



ACADEMIC PRODUCTION IN RURAL EDUCATION IN THE GRADUATE PROGRAMS OF THE FEDERAL UNIVERSITY OF PIAUÍ

A PRODUÇÃO ACADÊMICA EM EDUCAÇÃO DO CAMPO NOS PROGRAMAS DE PÓS-GRADUAÇÃO DA UNIVERSIDADE FEDERAL DO PIAUÍ

PRODUCCIÓN ACADÉMICA EN EDUCACIÓN RURAL EN LOS PROGRAMAS DE POSGRADO DE LA UNIVERSIDAD FEDERAL DE PIAUÍ

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ABSTRACT

The objective of this article was to analyze the production on Rural Education/Countryside Education in the graduate programs of the Federal University of Piauí since its foundation until the year 2018. This research is qualitative in nature, with document analysis as the central strategy for data collection. The present research evidenced a low academic production about the issues of Rural Education, which, despite being a still recent area of study, has been increasingly expanded in universities and graduate programs, especially in the state of Piauí. Among the themes discussed in these works, the theme Educational Practices and Teaching Practices stands out, with a larger number of works on the subject.

KEYWORDS: Postgraduation. Master's Degree. Countryside Education.

RESUMO

O objetivo deste artigo foi analisar a produção sobre Educação Rural/Educação do Campo nos programas de pós-graduação da Universidade Federal do Piauí desde sua fundação até o ano de 2018. Esta pesquisa é de cunho qualitativo, tendo como estratégia central de coleta de dados a análise documental. O presente estudo evidenciou uma baixa produção acadêmica acerca das questões da Educação do Campo, que, a apesar de ser uma área de estudo ainda recente, vem se expandido gradativamente nas Universidades e nos Programas de Pós-graduação, em especial no estado do Piauí. Dentre os temas discutidos nesses trabalhos, destaca-se temática Práticas Educativas e Práticas Docente, com um maior número de trabalhos sobre o assunto.

PALAVRAS-CHAVE: Pós-graduação. Mestrado. Educação do Campo.

RESUMÉN

El objetivo de este artículo fue analizar la producción sobre Educación Rural/Educación en el Campo en los programas de postgrado de la Universidad Federal de Piauí desde su fundación hasta el año 2018. Esta investigación es de carácter cualitativo, teniendo como estrategia central de recogida de datos el análisis documental. La presente investigación mostró una baja producción académica sobre los temas de Educación en el Campo, que, a pesar de ser un área de estudio aún reciente, se ha ido expandiendo cada vez más en las



universidades y en los Programas de Posgrado, especialmente en el estado de Piauí. Entre los temas tratados en estos trabajos, destaca el tema Prácticas Educativas y Prácticas de Enseñanza, con un mayor número de trabajos sobre el tema.

PALABRAS CLAVE: Postgraduación. Maestría. Educación rural.

INTRODUCTION

Throughout the history of Brazil, the countryside has always been seen as a backward place, inferior to the city, thus doomed to cease to exist. This is due to a politically, economically, and culturally conceived vision in which the urban area, through an overvaluation, is seen as the most developed place and, therefore, superior to the countryside. The population that lives in the countryside has suffered from abandonment by the public power, which neglects to guarantee basic human rights, such as work, health, citizenship, and quality education for all. This hierarchical development reading of the city as the reference of development and the countryside as backwardness has produced the denial of “specific public policies for these people, except in the compensatory type for their own inferior condition, and/or in the face of social pressures” (FERNANDES; CERIOLI; CALDART, 2009, p.21).

The problem gets even worse when we talk about education for rural people, that is, campers and agrarian reform settlers, fishermen, squatters, rubber tappers, indigenous people, maroons, etc. The denial of the right to education for these people is materialized in high rates of illiteracy, dropout, age/grade distortion, and in the distance between the knowledge of the school and the reality of the students (CALDART, 2009). Throughout history, the education offered to people living in the countryside has aimed to meet the interests of the State and the dictates of capital, whether by way of maintaining the man in the countryside, or by the need to form a consumer market or the qualification of the manpower to foster the development of large land properties. This model of education is known as Rural Education and it worked for many years in Brazil. This is evident when we analyze how Rural Education is treated in the Federal Constitutions until the 1960s:

In the 1934 Constitution, for the first time, a reference to rural education appears, which was constituted from the model of domination of the landowning elite. The constitutions of 1937 and 1946 show the power shifting from the agrarian elite to the emerging industrial elites. [The 1967 Constitution and the 1969 amendment, under the dictatorial control of the military, reinforced this system. Only in the 1988 Constitution is education finally enacted as a right for all (FERNANDES, 2009, p. 140).

