

THE BNCC AND THE TRAINING OF FIELD TEACHERS IN THE VELHO CHICO IDENTITY TERRITORY IN BAHIA

A BNCC E A FORMAÇÃO DE PROFESSORES DO CAMPO NO TERRITÓRIO DE
IDENTIDADE VELHO CHICO NA BAHIA

LA BNCC Y LA FORMACIÓN DE PROFESORES DEL CAMPO EN EL TERRITORIO
DE IDENTIDAD VELHO CHICO EN BAHÍA

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ABSTRACT:

This article discusses rural teachers' education and the National Common Curricular Base (BNCC), considering two aspects: the context of Rural Education regarding teacher training, focusing on the Velho Chico Identity Territory (TIVC) in Bahia; the contradictions evident in teachers' pedagogical practice arising from the continued education offered by municipal networks. Data was collected through questionnaires and document analysis. The research is qualitative, analyzed under the assumptions of Dialectical Historical Materialism. The results highlight that the national policy for teacher training has aligned with what international agencies advocate. It's worth paying more attention to the contradictions within current regulations in understanding emancipatory Rural Education. There's a fragmentation in the curriculum focused on teaching practices within the spatial scope analyzed, leaning more towards what is termed as Rural Education.

Keywords: national common curricular base; field education; rural education; teacher training; teaching practice.

RESUMO:

Este artigo aborda a formação de professores do campo e a Base Nacional Comum Curricular (BNCC), considerando dois aspectos: o contexto da Educação do Campo em relação à formação docente, com destaque para o Território de Identidade Velho Chico (TIVC), na Bahia; as contradições evidenciadas na prática pedagógica dos docentes a partir da formação continuada ofertada pelas redes municipais. Os dados foram coletados por meio de questionários e análise documental. A pesquisa é de tipo qualitativa, analisada com pressupostos do Materialismo Histórico Dialético, os resultados evidenciam que a política nacional de formação de professores tem se ajustado ao que preconizam as agências internacionais, e que merece maior atenção as contradições das normatizações vigentes na compreensão da Educação do Campo emancipatória, pois a fragmentação da formação na parte curricular dedicada à prática docente como hoje se apresenta no recorte espacial analisado, observa-se mais o que se denomina de Educação Rural.

Palavras-chave: base nacional comum curricular; educação do campo; educação rural; formação de professores; prática docente.

RESUMEN:

Este artículo aborda la formación de profesores del campo y la Base Nacional Común Curricular (BNCC), considerando dos aspectos: el contexto de la Educación del Campo en relación con la formación docente, con énfasis en el Territorio de Identidad Velho Chico (TIVC) en Bahía; las contradicciones evidenciadas en la práctica pedagógica de los docentes a partir de la formación continua

ofrecida por las redes municipales. Los datos se recopilaron mediante cuestionarios y análisis documental. La investigación es cualitativa, analizada bajo los supuestos del Materialismo Histórico Dialéctico. Los resultados destacan que la política nacional de formación docente se ha alineado con lo que abogan las agencias internacionales. Vale la pena prestar más atención a las contradicciones dentro de las regulaciones actuales para comprender la Educación del Campo emancipadora. Hay una fragmentación en el currículo centrado en las prácticas de enseñanza dentro del ámbito espacial analizado, inclinándose más hacia lo que se denomina como Educación Rural.

Palabras clave: base nacional común curricular; educación del campo; educación rural; formación docente; práctica de enseñanza.

Introduction

Educational policies in Latin America since the 1990s have undergone intense changes, mainly due to the guidelines of the World Conference on Education for All and various international organizations that directed actions towards the levels and modalities of education. These changes in educational policies and legislation affect the capitalist system, and in turn, modify labor relations, materializing in new worker training requirements.

Although, in this text we talk specifically about the Field Education modality and present the results of a research that deals with educational policies for field schools, focusing on the training of teachers in the Velho Chico Identity Territory (TIVC)¹, from Bahia. We begin with a brief presentation of education and teacher training in Latin America. Next, we contextualize Field Education and present some elements about training for teachers in rural areas in the context of the National Common Curricular Base (BNCC), highlighting the contradictions posed by neoliberal ideas, which are antagonistic to what the Movement of Field Education and the Field Education National Forum (FONEC), made up of the organized working class. Next, we highlight the consequences of this curricular educational policy for rural schools in TIVC, which is in the state of Bahia, in a region bathed by the São Francisco River.

Basic education teacher training and the international agenda

Teacher training policies in Latin America have been directed through legal instruments that helped create a relevant body of regulations, a result of globalized capitalism. More recently, in 2015, at the 70th United Nations General Assembly, 17 Sustainable

¹ The TIVC is formed by the municipalities of Barra, Bom Jesus da Lapa, Brotas de Macaúbas, Carinhanha, Feira da Mata, Ibotirama, Igaporã, Malhada, Matina, Morpará, Muquém de São Francisco, Oliveira dos Brejinhos, Paratinga, Riacho de Santana, Serra do Ramalho and Sítio do Mato.

