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Public policies for education of/in the field and the school environment in a settlement of the MST: the intimate relationship with the pedagogical policy

As políticas públicas de educação do/no campo e o ambiente escolar em um assentamento do MST: a íntima relação com a política pedagógica

Políticas públicas para la educación de/en el campo y el entorno escolar en un asentamiento del MST: la relación íntima con la política pedagógica

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ABSTRACT

This article is the result of a research that aimed to analyze the physical environment of a school in an area of agrarian reform settlement, according to what the school architecture proposes. The method used was Historical Dialectical Materialism due to its analysis principles that depart from the universal to the singular, verifying the empirical data that are presented globally in order to make relations, enable interconnections and establish multiple determinations to explain the real object studied. The methodology used to carry out this work was exploratory research, due to its flexibility and possibilities of deepening the various bibliographic research indications and other references for the theoretical support of this document. The conclusion of the analyzes points to the distancing of public policies for Rural Education, as well as the lack of interaction between the physical environment and the school's pedagogical policy, due to signs of inadequacy of the school's physical structure in relation to the work proposal educational system developed at school.
Keywords: School architecture; Field education; Public policies.

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RESUMO

Este artigo resulta de uma pesquisa que teve como objetivo analisar o ambiente físico de uma escola em área de assentamento da reforma agrária, de acordo com o que propõe a arquitetura escolar. O método utilizado foi o Materialismo Histórico Dialético devido aos seus princípios de análises que partem do universal para o singular, verificando os dados empíricos que se apresentam de maneira global de modo a fazer relações, possibilitar interconexões e estabelecer múltiplas determinações para explicar o objeto real estudado. A metodologia utilizada para realização deste trabalho foi a pesquisa exploratória, devido a sua flexibilidade e possibilidades de aprofundamento nos vários indicativos de pesquisa bibliográficas e outros referenciais para o suporte teórico desse documento. A conclusão das análises aponta para o distanciamento das políticas públicas para a Educação do Campo, bem como a falta de interação entre o ambiente físico e a política pedagógica da escola, devido aos sinais de inadequação da estrutura física da escola em relação à proposta de trabalho educativo desenvolvida no âmbito escolar.

Palavras-chave: Arquitetura escolar; Educação do campo; Políticas públicas.

RESUMEN

Este artículo es el resultado de una investigación que tuvo como objetivo analizar el entorno físico de una escuela en una zona de asentamiento de la reforma agraria, de acuerdo con lo que propone la arquitectura escolar. El método utilizado fue el Materialismo Histórico Dialéctico por sus principios de análisis que parten de lo universal a lo singular, verificando los datos empíricos que se presentan globalmente con el fin de establecer relaciones, posibilitar interconexiones y establecer múltiples determinaciones para explicar el objeto real estudiado. La metodología utilizada para llevar a cabo este trabajo fue la investigación exploratoria, por su flexibilidad y posibilidades de profundizar en las diversas indicaciones de investigación bibliográfica y otras referencias para el sustento teórico de este documento. La conclusión de los análisis apunta al distanciamiento de las políticas públicas de Educación de Campo, así como a la falta de interacción entre el entorno físico y la política pedagógica de la escuela, por signos de inadecuación de la estructura física de la escuela en relación a la propuesta de trabajo. sistema educativo desarrollado en la escuela.

Palabras clave: Arquitectura escolar; Educación del campo; Políticas públicas.

INTRODUCTION

Many changes occurred in the process of development and implementation of public educational policies in Brazil with the arrival of neoliberalism. As a result, a new economic policy guiding project was set up for national and international markets, beginning in the 1990s, which in its set of structural measures brought about significant changes, triggered by the reform for Brazilian basic education, which still reflect, in large scale, in the national territory.

The approval of the new Law of Directives and Bases of National Education, LDBEN nº 9.394 96 (Brasil, 1996), accompanied by a series of changes to basic education, which, among other measures, proposes, through its legal provisions, alternatives on education management, financing, teacher training, educational assessment, recognition of other teaching modalities such as Youth and Adult Education - EJA and Field Education, in addition to other policies, aiming to improve and expand the quality of education. This discussion raises an intense dialogue between researchers and political managers about the defining dimensions of quality education around the student's profile, the learning facilitators, the results policy and the context of the reality that has been witnessed and worked in the space from the classroom

(Costa et al., 2019). Such axes are necessary for a monitoring policy with obtaining qualified systematic results in educational systems.