Moreover, considering that the contents and methodologies of the rural and urban schools were the same, it is understood that the education offered by the State did not respect the particularities of the countryside people, reinforcing the denial of the right to education as it contributed to the student's abandonment of school.



In the mid 1970s, according to Shiroma (2002), the military regime, already with some “irremediable fissures in its political support structure” (p.17), turned to the development of programs and actions directed to the poorest areas of the country, such as rural areas. Education thus lost its technocratic character and became an instrument to try to mitigate, in the short term, the situation of regional inequality and poverty resulting from the regime's economic model. Among the projects that were developed, the Northeast Pole, Edurural, Programs of Socio-Educational and Cultural Actions for the Urban (PRODASEC) and Rural (PRONASEC) needy populations, and the Pre-School Education Program (SHIROMA, 2002) stand out.

The struggle for peasants' schooling and the embryonic proposal for the construction of a Rural Education, opposed to Rural Education, were conceived in the mid-1980s, as a demand of the concrete reality that was already presented in the several actions carried out by the Landless Workers' Movement (MST). The educational processes that unfolded in this context desired the struggle for schooling in the countryside and also the construction of another society. According to Arroyo, Caldart, and Molina (2009), “Field Education is born above all from another view of the role of the field in a development project and on the different subjects of the field”. Thus, it is pointed out that the fight for education and the fight for land are intrinsic and complementary guidelines of the same societal project, which has as its protagonist the social movements of the countryside. Caldart (2009) explains a little about the pedagogy developed in the MST schools:

In trying to produce education in the Movement's way, the Landless Movement ended up creating a new way of dealing with the pedagogical matrices or pedagogies already constructed throughout human history. Instead of assuming or 'affiliating' with one of them, the MST tries to set them all in motion and let the specific educational situation itself show which ones need to be emphasized more at one time or another (CALDART, 2009, p. 98).

Caldart (2019) also points out that it is not enough just to have schools located in the countryside, but rather, countryside schools, that is, schools that meet the needs of peasants and the specificities of life in the countryside. And this can only be achieved through a school that has a curriculum proposal and a political pedagogical project linked to the causes of rural people. In the words of Caldart (2009, p. 98) “there are no rural schools in a field without perspectives, with people without horizons and seeking to leave it”. This highlights the importance of creating an education project directly linked to a rural development project, so that one cannot be disconnected from the other.

Rural Education took shape in 1997 at the First National Meeting of the Educators of Agrarian Reform (ENERA). At this meeting, those involved discussed the type of education that was offered to them, questioning the development projects designed by the State, which did not coincide with the project of emancipation and strengthening of the rural environment.



According to Carldart (2008, p. 69), “the concept of Rural Education is new, but it is already in dispute, exactly because the movement of reality that it seeks to express is marked by very strong social contradictions”.

The author calls attention to the importance of understanding that this is not a closed concept, but is in constant movement, as well as the struggle of rural people. This is because the “materiality of origin (or root) of Rural Education requires that it be thought/worked always in the triad: Rural Area - Public Policy - Education. It is the relationship, most of the times tense, between these terms that constitutes the historical novelty of the phenomenon we call Rural Education” (CALDART, 2008, p.70).

In summary, Michelotti (2008, p. 93) concludes that a rural-oriented education comprises:

The relations between peasant production as the basis for a project of peasant development that redeems his full citizenship, historically denied, and that places him as a protagonist subject of its construction based on his capacity to organize, to fight, and to produce the knowledge necessary for this project.

The outlines of a specific education policy for the rural areas begin with the CNE Report no. 36/2001, an important study on the treatment given to rural education in the Brazilian Constitutions, produced by Prof. Edla Araújo Lira Soares. In the text, the author points out that:

In the approach given by most of the constitutional texts, a peripheral treatment of rural school education must be registered. It is a residual perspective and consistent, except for specific situations, with the interests of hegemonic groups in society. The changes in this tendency, when identified, result from the presence of social movements in the rural areas in the national scenario (BRASIL, 2001, p. 18).