Development Goals (SDGs) were established, also known as Global Goals or 2030 Agenda for Sustainable Development, which deal with various political, social, economic and educational aspects, including teaching work. Based on this Agenda, in recent years, the United Nations Educational, Scientific and Cultural Organization (Unesco) and the International Institute for Higher Education in Latin America and the Caribbean (Iesalc) have guided teacher training in the context of international, with the aim of creating and strengthening research and university cooperation networks in member countries of the United Nations (UN). Such actions come from previous definitions related to the global monitoring of the Framework for Action of the World Education Forum (2000) that took place in Dakar, Senegal, in which the centrality was Education for All (EFA), with an agenda of collective commitments established by Member States for the period 2000-2015 (Morosini, Nez, Woicolesco, 2022). Subsequently, at the Incheon World Education Forum in 2015, in South Korea, the results achieved from the guidelines in Dakar were presented, and new guidelines/recommendations for a post-2015 edition of the Framework for Action, involving public agents from States, civil society and entities from the international community, which gave rise to the Agenda 2030 agenda for the SDGs.

In the Latin American context, these guidelines have served as guidelines for educational policies at all levels and modalities of education, in relation to the organization of teaching, the curriculum, assessments, financing and teacher training. On the website of Latin American Educational Trends Information System (Siteal) we find the legal regulations of all countries in the region², with information made available, through which it is possible to understand the strategies of the neoliberal education project guided/recommended by international organizations, mainly in the last 30 years. Among these, we can mention: the World Bank (WB), focusing on defining countries' macroeconomic policies; United Nations Educational, Scientific and Cultural Organization (Unesco), which deal with issues involving the mitigation of cultural, social and educational inequalities in countries; finally, the Organization for Economic Co-operation and Development (OECD), even if the focus is not specifically on education. All of them have some type of relationship with educational processes, whether through project financing or recommendations that can become law for member countries. In this way, the educational legislation of different countries in Latin

² Siteal – the Educational Trends Information System in Latin America (Siteal) is an observatory of regional policies of IIEP UNESCO. It systematizes, analyzes and disseminates policy and regulatory documents, research and statistics useful for monitoring the educational situation in the region.

Available in: https://siteal.iiep.unesco.org/pt/acerca_de Accessed: May. 30, 2024

America has been undergoing changes based on the interests of these global agencies, and one of the aspects is the training of basic education teachers, whose legal norms (Frame 1) are directed towards the acquisition of knowledge based on in implementing a curriculum of skills and abilities.

Frame 1 – Legislation that guides teacher training in Latin American countries.

Country	Legal standard
<i>Argentina</i>	National Education Law – 26,206/2006 - Cap. II – Teacher training Art. 71 a 78
<i>Bolivia</i>	Education Law No. 070, sanctioned in 2010 and regulated in 2011.
<i>Brazil</i>	Law No. 9,394/96 - Title VI Art. 61 to 67 – articles dealing with teacher training; Goal 15 of the National Education Plan (Law 13,005/2014); National Curricular Guidelines of 2015 and Decree No. 8,752, of May 9, 2016, which established the National Training Policy for Basic Education Professionals, among others.
<i>Chile</i>	Law 21,091 on Higher Education (2018) Art. 3 – Training of professionals and technicians.
<i>Colombia</i>	Resolution No. 18,583 of September 15, 2017
<i>Costa Rica</i>	Ley Fundamental de Educación, No. 2,160/1957, which underwent the last change in 2021.
<i>Cuba</i>	Law of General and Free Nationalization of Education s/n June 6, 1961. Update: Decree Law 43/2021 – Mission of the Ministry of Higher Education.
<i>El Salvador</i>	Higher Education Law (decree 468 of 2004), regulated by decree 665 of 2009
<i>Ecuador</i>	The Organic Law of Intercultural Education (LOEI), enacted in 2011 and regulated in 2015
<i>Guatemala</i>	National Education Law (legislative decree 12/1991) - National Development Policy “K’atun: Nuestra Guatemala” 2032 and ministerial 3386-2018
<i>Honduras</i>	Fundamental Law of Education (decree 262 of 2011); Executive Agreement No. 1,358 – SE/2014 - Cap. II – Art. 68
<i>Nicaragua</i>	Law No. 582/2006 modifications approved on November 9, 2021 -Chapter II - Of the subsystem of basic and secondary education, teacher training - Art. 25, 26 and 27
<i>Panama</i>	Executive Decree No. 305/2004. The single text of the Organic Law of Education is approved. Chapter IV – Teacher training
<i>Paraguay</i>	Higher Education Law 4,995 (2013)
<i>Dominican Republic</i>	Law 139 on Higher Education, Science and Technology (2001)
<i>Uruguay</i>	General Education Law of 2009
<i>Peru</i>	Law No. 30,512 enacted in 2016.
<i>Venezuela</i>	Law No. 5929/2009 -Chapter IV of the Organic Law of Education is dedicated to training and teaching career.

Source: constructed by the authors based on Siteal/Unesco.³

The UNESCO Monitoring Report highlighted aspects “[...] faced by policy makers, such as the rapid pace of change in information and communication technologies (ICT), and the growing concern with environmental sustainability” (Unesco, 2015, p. 1). Thus, we observed that international agencies direct teacher training policies based on paradigms of Education for Global Citizenship and the Education Agenda E2030. These elements are described in the Incheon Declaration and in the Education Framework for Action for the

³ Available in: https://siteal.iiep.unesco.org/pt/eje/educacion_superior#educao-superior--estrutura-normativa-e-institucional-para-a-educao-superior - Accessed: May 30, 2024.

implementation of the Sustainable Development Goals (SDGs). In this way, the Iesalc (2018, p.8) guides the Latin American and Caribbean context, regarding to teacher training policies, that “[...] the Educational systems must consider the training of bilingual intercultural teachers, seeking to promote and facilitate the learning of the languages of indigenous and Afro-descendant peoples and their effective use in teaching, research and extension practices”, expanding to all diversity, and this is where education is included for peasants, indigenous and quilombola peoples.