This whole polysemic and mobilizing debate competes with the discussion about curriculum and the organization of the school environment, because what is at stake is the student's learning as the final result of the educational process. Thus, we can reflect on what the necessary knowledge competes for students to learn in their time in Basic Education, and also question what knowledge should be taught to children, youth and adolescents in the countryside, for the formation of a critical conscience and for strengthening their peasant identity. These are inferences that need to be processed in the direction of lasting and quality education. Hence the importance of rethinking a curriculum that has a real and specific context with traces of peasant culture, closely linked to universal knowledge, and that is made possible by the school environment.

Field Education is the result of the working-class struggle, driven by the different social movements in the countryside, starting in the 1990s, when they intensified their struggles for social and educational public policies in the perspective of the "right", guaranteed by the 1988 Federal Constitution, to the farming peoples, together with the struggle for land reform. Thus, Education designed for the field people is the result of the contradictions experienced by peasant subjects, who for centuries have suffered from the indifference and silence of the rulers with regard to meeting their basic and vital needs (Silva, 2017).

The concept of Field Education originates from a process of rivalry between the contradictory forces imposed by the movement of reality in which the social subjects of the countryside are inserted. The definition of this concept is rooted in the materiality of origin and in the historical movement determined by concrete reality. This original materiality ("or from the root") of Field Education, as Caldart (2008) emphasizes, requires that it be thought of in a triad: - "Field - Public Policy - Education". Caldart (2008) urges that the field is seen as a space of dispute for social subjects, and that public policies are the result of these struggles, aiming to meet their demands to meet the vital needs of the people for economic and social development. Finally, Field Education is seen as a new paradigm, which "values work and culture and strengthens the identity of social subjects, therefore, it is seen as an element to overcome this reality, based on the awareness of concrete social problems by the working class and its different intervention possibilities" (Caldart, 2008, p. 10).

Thus, Field Education is guided by the struggle of Social Movements to insert universal knowledge into school curricula, but also, specific and singular, from the immediate reality with the involvement of social subjects in the field, while Rural Education deals with pedagogical and administrative actions that aim to meet curricula and regulatory norms, edited by the educational system to ensure the policy thought by the states and municipalities, through their management bodies (Caldart, 2008).

The struggles of social movements in the countryside around education achieved positive results, such as the policy of revitalizing and reorganizing intra-field schools in the field schools, transfer, (school transport) training and professional development, different school meals for rural students, direct purchase Family Agriculture, a specific textbook for students studying in rural areas (which still does not meet this reality), the initial and continuing training of teachers and the Operational Guidelines, Resolutions, Decrees, Laws, which standardize and offer guidance, principles and procedures for teachers to work in field schools (Silva, 2016; Silva; Fernandes; Oliveira, 2019).

The field education proposal defended by the peasants has been incorporated into the process of building an education project aimed at field workers, created from the point of view of the peasants, from their history of struggle, their forms organizations, their political, social and cultural interests. That is, the Field Education has been thought from its singularities, from its concrete subjects that are dynamic within certain social conditions of existence in a given historical time (Caldart, 2004; Santos et al., 2017).

Public policies implemented in the late 1990s, and beginning in the year 2002, sought to stimulate, encourage and create conditions to overcome imaginary views on the field, specifically on education. The function of public policy would be to prioritize service and demands where they are relevant. However, the prevailing view of rural space, still seen as the place of backwardness, ignorance, alienated space, does not allow these policies to prosper according to the needs of field people (Caldart, 2004).

To think of a more humanized schooling process with the objective of forming the human being as an intervening subject in social life is to defend one of the basic principles of Field Education, and this model of education should not be linked to the purposes of capital, in a technicist logic and professional, but it must be permeated, above all by humanistic, cultural and social values. Social and political agents need to be cured of social myopia when they see the "Field" as the space of inferiority and its subjects as a backward people" (Caldart, 2000, 2004). The countryside is a space of vitality, of reinvigorating social life and needs to be seen as the place of art, quality of life, organic family production and, above all, knowledge (Molina, 2004).

The right to a free and public education with quality for all Brazilian citizens is ensured by the Federal Constitution (1988), in its article 205, when it grants that "education is direct to everyone and the duty of the State and the family (...)". However, the regulatory framework for Field Education in the country's political agenda and educational policy can be pointed out by article 28 of LDBEN 9.394/96, when it provides that the curriculum and teaching methodology for field people must be differentiated, respecting its culture, its ways of producing material life, and the climatic and regional conditions" (Brasil, 1996), and later, from 2001, with the publication of Opinion CNE/CEB No. 036, of the rapporteur Èdila Lira de Araújo Soares, who brings an important background on the subordination of the peasantry in the history of field education and how it is treated on the political agenda until the 1990s (Soares, 2002).

