration; as well as excessive bureaucracy and an environment permeated by parallel interests and disputes for hegemony within the campuses (FALEIRO; FARIAS, 2016; MOLINA; HAGE, 2016; GOMES *et al.*, 2017).

Another conflict identified deals with the partnerships between the bodies responsible for basic education and universities. The dialogue is tense, since the interests of municipalities and states in relation to educational policies aimed at the education of the population living in the countryside are not in line with the proposition of Rural Education. We can see the reduction of schools located in rural areas, and this phenomenon cannot be seen separately from the teacher education process, because the progressive closing of schools in rural areas in the nucleation processes makes it difficult for schools and people to exist and remain in the countryside. According to Hage (2017)³, more than 100,000 schools were closed in Brazil from 2000 to 2015. Given these data, one must take into account the political, social, and economic contexts underlying this reality.

This process of "phagocytosis" of schools is "inextricably related to the fate of the countryside, and the central debate underlying it: the absence of work in the field, due to the very intense incorporation of new technologies, and more and more dead work" (MOLINA, 2015, p. 157). Moreover, to face this challenge "necessarily implies confronting the hegemonic development model of capital, and there is no way out except in the struggles for its overcoming" (p. 157).

The Pedagogical Alternation was also pointed out in the studies as a challenge to be faced, being considered, in most productions, one of the key points for the consolidation of LEdoC. Two aspects were addressed: the initial training of the teachers who work in the course and the form of alternation practiced.

In the first aspect, the analyzed studies point out that, when entering the LEdoC, most of the teachers do not have/had no experience in rural education, being unaware of the Organization of Pedagogical Work of the course, and this constitutes another risk for the consolidation of LEdoC (MOLINA, 2015), since it corroborates the precariousness of teacher training, due to the little and/or lack of mastery of specific knowledge of the area and/or superficial access to certain disciplinary contents essential to learning, added to the challenge of putting Alternating Cycle into practice.

In the second aspect, the studies address several difficulties in the materialization of Alternating Cycle, either by the lack of understanding of the proposal, as already mentioned, or even other factors, such as the difficulty of monitoring future educators in the rural communities where they develop the Tempo Comunidade, due to the long distances, or by lack of resources,

³ Lecture given by Salomão Hage at the Ordinary Forum of UNDIME in the state of Pará, held on April 11 and 12, 2017, in Belém, Pará. Database: Study and Research Group on Field Education in the Amazon (GEPERUAZ), Para Forum on Field Education (FPEC) and Observatory of Higher Education in the Field.

since the realization of this requires logistics (provision of per diems, transportation, food, purchase of materials, etc.) that sometimes are not ensured by the budget of universities (ALBURQUEQUE; FIGUEIREDO, 2017; GOMES *et al*, 2017; HAGE; SILVA; BRITO, 2016).

Molina (2015, p. 158) also reflects on how Alternating Cycle has been materialized in Community Time Higher Education courses and the risks of restricting the formative processes that occur in School Time, reducing the importance of Community Time as a learning space. And, as a consequence, "the tensions and contradictions of the material production of life" that occur in these rural territories of origin of the students "end up not being incorporated into the dynamics of the curriculum of the degrees, and these issues are absent from the subsequent School Times".

Regarding the protagonism of social movements in the creation of LEdoC, all studies are consensual, and its relationship with the course (sometimes more intense, sometimes more distant) configures another challenge for its consolidation and institutionalization process, because "risks and potentialities emerge that challenge its permanence with the affirmation of its identity and its principles of origin demanded by the Rural Education Movement" (HAGE *et al.*, 2018, p. 2).

However, it is important to note that, with the election of Jair Bolsonaro as President of the Republic in 2018, public policies, especially the educational ones, were greatly compromised and/or underwent significant changes, and the analysis of its reflexes depends on a longer term. The greatest fear of social movements is the indication of intentions to control, curtail and reduce the scope of affirmative educational policies. One of these changes was the one determined by Decree No. 9,465, published in the Official Gazette of the Union on January 2, 2019, which made changes in the structure and functions of some secretariats of the Ministry of Education. The Secretariat for Continuing Education, Literacy, Diversity, and Inclusion (SECADI), which was responsible for many policies for rural education, was subdivided into the Secretariat for Specialized Modalities of Education (SEMESP) and the Secretariat for Literacy (SEALF).

Added to the void left by this protagonism, in Brazil's current political moment (2019), thinking and being different constitutes a subversive act. The constant reductions in the resources directed to education have repercussions in all areas of Higher Education, and consequently in the young degree course in Rural Education, which by its very genesis already contradicts the conceptions of the current government (which does not treat the diverse and minorities with due respect).

Besides these unknowns, a questioning made by Molina (2017) about this process of expansion of LEdoC deserves reflection: will the direct link of these educators' training courses with the peasants' struggles for their permanence on the land and territory and the schools in them be maintained? Thus, we register here a new research goal for the next five or ten years, to complement the present investigation.

Within the limits of the text, and of the research proposed here, the importance of the discussion about the theme in the academic environment and the different contexts and multiplicity in which the materialization of the degree course in Rural Education takes place is evident.

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