Another point highlighted by the author of the opinion is that the Citizen Constitution of 1988 already proclaims education as a right of all and duty of the State, transforming it into a subjective public right, regardless of whether citizens reside in urban or rural areas. In this same sense, Law no. 9394/96 - the Law of Directives and Bases (LDB) - in Article 28 establishes that in the offer of basic education to the rural population, the teaching systems will promote the necessary adaptations to suit the peculiarities of rural life and of each region, especially:

- I. curricular content and methodologies appropriate to the real needs and interests of students in rural areas;
- II. proper school organization, including the adaptation of the school calendar to the phases of the agricultural cycle and the climatic conditions;
- III. adaptation to the nature of work in rural areas (BRASIL, 1996).

However, despite these legal provisions, in practice, rural education remains on the margins of national public policies. The struggle for an education focused on the strengthening of peasant territory materialized with the regulation of the Operational Guidelines for Basic Education in Rural Schools, established by Resolution CNE no. 1/2002. These Guidelines,

based on educational legislation, constitute a set of principles and procedures that aim to adapt the institutional project of rural schools to the “National Curricular Guidelines for Kindergarten Education, Primary and Secondary Education, Youth and Adult Education, Special Education, Indigenous Education, Technical Professional Education and the Normalization of Teacher Training at the Secondary Level” (BRASIL, 2002, p. 33).

Today, almost 20 years after the institution of these guidelines, many are still the challenges faced by rural schools in the country, and although the difficulties are present both in rural and urban areas, in rural areas the situation is even more aggravating, since this environment has the highest rates of illiteracy, fewer schools, less qualified teachers and with low salaries. Regarding infrastructure, “rural schools are the schools of no: no library, no science lab, no internet, no computers and no electricity” (OLIVEIRA; MOLINA; MONTENEGRO, 2011, p. 79).

Therefore, we emphasize the importance of scientific research that brings visibility to these problems, through denunciations and problematizations, and that puts on the agenda the issue of Rural Education on the national scene. Therefore, the general objective of this article was to analyze the academic production on Rural Education/Countryside Education (master's degree) in the graduate programs of UFPI since its foundation until the year 2018. The specific objectives were: to quantify the number of dissertations on Rural/Countryside Education in the graduate programs of UFPI - Campus Ministro Petrônio Portela; and to elucidate the main themes addressed in the scope of dissertations on Rural/Countryside Education. An effort was also made to analyze the quality of the abstracts of the collected dissertations, using as reference the criteria of the NBR 6028 rule, from the Brazilian Association of Technical Standards (ABNT), for abstracts of scientific papers.

METHODOLOGICAL NOTE

This research is quanti-qualitative and has document analysis as its central strategy. Document analysis is based on the selection, analysis and presentation of data from documents. Documents are impressions left on a physical object by a human being and can be in the form of photographs, films [...], printed (the most common form), among others (CALADO, 2004-2005). Cellard (2008, p. 296) adds that document is “everything that is a vestige of the past, everything that testifies, is considered a document or ‘source’”. The use of documents for research brings a wealth of information, which can be used in various areas of human and social sciences, bringing the understanding of the object closer to its historical and sociocultural contextualization (SÁ-SILVA; ALMEIDA; GUINDANI, 2009).

The choice of the methodological instrument of document analysis was made according to the nature of the research and the theoretical referential used. We found in this methodology



some advantages that were necessary to the research, such as low cost to acquire the information, the possibility of obtaining past information and not observed or assisted. The main difference between documentary and bibliographic analysis concerns the nature of the sources, so the documents can denote different meanings depending on their source and the reader's knowledge (SÁ-SILVA; ALMEIDA; GUINDANI, 2009).

In the area of Education, there are several documental sources. For this article, we analyzed the abstracts of dissertations from graduation programs of the Federal University of Piauí - Campus Ministro Petrônio Portela that deal with Field Education/Rural Education. First, a survey of all graduation programs linked to the Ministro Petrônio Portela Campus was carried out at UFPI's website. In this first mapping, basic data from these programs were collected, such as year of creation, lines of research, link to the repository and grade from the last CAPES evaluation. From these data, it was possible to identify which programs present productions that deal with Rural/Countryside Education.