Then, we had the Operational Guidelines for Field Education, which are considered as an important legal instrument, due to the principles and procedures that for the first time, a legal instrument guides the pedagogical and administrative policy of schools of / in the field, being a progress towards the development of the educational policy of / in the field in the fulfillment of the right to Education, in state and municipal schools, located in rural areas, in the national territory (Brasil, 2002).

In addition to the Operational Guidelines, other policies have emerged, complementing the needs for new orientations to the education systems in Brazil, ensuring the guarantee of the Right to Basic Education and the learning of students who live and work in the field and, even those from the rural environment, who had to travel to continue their studies in the city. Like these devices:

- CNE / CEB Opinion nº 01 of February 2, 2006, approved on February 1, 2008, establishes alternation teaching for Elementary School, final years and High School, Professional Education, Technical Level and Higher Education. Alternation education was created in France in 1930, in the Rural Families houses, extending to Europe and later arriving in Brazil around 1969, in the state of Espírito Santos through the Espírito Santo Promotional Education Movement - MEPES, under the guidance of Fr. Jesuits. The subject is highly relevant, as Field Education is a strategic issue for the socioeconomic development of rural areas and Alternation Pedagogy is shown as the best alternative for Basic Education, in this context, for the final years of Elementary School and technical vocational education at secondary level, establishing an expressive relationship between the three educational agencies - family, community and school (Brasil, 2006).
- Operational Guidelines of n. 02- Resolution Nº. 2 of April 2, 2008 establishes complementary guidelines, norms and principles for the development of public policies for attending Basic Education in the Countryside. The said provision provides in its articles 1 and in the sole paragraph that:

> [...] Art. 1º Field Education comprises Basic Education in its stages of Early Childhood Education, Elementary Education, Secondary Education and Technical Education of secondary level integrated with Secondary Education and is intended to serve rural populations in its most varied forms of life production - family farmers, extractivists, artisanal fishermen, riverside dwellers, settlers and campers from the Agrarian Reform, quilombolas, caiçaras, indigenous and others.
> § 1 The Field Education, under the responsibility of the Federated Entities, who must establish forms of collaboration in their planning and execution, will have as objectives the universalization of access, permanence and school success with quality in all the level of Basic Education (Brasil, 2008).

- Decree 7,352 of November 4, 2010, which provides for field education policy and the National Education Program on Agrarian Reform - PRONERA. In its article 1 it establishes that:

> [...] Art. 1 - The field education policy is intended to expand and qualify the offer of basic and higher education to the rural populations, and will be developed by the Union in collaboration with the States, the Federal District and the Municipalities, according to the guidelines and goals established in the National Education Plan and the provisions of this Decree (Brasil, 2010).

- Law No. 12,960 of March 20, 2014, sanctioned by President Dilma Roussef, which amends Law No. 9,394 of December 20, 1996 and establishes National Education Guidelines and Bases to include the requirement for the manifestation of a regulatory body education system for the closure of schools in the countryside, indigenous and quilombola areas. It also provides that article 28 of the LDBEN shall come into force plus the following paragraph:

> [...] Single paragraph. The closure of field, indigenous and quilombola schools will be preceded by a statement by the normative body of the respective education system, which will consider the justification presented by the Department of Education, the analysis of the diagnosis of the impact of the action and the manifestation of the school community" (NR) [...] (Brasil, 2014).

There is evidence of the inclusion of Field Education in the political agenda and in the structure of the Ministry of Education and Culture (MEC), through the Secretariat for Continuing Education, Literacy and Diversity and Inclusion (SECADI), at the juncture from the decade that began in the 1990s to the years 2016, which was crucial for its implementation in states and municipalities through their educational systems. This public policy promoting body for field education ceased to exist in the current government of Bolsonaro, and therefore was also restricted to programs aimed at this modality (Brasil, 2014).

At the current juncture, field education resumes the old position of detachment from educational policies. At this time of Covid-19 pandemic, with the process of remote education in basic education, the great index of social inequality in the area of education in that country is revealed, especially when observing the distribution of educational technological policies, in which many schools from the countryside are not served equally, compromising the right of educated people to educational assistance due to the lack of technological connectivity and adequate equipment, as well as the lack of internet in most Brazilian public schools located in the countryside (Santos, 2020).