Teacher training in Brazil began at the end of the 19th century with the teaching of *first letters* and the creation of Normal Schools, which continued to be responsible for training teachers to work in elementary education and early childhood education until the arrival of the Law of Guidelines and Bases of National Education (LDBEN) nº 9,394/96, which establishes that teacher training for the basic education stage must take place in higher education (Gatti, 2008). The aforementioned Law provides guidance on training for all levels and types of education. However, in this text we will deal with basic education, with emphasis on Field Education, which refers to a type of education aimed at populations in rural areas.

Based on what LDBEN nº 9,394/96 recommends, in 2002, the National Curricular Guidelines for Teacher Training, through CNE/CP Resolution nº 1, of February 18, 2002, and, on June 1, 2015, the National Curricular Guidelines for each degree course were approved by the National Education Council with the publication of Resolution nº 2/2015. However, we know that these regulations are influenced by international bodies, as a result of the historical project of capital that has repercussions on all spheres of society, shifting causes from the social factor to the effective and efficient management of resources aimed at the market; blaming victims, so that misery becomes the result of individual choices, strengthening meritocracy; demonization of the public and sanctification of the private, using strategies to privatize public education. One of the main recent events that served to direct Brazilian educational policies towards basic education was the World Conference on Education for All, which took place in Thailand, in Jomtien (1990), which had four international organizations as sponsors and financiers: UNESCO; the United Nations Children's Fund (UNICEF); the United Nations Development Program (UNDP); and the World Bank (WB).

At this conference, neoliberal strategies on a transnational scale for education and its diversity were established, encompassing all teaching modalities, with curricular proposals and concrete actions to be implemented in the signatory countries. With regard to teacher training, in Brazil, this is being implemented through the National Common Curricular Base (BNCC), established by CNE/CP Resolution nº 2, of December 22, 2017, and the BNC-

Teacher Training instituted by CNE/CP Resolution No. 2, of December 20, 2019, whose foundations are driven by the Global Educational Reform Movement (*Global Educational Reform Movement - GERM*) which emphasizes the need for prescribed curricula to achieve predetermined learning objectives, as well as the transfer of practices from the corporate world as the main logic for educational management, the adoption of high levels of accountability (*accountability*) and standardized tests.

Maués (2021, p.9) highlights that these reforms were

defined skills necessary for teacher training, with the aim of making them capable of the work required by this society [...] this model of worker that the dominant class wants to mold at school is a reflection of the transformations that have occurred in the world of work with those of the Fordism⁴ to Toyotism⁵”.

It is worth highlighting that BNCC brings within its core the essential learning for Basic Education within the framework of global capitalism, based on skills and abilities, with the aim of implementing the Unesco pillars of education - learning to learn, learning to do, learning to coexist and being, which aim to “[...] compete to ensure students develop ten general skills that embody the rights of learning and development in the pedagogical scope” (Brazil, 2017b, p.8).

For Gatti (2008, p.62), pedagogy of learning to learn returns with the conception that “being competent is a condition for being competitive, socially and economically, in line with the hegemonic ideology of the last two decades”. And Field Education has as its purpose exactly the opposite of what is stated in the BNCC: to educate people who work in the countryside not to be subservient, but so that they can organize themselves and assume the condition of subjects in and on the countryside with dignified rights to remain in the countryside, and “[...] the perspective of an education that is ‘in and of the countryside is constituted. No: people have the right to be educated in the place where they live; From: the people have the right to an education designed from their place and with their participation, linked to their culture and their human and social needs” (Caldart, 2009, p. 18). Rural Education, according to Santos (2020), is a vertical education proposal, coming from *higher* bodies (international organizations, State, education departments, private sectors) for schools, and has the study disjointed from work that the peasant develops with the land and is not related to the community’s way of living and producing”.

⁴ Industrial production system based on large-scale manufacturing, work specialization and the assembly line.

⁵ Mode of production characterized by production according to demand, aiming at non-accumulation of products and raw materials, known as production aimed at flexible accumulation.

Field Education and the confrontations with capital

The genesis of Field Education which stands for the rights, emancipation and diversity of peasant people, away from the capitalist ideologies in Brazil was in 1997, at the I National Meeting of Agrarian Reform Educators (I ENERA), led by social movements around an educational project for the peasant working class, which differs of the previous purpose of Rural Education, the latter being a model of education for the dominant class, proposed by the capitalist State. Marx and Engels (2007, p.47) point out that “[...] The ideas of the ruling class are, in each era, the dominant ideas, that is, the class that is the dominant material force of society is, at the same time, its spiritual force dominant. By differentiating Field Education from Rural Education, Socorro *et al.* (2019, p.14) advocate that “[...] The words, concepts and theoretical constructs are tributary to their contexts, to the spirit of the time, to the strong ideas that in a given historical moment govern everyday life, as well as the discursive and explanatory rationalities of a concrete reality. In the Latin American context, the term *Field Education* is used only in Brazil, while *Rural Education* is used in other countries, however, adjectived from critical, emancipatory, hegemonic, counter-hegemonic, and Silva *et al.* (2014) clarify that these are paradigms⁶ which can be understood according to historical time and geographic location.