Then, the abstracts of dissertations defended in these programs were collected and analyzed thoroughly, using the following criteria: title, author, advisor, year, object, objective, methodology, referential, results and keywords. From this analysis, especially of the titles and key words of the research, it was possible to elucidate the main themes discussed in these papers, and thus to classify them by thematic axes. These thematic axes emerged after the analysis of the researched works, that is, they were not placed a priori, but during the construction of this research, according to the interpretation and analysis capacity of the researchers. In total, 7 thematic axes were constructed, as follows: History and Politics of Rural Education (Axis 01); Educational Practices and Teaching Practices (Axis 02); Pedagogy of Alternating Cycle and Agricultural Family Schools (Axis 03); Initial and Continuing Teacher Training (Axis 04); Public Policies, Programs and Social Projects (Axis 05); Rural Youth and Rural-Urban Relationship (Axis 06); Alphabetization, Literacy and Linguistic Variation (Axis 07).

An effort was also made to analyze the quality of the abstracts of the dissertations collected, using as reference the criteria of the Brazilian Association of Norms and Techniques (ABNT) for abstracts of scientific papers. We classified the analyzed abstracts as: complete (clear evidence of the study problem, objective(s), methodological strategy, theoretical basis, and results achieved); partially complete (clear evidence of at least three criteria related to the complete abstract); incomplete (evidence of less than three items of the complete abstract); superficial (unclear evidence of the study problem, objective(s), methodological strategy, theoretical basis, and results achieved). It is worth noting that the ABNT rules have changed over the years, thus, the classification made here does not necessarily define that the paper has not complied with the rules in force at the time it was written, thus running the risk of being anachronistic when analyzing the past by the present.



RURAL EDUCATION: A SCIENTIFIC FIELD UNDER CONSTRUCTION

The first discussions on Rural Education, according to some studies, began in the First National Meeting of Educators of Agrarian Reform (ENERA), held in 1997. According to Cherobin (2018), several authors state that the first reflections on Rural Education had as a reference the educational practices carried out by the MST, which brought its discussion closer to the struggle for land, the confrontation of antagonistic social classes and the confrontation with the logic of education in capitalism. In a research carried out by Souza (2011), who investigated works on Education and/or the MST carried out between 1987 and 2009, 230 studies on the subject were registered in graduate programs in education. These studies analyze themes such as:

Organization of pedagogical work and political pedagogical project; Teacher training; Educational practices and themes related to PRONERA - National Program for Education in Agrarian Reform; High School and training for cooperation; Youth and adult education; Role of school and education in agrarian reform; Political consciousness; Identity; Work and Rural Education as public policy. School education and the education that occurs on the social movement's journey are problematized (SOUZA, 2011, p. 91).

Also based on Cherobin (2018), it is understood that the production of knowledge expresses a worldview that is articulated with the objectives, strategies, and theoretical-political choices that the various authors use in their studies and writings and that end up showing which societal projects their productions seek to contribute to, demonstrating trends.

According to Bourdieu (1976, p. 89), the structure of a scientific field is found in the process of recognition and legitimacy conferred to those who participate in it. For the author, “the type of scientific-political struggle for legitimacy depends on the structure that is forged within each field of knowledge, which is also conditioned by factors external to it. In this way, in the production of scientific knowledge there will always be the dominant, who has the recognition of scientific capital, and the dominated, who needs to have the importance of his capital recognized (BOURDIEU, 1976).

In Brazil, the National Association for Research in Education (ANPED) plays an important role in the production and dissemination of research in several educational areas. The creation of the WG Social Movements in ANPED contributes to the expansion of the reflections on social movements and the struggles for public school, besides strengthening the debate on the (non-formal) educational aspects present in social movements. According to Cherobin (2018), the works in the field of Rural Education can be classified into three trends:

One in which it is argued that it is necessary to strictly consider the reality, diversity, and culture of rural people in discussions about the Policy of Rural



Education; another in which the Policy of Rural Education is defended as a subjective right; and finally, another in which the Policy of Rural Education is discussed as a demand of the working class that develops in the class struggle today (CHEROBIN, 2018, p. 325).

The mentioned author emphasizes the importance of understanding that in the reflections pointed out by the authors of the works it is necessary to take into account the analysis of the Policy of Rural Education, and that there are differences, divergences and contradictions among them. This shows that there are different understandings about education, State, politics, etc., and, as a consequence, different conceptions of the world and of the societal project.

Cherobin (2018) points out that Rural Education needs to be understood within the class struggle, which is expressed both in the countryside and in the city, otherwise it becomes an abstraction. For Vendramini (2010, p. 133) “research on Rural Education needs to be linked to the contradictions and changes related to labor and the worker.” For Souza (2011), some principles of this epistemology are:

Knowledge is built on collective experience. 2) It is validated in social practice. 3) Dialogic, registration, and systematization of lived practice. 4) Mediation with historically constructed knowledge. 5) Self-management as an organizational principle of pedagogical work. 6) Different times, spaces and subjects allow inquiry into social practice (SOUZA, 2011, p. 98).