It is evident that Brazil is concerned with developing educational policies aimed at the use of technologies in public schools and that these policies are intensified through resources that reach schools through the Direct Money in School Program. On this issue, Santos (2019), in

research on Brazilian educational public policies, explains MEC's concerns about the need to expand the technology policy for the Brazilian educational system, stating that:

> [...] with a change in name was the National Program for Informatics in Education (ProInfo), created on April 9, 1997, by Decree nº 522 / MEC, which, in its first article, aims to: "disseminate the pedagogical use of computer and telecommunications technologies in public elementary and high schools belonging to the state and municipal networks ". The program was linked to the MEC Secretariat for Distance Education (SEED), in conjunction with the education departments of the Federal District, the States and the Municipalities. By the end of 1998, it had implemented 119 Educational Technology Centers (NTEs) in 27 states and the Federal District; and trained, through specialization courses in Informatics in Education (360 hours), about 1,420 multipliers to work in the NTEs [...] (Santos, 2019, p. 134).

Even with all the investments in technological policies that arrive in public schools in the country, it is possible to verify the importance of injecting higher values in public resources to meet the needs of schools, especially with regard to field schools, as the results of research point out that urban schools are still in the ranking of priorities when it comes to educational technologies when observing the indexes resulting from research and institutional reports, as Santos (2020) explains in his studies and publications. According to the author:

> [...] the 2015 School Census released by the National Institute of Studies and Research (Inep), points out that only 24% of the 58,874 Brazilian schools in the field have access to the internet and computers. In urban areas there are 53,519 schools, however 91% of them have access to the internet and computer. In 2018, this reality changes because, due to the closure of schools, the supply drops to 19% of peasant schools with laboratories. The data exposes the harsh reality, public policy has been implemented, but there is still a long way to go to serve the target audience, considering the numbers, the policy is not fully effective and in relation to urban areas and peasant communities remain unassisted. [...]. It is important to mention that technology is important to convert the subjects inside the classroom from passives to actives in the process of teaching and learning, and this process has to be equal in the schools from the urban and rural areas (Santos, 2020, p. 130).

The socially explicit indicators and directed towards an inclusive treatment policy in education recognize the universal rights of all human beings and seek to assume, in accordance with article 205 of the Federal Constitution of Brazil, “education as a duty of the State and the family in its article constitutional”, universalizing the right to education to the diverse peoples of the countryside (Brasil, 1988). However, there is a need for monitoring and surveillance by educators, agricultural peoples and social activists with reference to the implementation of public policies in rural schools by the government and the different education systems, since these actions often do not reach to state and municipal schools as planned.

Probably many of these legal instruments directed to Field Education are not yet implemented by most public managers. Certainly, some government officials have not yet legitimized the legal norms and Operational Guidelines CNE / CEB No. 2 of April 2002, which guide public schools in the countryside for not prioritizing the social demands of the social movements of peasant subjects, weakening investment in public policies, which have already been conquered and legitimized, which greatly contribute to the development of schools and the human and social formation of individuals (Brasil, 2004).

Field Education in its essence seeks to value the peasant, rural wage labor, the sustainable environment and specifically the social right to public education. It also addresses the importance of teacher training on this teaching modality, in order to improve the pedagogical reality of rural schools. Based on these principles, [...] “a conception of education is inaugurated in educational policy that emerges from workers, that is, from those interested in the

educational process, mediated by the process of fighting for land" [...] (Souza, 2016, p. 276). Thus, the great challenge foreseen for Field Education is "[...] to think dialectically about education and discuss man as a historical being and his social relations, regardless of the space they occupy, whether in the countryside or in the city [...]" (Souza, 2016, p. 278).

However, the Schools in the Countryside still lack the attention of school administrators and public authorities, with the level of structural precariousness through which they present themselves and the weaknesses in the exercise of their social functions for rural communities visible, making a situation of comfort unfeasible, and accommodation of real, concrete and universal knowledge (Silva, 2019; Freira, 2005).

As a producer of scientific knowledge and socializing local and regional knowledge through culture, it is necessary for the school to master this ability to attract students to this educational space and ensure that they learn the knowledge that permeates the educational environment. The weaknesses of pedagogical practices in field schools result from a fragile and dichotomous process of public policies, both with regard to investment of resources, destined for schools, and in the professional training of educators who work in this space, who need to be aware of this teaching reality and the economic and professional devaluation of teachers. Currently, social disrespect for this category is stark; what is perceived by the index of physical and moral violence suffered by teachers in the exercise of their teaching. Many of them have tried to take up another profession due to the lack of respect from their students in the classroom.

The educational issue raises many discussions in Brazil, especially when it comes to the question of quality questioned, essentially by evaluating the performance of students in public schools. Such criticisms directed at educational quality demonstrate the need to prioritize education, due to its social importance in the human formation of individuals in adulthood and for the construction of a dignified and humane society.