In this sense, the peasant space in Field Education is understood as a space of life and resistance of peasants who fight to have access and remain on the land, and also, a space of material and symbolic production of the conditions of existence, of construction of identities (Barbosa; Rosset, 2017). From an epistemological point of view, we perceive a perspective of the origin of the foundations of Field Education in five aspects: the first, in what is conceived as Popular Education, under the influence of studies by Paulo Freire (1980), with his analyzes on the influence politics in education, the pedagogy of the oppressed, the emphasis on dialogue and the importance of participation in the community” (Santos, 2020, p. 08); the second, based on socialist pedagogy that proposes and carries out confrontations with the dominant class in the countryside, bringing the class struggle into debate; Critical Historical Pedagogy that advocates omnilateral training (Silva, 2020; Cruz, 2022); the Landless Movement Pedagogy, based on the pedagogical and philosophical principles of the Landless Movement (MST) educational proposal; and finally, another current that analyzes Field Education as a public policy, the result of legislation resulting from the confrontation between progressive and conservative sectors, but which has in itself the result of several achievements acquired on the

⁶ For Kuhn (2006, p. 13), paradigms are “universally recognized scientific achievements that, for some time, provide model problems and solutions for a community of practitioners of a science”.

knife's edge (Caldart, 2009), present in decrees, opinions, resolutions and ordinances⁷ that regulate this type of teaching. The first was the Resolution CNE/CEB nº 01/2002, in which he perceives “[...] the identity of the school of field as belonging to the reality of the subjects who are inserted in it, taking into account the temporality and knowledge specific to the subjects, in the collective, in the science and technology network and in social movements” (Brazil, 2002).

Initial and continued training that meets the real agenda of Field Education as a historical project of working-class society excludes the logic of the market, and an urban-centric educational proposal that sees peasants in a stereotypical or inferior way. Quite the contrary, it must be based on the principles of human formation, observing the material conditions of existence of the subjects, namely: family farmers, settled and camped people, indigenous people, quilombolas, water and forest peoples, among others, who organize themselves in collectivities through social movements, in grassroots and pasture communities, cooperatives and associations. To work in rural schools, with so much diversity of subjects who have specific identities, initial and continued training must be in tune with the reality of the public to be served, however, the Field Education proposal for teacher training differs from the proposal of market agencies, known as Rural Education in Brazil. Educational policies for rural areas in the 21st century are outlined in specific programs that are achievements of the working class organized through the Field Education Movement and FONEC, and with regard to teacher training, this is regulated in various legislations. In Res. CNE/CEB nº.1/2002 that establishes the Operational Guidelines for basic education in the countryside, when it says:

Art. 12 The exercise of teaching in Basic Education, complying with the provisions of arts. 12, 13, 61 and 62 of the LDB and in CNE/CEB Resolutions nº 3/97 and nº 2/99, as well as CNE/CP Opinions nº 9/2001, nº 27/2001 and nº 28/2001, and the Resolutions CNE/CP nº 1/2002 and nº 2/2002, regarding the training of teachers at a higher level for Basic Education, provides for initial training in a degree course, establishing as a minimum qualification, for teaching in Early Childhood Education and in the years beginning of Elementary School, the teacher training course at Secondary Level, in the Normal modality (Brazil, 2002, p.10).

We also find teacher training in Decree nº 7,352/2010, which deals with the National Program for Education in Agrarian Reform (Pronera) in several articles, but we highlight the Art. 5^o: “The training of teachers for field education will observe the principles and objectives of the National Policy for Training Professionals in Basic Education Teaching, as set out in

⁷ To see the list of these standardizing documents, see Soares (2022, p. 47). Available in: <http://www2.uesb.br/ppg/ppged/wp-content/uploads/2022/04/JAMILE-DE-SOUZA-SOARES.pdf> Accessed: Mar. 22, 2021.

Decree No. 6,755, of January 29, 2009, and will be guided, where applicable, by the guidelines established by the National Education Council” (Brazil, 2010).

In the National Education Plan We also find mention of teacher training to work in the field in Meta 15.5: “implement specific programs for training education professionals for rural schools and indigenous and quilombola communities and for special education” (Brazil, 2014). In addition to these, there are several ordinances and decrees that deal with specific teacher training programs, such as the Support Program for Higher Education in Field Education Degree (Procampo) created in 2007, whose mission is “promote the higher education of teachers working in the field schools of the public network and of educators who work in alternative experiences in rural education, through the training strategy by areas of knowledge” (Brazil, 2007⁸); the Field Education National Program (Pronacampo), created by Ordinance n. 86, of February 1, 2013, which contains in Article 3 - III -III – “development of training policies for education professionals to meet the specificities of rural schools, considering the concrete conditions of the production and social reproduction of rural life” (Brazil, 2013); to the Curricular Guidelines for Alternation Pedagogy, established in Resolution No. 1/2023, of the National Education Council (CNE), which has in Article 1: “This Resolution defines principles and values for teaching and learning, teacher training (initial and continuing), pedagogical and methodological references for the implementation of Alternation Pedagogy in the modalities of Basic Education and Higher Education” (Brazil, 2023). Currently, the Secretariat of Continuing Education, Literacy, Diversity and Inclusion (SECADI) is responsible for Field Education actions at the Ministry of Education (MEC). The aforementioned secretariat was created in 2004, by Decree No. 5,159/2004, under the Lula government, initially called the Secretariat of Continuing Education, Literacy and Diversity (SECAD), and extinguished under the Bolsonaro government through Decree No. 10,502/2019, however, recreated in the third term of the Lula government, by Decree 11,342/2023.