Another aspect to be highlighted regarding the epistemology discussed in the research on Rural Education is the predominant interdisciplinary character in the educational practices developed in the countryside. This is because an education focused on the rural areas should encompass the diverse and complex dimensions that make up the field, these are the political, social, economic, and cultural dimensions. “We understand interdisciplinarity from a particular theory of knowledge that explains how knowledge is produced in given social relations of production and how we become human beings and know what is beyond us” (TAFAREL; JUNIOR, 2011, p. 194).

In view of the aforementioned, it is relevant to emphasize the importance of researches that discuss the different spheres of Rural Education and its peculiarities. Research for rural social movements, besides the systematic and rigorous production of knowledge of reality, should provide the qualification of the intervention of activists in the different spaces of action and should contribute to the advancement of the organization of the challenges to be faced. Therefore, the silencing, the forgetfulness, and even the lack of interest in rural areas in social and educational research is a worrisome historical fact.



RURAL EDUCATION AS AN OBJECT OF STUDY IN GRADUATE PROGRAMS AT THE FEDERAL UNIVERSITY OF PIAUÍ

From UFPI's website, a universe of 39 active graduate programs linked to the Central Campus Ministro Petrônio Portela was mapped. Of this total, only 5 programs presented dissertations dealing with the theme Rural Education/Countryside Education. This data highlights the scarcity of scientific production in the area, not only nationally, but especially in the state of Piauí, a fact already pointed out by authors who discuss the subject.

After accessing the electronic address of these programs, basic information was collected, such as year of creation, lines of research, CAPES evaluation and repository links. From this information, it was possible to draw a profile of the programs that present productions about the theme Countryside Education/Rural Education, observing, thus, differences and approximations among them. These data are presented in Table 01.

Table 1. General data from UFPI's graduate programs that present dissertations on Countryside Education/Rural Education.

Abbreviation	Year of Creation	Research Lines	Capex Evaluation
PPGED	1993	Teacher education and teaching practices. History of Education. Human Formation and Educational Processes. Educational Policies and Education Management. Education, Diversity, Difference and Inclusion.	4
PPGEO	2011	Geography Teaching. Regional Geoenvironmental Studies	3
PPGEL	2003	Text, Discourses and Genres. Grammar and Lexis. Variation and Diversity. Literature, Culture, and Society. Language and Discourse: Analysis and Variation. Grammar and Lexis: Description and Teaching. Text, Discourse and Genres as Social Practices. Linguistic Variation/Diversity, Orality and Literacy. Literature, Culture and Society. Language and Discourse: Analysis and Variation. Grammar and Lexis: Description and Teaching. Text, Discourse and Genres as Social Practices. Linguistic Variation/Diversity, Orality and Literacy. Literature, Culture	3



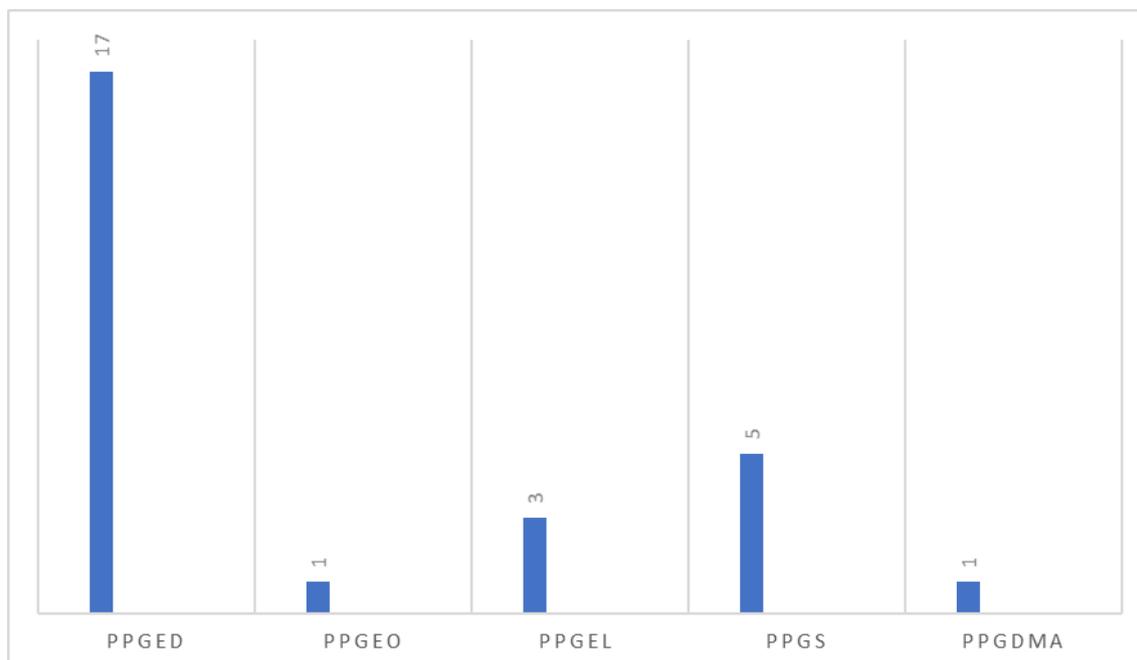
PPGS	2011	and Society. Gender and Generation. Territorialities, Sustainability, Ruralities and Urbanities. State and Society: Work, Education, Political Actors and Social Inequalities.	3
PPGDMA	2002	Development and Environmental Policies. Biodiversity and Sustainable Use of Natural Resources.	4

Source: organized by the authors based on data available at the electronic address of the programs.

According to the information in Table 1, it is possible to observe that most programs are linked to the area of education and undergraduate degrees, as is the case of the Graduate Program in Education (PPGED), the Graduate Program in Geography (PPGEO) and the Graduate Program in Literature (PPGEL). This fact may indicate a concentration of the discussions about rural education in the spaces that discuss strictly educational aspects, thus there is a need for the expansion of theoretical and methodological bases that can cover the other aspects of rural education, such as the social, political and economic ones. The Graduate Program in Sociology (PPGS), with a predominant focus on social discussions, presents a research line called “State and Society: Work, Education, Political Actors and Social Inequalities”, which mentions education. Only the Graduate Program in Development and Environment (PPGDMA) differs from the area of education, it has the following research lines: “Development and Environmental Policies; Biodiversity and Sustainable Use of Natural Resources”, which are focused on environmental issues.

After analyzing the abstracts of the dissertations defended in these 5 programs, we identified a total of 27 dissertations that address the theme of education for rural people. The criteria used for this classification were the ones previously mentioned. In particular, it was observed if the abstracts of these works presented in the title or key words the terms Countryside Education/ Rural Education. The number of dissertations found per program is shown in Graph 01.

Graph 1. Quantity of dissertations by graduate program that investigated Rural/Field Education - UFPI.



Source: organized by the authors based on data available at the electronic address of the programs.

The program that presents the largest number of dissertations dealing with the theme under study is the Graduate Program in Education, with 17 works. Many factors may be associated with this rate, such as the fact that this was the first master's degree program established in the state of Piauí, about 20 years ago. Another important factor is the presence of researchers in the program who have already been conducting studies in the field of Rural Education and who are members of the Nucleus of Studies, Research and Extension in Rural Education (NUPECAMPO) and of the Piauí Forum of Rural Education (FOPEC), important institutions in the movement for Rural Education in the state of Piauí.

In second place, regarding the number of dissertations, is the Graduate Program in Sociology, with 5 works, these basically focused on the humanities and social sciences. The program is considered recent, having been established in 2011, and now has three lines of research. Next, we have the Graduate Program in Literature, with 3 dissertations that address linguistic and literary issues involving rural subjects. The Graduate Program in Geography and the Graduate Program in Development and Environment, both with only one dissertation, have the lowest number of works. The dissertation found in the PPGO deals with the educational practice developed in the teaching of geography in a settlement school, while the work of the PPGDMA deals with socio-productive activities developed in the countryside.