Santos and Souza (2015, 37811) emphasize that “teacher training is understood as a set of knowledge, living, experiences, in addition to knowledge acquired by educators during their professionalization process, received both by the academy at the time of professional qualification, as well as in their daily educational practice”. And continued training must take place for the development of pedagogical practice, as in the unity between theory and practice that aims at social transformation, that is, the *praxis* (Silva, 2021). This is different from the

⁸ Available in: <http://portal.mec.gov.br/tv-mec/programa-de-apoio-a-formacao-superior-em-licenciatura-em-educacao-do-campo-procampo> Accessed: Aug. 1, 2024.

training emptied of critical knowledge in the way it is presented in the BNCC, as this represents the emptying of the social function of the school and privileges the pedagogy of learning to learn. This pedagogy, according to Lavoura, Alves and Júnior (2020, p.12), has an “explicit relationship of continuity between active New School pedagogies, Piagetian constructivism and the pedagogy of skills, in which the Deweyan-inspired motto surrounding the insignia stands out for *learning by doing* (Perrenoud, 1999; Schön, 2000).

The contradiction is posed when indicating this set of decisions in the organization of the Field Schools curricula, the result of decisions devoid of commitment to the development of rural people and the struggle of social movements that build Field Education based on equality. However, we defend an emancipatory formation, based on the unity of action-reflection-action, towards social transformation. That is, a transformative *praxis*, which is different from what the pedagogies of learning to learn propose, which are based on practice for the sake of practice, and lead to pragmatism (Lavoura, Alves, Santos Júnior, 2020), conditioned by what the pedagogy of skills proposes.

In contrast to this hegemonic model of Rural Education that focuses on pragmatism in the countryside, we propose a critical and reality-transforming education, based on praxis, capable of opposing the socio-metabolic system of capital (Mészáros, 2008), that enables the understanding of reality in multiple determinations, that is, counter-hegemonic whose foundations are in Field Education. These counterpoints can be seen in Frame 2, as a way of clarifying the difference between the epistemology of praxis (Silva, 2018) and the epistemology of practice

Frame 2 — Continuing training with epistemology of practice and *praxis*

How continuing teacher training is viewed	
With the epistemology of practice (Rural Education)	With epistemology of <i>praxis</i> (Field Education)
Guided by practical knowledge developed by the teacher in his teaching activity and experiences of teachers with longer careers (tutors)	Solid theoretical mastery of knowledge in your disciplinary and curricular rural <i>praxis</i> and competence to transform this knowledge into a practical situation for the development of learning.
Construction of theory about practice through action-reflection-action.	Reflection from the perspective of <i>praxis</i> , privileging the unity between theory and practice. Thinking about the social function of education, the school and the teacher, problematizing the school we have in an attempt to build the one we want.

Source: adapted from Silva (2020).

The epistemology of professional practice is the set of educational actions and decision-making based on knowledge and professional engagement, while the epistemology of *praxis*

works as “transformative human action, a practice steeped in and nourished by theory, therefore, capable of overcoming the first stages of thought — observation and understanding of reality — to constitute a new thought that, when put into practice, can transform this reality” (Silva, 2018).

Methodological aspects and research results based on the presented excerpt

Subset of the umbrella research coordinated by the Study and Research Group on Social Movements, Diversity, and Rural and Urban Education - Gepemdec/CNPq/UESB, entitled: Educational Policies of the Articulated Action Plan (PAR) and the National Common Curricular Base (BNCC) in municipalities of Bahia: challenges and perspectives, approved by the Ethics Committee of UESB, under number CAAE: 20028619.8.0000.0055, and Opinion number 3,589,766. The research was conducted with funding from the State University of Southwest Bahia (UESB). The research was carried out with funding from the State University of Southwest Bahia (UESB). It also contains data from the research project: The BNCC in control of public education: neoliberal mechanisms to contain emancipatory educational perspectives, carried out by Rede Diversidade e Autonomia na Educação Pública-REDAP.

The results presented in this text, referring to the Velho Chico Identity Territory - TIVC, in Bahia⁹, come from qualitative research with data collected through document analysis and a questionnaire with open and closed questions, prepared in *Google Forms*, applied to basic education teachers who work in rural municipal schools in all municipalities in the aforementioned Territory, with 991 responses received between the months of April and May 2023. Gil (2007, p. 131) reinforces that “the questionnaire is an investigation technique made up of a more or less high number of questions presented in writing to people, with the aim of understanding opinions, beliefs, feelings, interests, expectations, situations experienced, etc.”. The time frame used was the period from 2010 to 2022 for document analysis, with the aim of thinking about the impact of the Articulated Action Plan¹⁰ in field schools (umbrella project), although we do not have space in this text to contextualize them.

As a research strategy, after telephone contact, the form was sent to the pedagogical coordinators of the TIVC municipal education departments, and they, in turn, forwarded it to

⁹ Bahia is divided into 27 Identity Territories. To know them, see: <http://www.cultura.ba.gov.br/modules/conteudo/conteudo.php?conteudo=314> Accessed in: aug. 1, 2024.