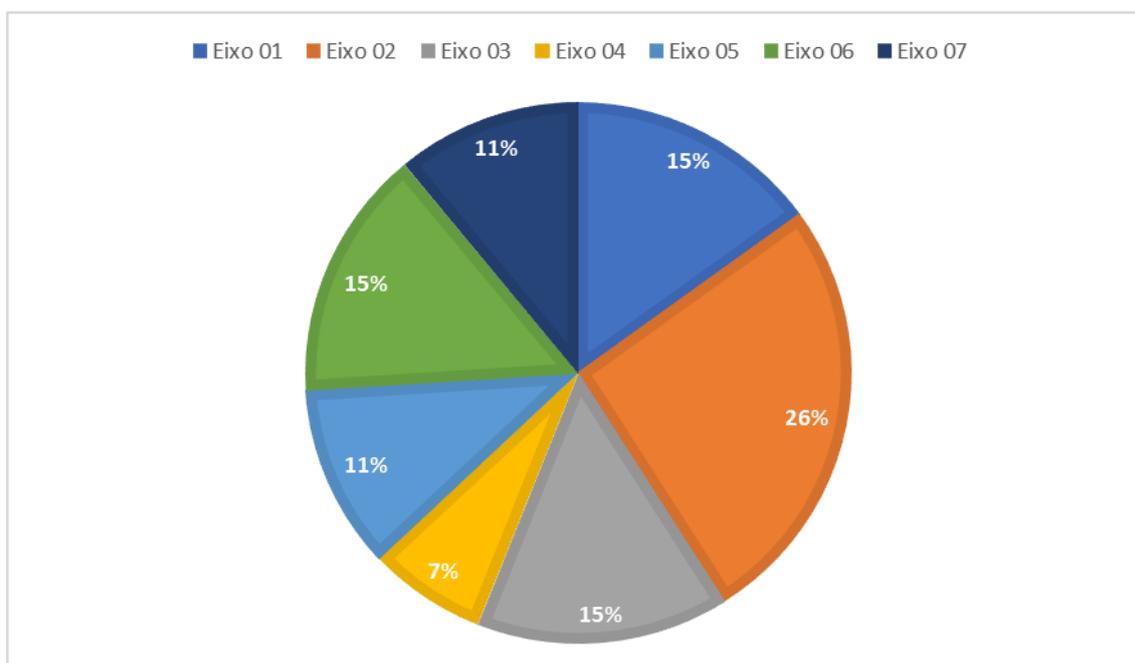
When analyzing some works that deal with the academic production on Rural Education, authors such as Gonçalves and Hayashi (2016); Cavalcante and Batista (204), point out the difficulties to elaborate axes that are sufficient to account for the complexity of this area of study. This is due to the plurality inherent in the movement for an education focused on the



countryside, as well as the subjects that compose it. Another important factor to be highlighted is the different spaces in which these researches are being developed, considering the particularities of the reality of each place and how this also influences the research development processes.

Based on the collected abstracts, a categorization process of these works was carried out in thematic axes, having as reference different aspects of the discussions that involve Rural Education and the ability of analysis and interpretation of the authors of this research. This systematization aims to elucidate the main themes that have been discussed in the area of Rural Education in the state of Piauí and to contribute to a better understanding and expansion of the area, pointing out advances and possible gaps in this process. The axes were defined based on the theme in focus in the analyzed dissertations, thus trying to demarcate groups of work in common. The number of dissertations classified in each thematic axis is shown in Graph 2.

Graph 2. Quantity of Dissertations per graduate program.



Source: organized by the authors based on data available at the electronic address of the programs.

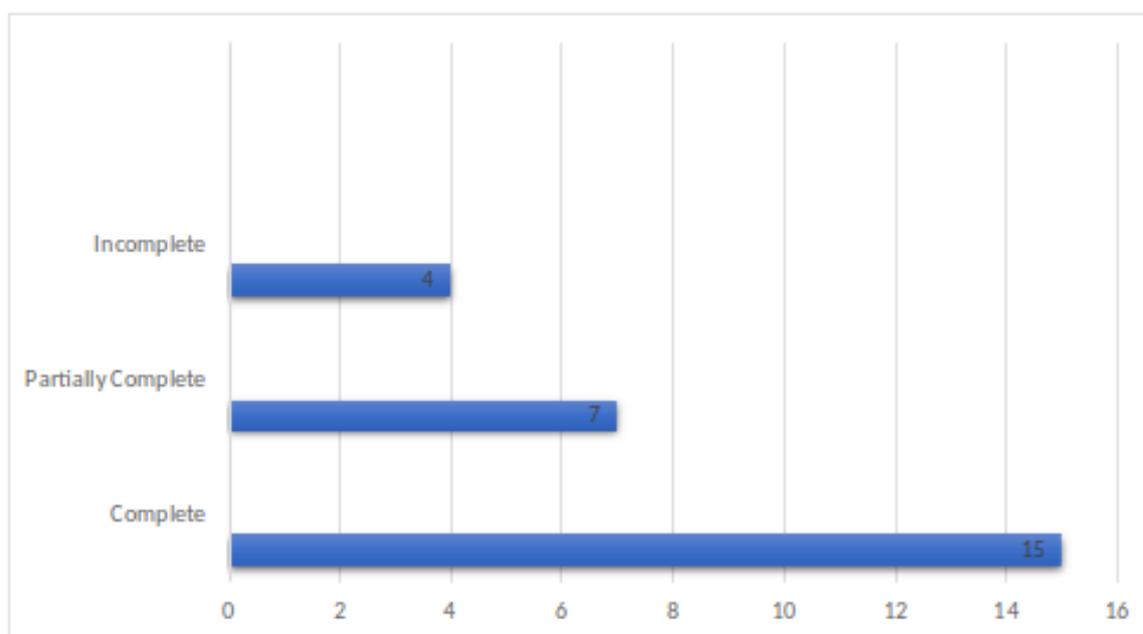
The axis that presented the most productions was Axis 02 - Educational and Teaching Practices, with 7 dissertations (26%). Next, we have Axis 01 - History and Politics of Rural Education, Axis 03 - Pedagogy of Alternation and Family Agricultural Schools, Axis 06 - Rural Youth and Rural-Urban Relationship, all with 4 papers (15%). Axis 05 - Public Policies, Social Programs and Projects, and Axis 07 - Literacy, Literacy and Linguistic Variation presented 3 papers (11%). Finally, we have Axis 04 - Initial and Continuing Education for Teachers, with only 2 papers (7%).



The large number of works in the Educational Practices and Teaching Practices axis can be associated with the process of building an education that meets the needs of the countryside arising from the very practices developed by rural people. As the scholars point out, there must be an education not only made for the countryside, but also built by the countryside. Therefore, questions about the rural people that become research problems arise, such as: where and in which formative processes this population builds its knowledge, knowledge, values, culture, and identity? It is important that these issues are placed in the center of the discussions of social and educational issues (ARROYO; CALDART; MOLINA, 2009).

Thus, in recent years, researchers in the area, such as Cherobin (2018), have been calling attention to the need to expand this theoretical and methodological reference. Many aspects of Rural Education still need to be explored more thoroughly, just as the discussion of the field needs to be increasingly expanded in the different centers, departments, and graduate programs of universities. It is essential that there is a renewal of spaces and themes for discussions about the struggle of rural social movements, even because the struggle itself presupposes this character of constant transformation and movement. The classification regarding the quality of the abstracts, having as reference the rule for scientific abstracts of the ABNT mentioned above, is represented in Graph 03.

Graph 3. Number of Complete, Partially Complete, and Incomplete abstracts.



Source: Organized by the authors based on data available at the Programs' website.

Of the 27 abstracts analyzed, 15 were considered complete, that is, they met all the criteria established by ABNT. Seven abstracts were considered partially complete because they met at least three of the established criteria, and four were considered incomplete because they

met less than three criteria. Based on this analysis, it is possible to infer that more than half of the researched papers then complied with the ABNT rules, a positive fact for the consolidation of Rural Education as an area of scientific knowledge.

FINAL CONSIDERATIONS

From the analysis of the dissertations produced on Rural Education/Countryside Education in the graduation programs of UFPI, the research showed a low academic production on this theme. Despite being a recent area of study, rural education has been expanding more and more in universities and graduate programs, especially in the state of Piauí. Among the themes discussed in these works, the theme Educational Practices and Teaching Practices stands out, with a larger number of works on the subject.

Regarding the quality of the abstracts of the 27 papers found in the 5 graduation programs of UFPI that dealt with the theme under study, after analysis it was possible to identify that most of the abstracts meet the standards established in the ABNT - NBR 6028, i.e., complete and partially complete. There were few abstracts that did not comply with at least three of the aspects established in ABNT.

It is important to point out that, despite the advances in relation to the way the countryside has been treated, there are still great challenges for more works to be produced in the area, giving visibility to the theme in the academic sphere. This effort of systematization and analysis of the productions in the scope of the master's degree programs of the Federal University of Piauí Campus Ministro Petrônio Portela aims at contributing to the strengthening of Rural Education in Piauí and encouraging future researches that can fill the gaps and questions raised here.

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