¹⁰ Established in 2007 as a form of control and accountability for public educational policies in municipalities, through Decree No. 6,094/2007, through which Brazilian municipal mayors sign a term of adherence to the educational policies proposed by the Ministry of Education, managed through online monitoring of the System Integrated Monitoring, Execution and Control - SIMEC.

the teachers who work in rural schools. In the questionnaire, to verify the profile of the subjects we sought to know: 1) social aspects (age, sex, location and housing situation); 2) school aspects (with questions about initial and continuing training); and finally, 3) aspects of continuing education related to the BNCC. To systematize the data from closed questions, we use the support of the program *Microsoft Excel 2019*. To analyze the open-ended questions, we sought support from content analysis (Bardin, 1995), and used fictitious names.

Rafestin (1980, p. 158) highlights that “The territory is formed from space, it is the result of an action conducted by a syntagmatic actor. [...] territoriality reflects the multidimensionality of what is "experienced" by the members of a community. When studying the TIVC, it is worth highlighting that it is made up of 16 municipalities, is located in the western region of the state of Bahia, is bathed by the waters of the São Francisco River, there is the existence of traditional quilombola communities, peasants, settlers and reform campers agrarian communities that fight for survival in the face of the limitations of the semi-arid region in a context of environmental imbalances, in addition to the characteristics of the particular ecosystem, the Caatinga (Cruz, 2022). From an educational point of view for the reality of the countryside, the aforementioned Territory presents the configuration described in Frame 3 regarding the number of schools.

Frame 3 – Rural and urban municipal schools in TIVC municipalities (2010-2022).

YEAR	2010		2014		2018		2020		2021		2022	
	FIE LD	CITY	FIEL D	CIT Y	FIEL D	CIT Y	FIE LD	CIT Y	FIE LD	CIT Y	FIE LD	CIT Y
Barra	76	21	63	21	62	26	46	25	46	21	46	21
Bom Jesus da Lapa	60	32	54	34	35	32	31	31	30	25	21	05
Brotas de Macaúbas	40	04	37	04	35	05	27	05	28	04	27	04
Carinhanha	21	11	19	11	19	12	19	12	19	11	19	10
Feira da Mata	16	05	06	05	03	05	03	05	02	04	02	04
Ibotirama	10	21	07	20	07	21	5	18	04	16	04	16
Igaporã	10	06	10	05	10	05	10	05	10	05	10	05
Malhada	34	04	28	04	22	04	22	04	22	03	22	03
Matina	11	05	06	05	06	05	06	06	06	05	06	05
Morpará	22	07	21	07	08	06	05	06	05	05	05	05
Muquém do São Francisco	17	03	23	03	22	03	21	03	19	02	19	02
Oliveira dos Brejinhos	62	05	41	6	11	5	11	05	11	04	04	04
Paratinga	58	16	47	15	44	16	39	15	37	13	34	13
Riacho de Santana	20	11	18	07	18	08	17	08	17	08	17	08
Serra do Ramalho	42	04	41	07	36	07	33	07	33	06	34	06
Sítio do Mato	19	09	21	08	22	06	22	06	21	05	21	05
TOTAL	518	164	442	162	360	166	317	161	310	137	291	116

Source: developed by the author through consultation of the Inep database (2010-2022).

Frame 3 shows that TIVC had 518 schools in the countryside in 2010, falling to 291 schools in 2022, that is, there were the closure of 227 schools in the span of 12 years, and this highlights a non-compliance with the Law 12,960 (2014), which prohibits the closing of field

schools without the consent of the school community. Among the municipalities in the aforementioned Territory, proportionally, the one that closed the most schools were Oliveira dos Brejinhos, which had 62 schools in the countryside in 2010, and this number fell to 4 schools in 2022. We positively highlight the municipality of Igarorã, which did not close any field school, as in 2010 it had 10 schools and remained with the same number in 2022; and also, the municipality of Sítio do Mato, which increased the number of schools, 19 in 2010, and 21 in 2022. However, in the majority of municipalities surveyed, given these data, there was a large number of schools closed, resulting in non-compliance with what is written in Resolution nº 2, of April 28, 2008:

Art. 3 Early Childhood Education and the initial years of Elementary Education will always be offered in the rural communities themselves, avoiding the processes of setting up schools and moving children.

§ 1 The initial five years of Elementary Education, exceptionally, may be offered in core schools, with intra-field movement of students, with state and municipal systems being responsible for establishing the maximum time for students to travel based on their realities (Brazil, 2008).

Regarding the profile of the respondents, the data showed that 78% were female, 14% were male and 8% chose not to declare. These data are in line with the national reality, as the 2022 Census highlighted that in Brazil, the teaching staff is made up of more than 2.3 million professionals, 1.8 million (79.2%) are teachers (INEP, 2022). Historically, in Brazil, the teaching role has been predominantly female, under the ideological argument that women are more likely to practice teaching as it does not provide salaries as good as other professions, or because it is a job that must be carried out with “vocation”, and with a supposed similarity to motherhood, which would justify not being well paid (Formacampo, 2022).

As for the age group, the largest number of professionals working in rural schools in the researched location is between 41 and 45 years old with 21%, followed by 17% of professionals working between 36 and 40 years old; 15% are aged 46 to 50; 11% were between 31 and 35 years old; 9% are between 26 and 30 years old; and 6% of educators are up to 25 years old. It is also interesting to note that 5% of teachers are already in the age group over 55, and 7% did not declare it. In other words, 41% of teachers are over 40 years of age. It is observed that the number of professionals under 30 years of age is low in relation to other age groups, which may be related to the devaluation of the teaching career, as pointed out by Want, Schellings and Mommers (2018), which the bureaucratization of teaching work, the intensification of the workload, generational issues, low remuneration are elements that can make up the lack of motivation for the teaching profession.

Regarding ethnic-racial belonging, 53% declared themselves black; 30% consider themselves brown; 12% declare themselves white and 1% identify as indigenous. The ethnic factor must be analyzed taking structural elements in society as a parameter, and it is important to observe from intersectionality. We are talking about a profession in which the majority are women, and who identify as brown and black, totaling 83%. The female experience, especially for black women, has been shaped by several social markers and multiple systems of oppression, such as patriarchy, racism, class exploitation (Collins, 2017), whose intertwining of these markers causes the intensification of contexts of domination). In this way, racism and sexism have led women to occupy positions in the job market, with lower pay. And in the case of black women, this situation is even more emblematic.

In professional training, 45.3% only have a degree, while 31% have a degree with specialization; 9% have an ongoing degree; 1.9% have a master's degree and 0.1% have a doctorate. But we highlight the large number of professionals (11.2%) who only have secondary education, in addition to 1.2% who have technical education. It is clear that there is still a great demand for continuing education (specialization, master's and doctorate) in the researched region. About the type of institution of last training, 55% indicated that they studied higher education in a private institution; 36% studied at a public institution, and 9% did not respond. There is a predominance of people who carried out their studies in the private network, however, when asked about the way they carried out their training, the result showed that 59% completed their training completely remotely; 22% studied in a blended format, and only 19% completed the entire course in person. However, when asked whether the municipality in which they work provides continuing training, 45% said no. Still regarding the provision of continued training, we asked whether this has met the real needs of daily professional life to work in rural schools, 32% responded Yes, and 68% responded No. This highlights a worrying finding, given that many people only have technical or secondary education (12.4%), the majority completed a higher education course in the form of Distance Education (EaD) or blended learning, and a large contingent has a weak education that does not include the knowledge necessary for professional activity.

Although there is a great need to expand training, Hage (2014, p.3) notes that the 2011 School Census indicates that, “of the 342,845 teachers who work in the field in Brazil, almost half - 160,317 - do not have higher education (46.7%), and, of these, 156,190 have secondary education (97.4%), and 4,127 only have primary education (2.6%)”. However, with the implementation of teacher training programs such as Pronera, Procampo, Pronacampo, Parfor, Universidade Aberta, and several other specific training actions for quilombola education,

indigenous education, implemented as part of the dimensions of the Articulated Action Plan (PAR), reality has changed a lot. In 2022, according to Titton (2022, p.7),

[...] in field schools, 29.6% of teachers who work in early childhood education do not have higher education, while in urban areas there are 16.8%; in elementary education there are 24.9% and 9.4% of teachers without higher education, respectively; in secondary education they are 7.6% and 1.9%, respectively, while in Youth and Adult Education they are 47.1% and 10.3% in primary education, and 8.7% and 2.0% of teachers without higher education, working in the countryside and in the city, respectively.

Data from Titton (2022) compared to data from Hage (2014) show that there was an increase in the number of teachers with higher education. At TIVC, when we add the percentage of those who have a degree, specialization, master's degree and doctorate, we obtain a percentage of 78.3% of respondents with higher education, therefore, we have a significant increase, but we reiterate the need to expand training, mainly because Those in technical education, secondary education, and also elementary education do not meet the basic requirements to work in teaching. According to the 2020 Basic Education Yearbook, in that year, Brazil had 4,418 teachers with only elementary education.¹¹

Another fact that draws attention is regarding the teaching career, as of these subjects, only 43% report that they are public servants, while 2% report that they occupy commissioned positions and 55% provide temporary (contracted) services, denoting a precarious nature of teaching work, with loss of rights. 48% stated that they live in rural areas, while 42% live in urban areas and 10% did not provide information. This is very worrying, as it demands a turnover of teachers every year, making it necessary to resume continued training, so as not to allow the accumulation of knowledge about Field Education as an educational project for the working class. On the contrary, constant turnover in rural areas is part of capitalist logic, as a purpose for consolidating the historical project of an agribusiness society that demands urban-centric education, disregarding the reality of peasants (Santos; Nunes, 2020).

Regarding the relationship between Rural Education and BNCC, the TIVC survey showed an alignment of municipal networks with the Base, as we asked: “Is there ongoing training in the municipal network where you work for teachers to work with BNCC?” For this question, 78.7% answered Yes, and 21.2% answered No. A multiple choice question that caught attention was: “Check what you base your planning on” with options about the BNCC (1st option), the textbook (2nd option) and guidelines on Rural Education (3rd option). 82.3%

¹¹ Available in: <https://www.moderna.com.br/anuario-educacao-basica/2021/professores-formacao.html>
Accessed: Aug. 1, 2024.

selected the 1st option; 31.5% reported the 2nd option; 15.6% highlighted the 3rd option, and finally, 0.8% selected other options. If we have this low number that takes into account the assumptions of Field Education (15.6%), this means that the majority of those who live in the countryside (48%) do not plan based on the reality of the school community.

Despite all the legal apparatus that guarantees the implementation of Field Education for students in rural areas, it is observed that the curriculum of this type of teaching is still neglected, which highlights an alignment with the neoliberal project in the countryside, with plans by municipal education departments that were vertically established. These are generally based on pedagogical activities in cities, from an urban-centric perspective, from Rural Education, which present the countryside as a place of backwardness and the city as a place of progress (Santos, 2013), and help children and adolescents feel the desire to migrate to urban areas, at the same time that it contributes to the emptying of rural communities and, consequently, the closure of field schools.

Regarding the question “How are lesson plans carried out?” 68.9% responded that they are done with the pedagogical coordination in the education department; 16.9% plan individually at school; 14.3% plan individually, at home. With the data listed, we observed that the vast majority take into account the BNCC guidelines, as they plan in the education departments, studied in distance learning courses, and do not take into account the reality of the school community. In addition to weak training, most of them are hired, which prevents them from having pedagogical autonomy so as not to lose their jobs. Thus, the research shows that the guidelines determined by international organizations guided by the business groups of Todos pela Educação (TPE) and the Movement for the Base (MPB) who are at the forefront of BNCC's proposals, are achieving success in the vast majority of municipalities investigated.

According to Freitas (2018), this business conglomerate controls everything from the mechanisms for formulating educational policies to the classroom, with the creation of teaching materials for schools, census evaluation, *accountability*, quantitative goals, in addition to meritocratic mechanisms of political, cultural and economic domination, pointing out justifications that legitimize their position (Freitas, 2018). When asked which companies or foundations have developed educational guidelines in their municipalities, the predominance of responses was: Fundação Lemann, Orientações de Sobral, Instituto Votorantim, Instituto Chapada, Fundação Getúlio Vargas, Sebrae, Largo Mineradora, Suzano Celulose, Itaú Social, Instituto Natura, among others.

In the open questions, when asked: “Do the BNCC prescriptions meet the specificities of your pedagogical practice in the rural school? Justify.” We realized that critical knowledge

about reality indicates that some teachers implement and agree with what is proposed in the BNCC, as can be seen in the dialogue between the BNCC's propositions and their pedagogical practice.¹²:

Yes, it takes electives gradually, conceives and puts into practice situations and procedures to motivate and engage students in learning, selects, produces, applies and evaluates didactic and technological resources to support the teaching and learning process (Teacher Rose)¹³.

The compatibilities developed in these BNCC issues play a very important role within our pedagogical practice, as we work on the skills and competencies of our students, always seeking work that addresses multidisciplinary issues. It is important to highlight that these actions are applied based on the development of a set of skills (Professor Chrysanthemum)¹⁴.

The statements demonstrate that the curriculum prescribed at BNCC overlaps with the critical perspective, as the subjects observe the importance of the Base in their pedagogical practices, and education remains latent as a territory of dispute between the project of working-class society and the project of the ruling class. It is observed that there is an insertion of skills and abilities adjusted to what advocates the market education of global capitalism summarized in the BNCC. Another important issue is that the respondents (coordinators and teachers) highlight the possibility of the Base facilitating the dialogue between knowledge from the field and work with the students' reality. This is because according to Resolution CNE/CP No. 2, of December 22, 2017, which “Establishes and guides the implementation of the National Common Curricular Base, to be compulsorily respected throughout the stages and respective modalities within the scope of Basic Education” (Brazil, 2017a), 40% of the curriculum is in the diversified part and must take into account the culture and reality of the school community. The results obtained through open-ended questionnaires made it possible to observe the strong presence of the epistemology of practice as a conditioning factor in continuing education, based on the BNCC. Silva (2020) highlights that with the epistemology of practice, the form of guidance for continuing education is in the practical knowledge developed by the teacher who organizes his work with the construction of theory about teaching practice, defended by Schön (2000) and with the theory of the reflective teacher.

¹² Complete data on these BNCC discussions can be found in Cláudia Batista Silva's master's research (PPGEd/UESB).

¹³ Interview given on August 15, 2019.

¹⁴ Interview given on August 15, 2019.

Final considerations

We demonstrate in this text that globalized capitalism, through international agencies, has guided an educational project for basic education with training based on market interests. These guidelines are part of the global agenda of the WB, UNESCO, OECD, etc. and reverberate in world, national, state and municipal conferences through their civil society interlocutors. The realization of the hegemony of this capital project is consolidated through a school curriculum outlined in the BNCC, as well as in initial and continuing training carried out by private institutes and foundations that are operating in state and municipal networks.

The data collected at TIVC showed that the neoliberal proposal to privatize public education is present in rural schools, as there is a predominance of urban-centric planning based on the BNCC, with guidance from education departments and businesspeople. Teacher training is still fragile, demonstrating the lack of the basic foundations of Field Education, with a considerable number of professionals who do not yet have higher education.

Based on the analysis carried out, we concluded that teacher training policies and programs have barely met the assumptions of Field Education, as there is a lack of knowledge on the subject. Therefore, it is necessary that the struggles of Fonec and the Movement for Field Education are expanded, in order to create initial and continued training strategies with public universities and municipal and state networks so that teachers can have critical knowledge and act in perspective of praxis. It is necessary to hold competitions for rural areas, as the army of contractors results in the constant turnover of teachers in schools, in addition to making teaching work precarious. Finally, for the critical Field Education paradigm to be implemented, overcoming the Rural Education Paradigm, it is important that there is autonomy and emancipation of the subjects, which will lead to a transformative *praxis* and more egalitarian public education.

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