Based on this context, it is important to bring at the bed of this discussion the importance of non-formal education (that which is defined by the acquisition of knowledge and socialization in the school environment) (Brandão, 2010), and which presents several possibilities that contribute to the process of human formation by promoting the sociability of a development and its adaptations with the institutional apparatus. A lasting and permanent learning, elementary for the different levels of social organizations (Kowaltowsky, 2011, p. 11).

METHODOLOGY

In this article, we intend to bring up a discussion on some issues that deal with the physical structure of a field school, located in a settlement controlled by the Landless Workers Movement (MST), located in the Southwest of Bahia, in order to broaden the debate on the architectural structures features of schools in rural areas, specifically a school that is considered a reference in Field Education in that region, the State Field School Lúcia Rocha Macedo.

We use dialectical materialism as a method for organizing and systematizing this approach, as we understand that this is the best way to demystify the concrete reality (Cunha et al., 2014). The exploratory approach was the chosen methodology, as it impels us to seek a vast literature for the theoretical support necessary to the investigated reality. Direct contact with the educational management of that school favored greater recognition of the difficulties of pedagogical work due to the contradictions and qualities presented in the physical environment, for the development of educational actions and the collection of material such as images and documents, bringing various theoretical elements and reflective, still invisible, but present in the educational space.

Some reflections on the school environment are necessary to initiate this dialogue. What is the relationship between the school environment and the teaching and learning process?

Does the organization of the space in field schools favor students with a comfortable and conducive environment to carry out pedagogical activities? What is the architectural model of schools that we have in rural areas? These and other questions lead us to the construction of critical and reflective thinking to verify the elements that favor changes in the school environment with possible positive results to contribute to school learning in the educational path. As Kolwatowsk points out "The school environment is a consequence of different pedagogical trends and depends fundamentally on the normatization of educational systems, on their adopted pedagogy, on the proposed objectives, applied resources and the dynamism of society, as well as its technological and scientific advances (Kolwatowsk, 2011, p. 14)".

It is evident that the school space suffers conjunctural interferences on economic, political, social and cultural conditions. The internal and external physical spaces, the choice of the place where the school is inserted, its furniture, equipment, didactic material, used as support for the pedagogical activities, its physical structure, are generally the result of norms attributed by the educational system in accordance with people involved in the school environment such as: student teachers, staff and community. There are many objective and subjective aspects that interfere in the quality of teaching and in the educational environment and that direct social relations between the agents involved inside and outside the school (Kolwatowsk, 2011). These aspects are quite visible in rural educational institutions, with great reflexes in the students' learning when observing the educational indexes of repetition, dropout, dropout, among others.

Quality education depends on many associated factors to ensure the long-term learning of learning subjects, ranging from a school environment equipped with appropriate and necessary pedagogical resources and work tools, well-paid teachers, effective and efficient initial and continuing training, in accordance with the reality of pedagogical work, the relationships between students x teachers, teachers x community, school management teachers x school community, which are in line with the objectives proposed and foreseen in the administrative, pedagogical and teaching action plans, to be achieved during the time allotted for that purpose (Socorro et al., 2017).

Based on these studies, we aim to analyze the relationship between the physical structure of the State Field School Lúcia Rocha Macedo and its reflexes on learning. It is an educational institution, managed by the state education network, located in an area of agrarian reform, in the Southwest region of Bahia, municipality of Barra do Choça/Ba., Called the Cangussu Settlement. This school serves regular high school and Youth and Adult Education in the evening and evening shifts. In addition to the headquarters located in the municipality of Barra do Choça, Cangussu settlement, it also has two annexes, one located in the Lagoa and Caldeirão settlement, in the district of Inhobim, municipality of Vitória da Conquista/BA; and the Boa Sorte annex, which is located in the Boa Sorte settlement, 15 km away from Ribeirão do Largo/BA. However, for the data of our research, we only analyzed the architectural structure of the school headquarters.

The Cangussu settlement, located in a rural area of agrarian reform is coordinated by the Movement of the Landless (MST), it is placed about 134 km away from the city of Vitória da Conquista, and 16 km from the municipality of Barra do Choça/Ba. It was created in 1996, through a mobilization process, fighting for land and agrarian reform, when 60 families occupied the Cangussu farm in Barra do Choça/Ba. Measuring approximately 300 hectares conducive to the cultivation of coffee, cassava, corn, beans, and others, agricultural products that benefited many families encamped. After a long process of struggles and resistance from these families, the National Institute of Colonization and Agrarian Reform (INCRA), analyzing the unproductive condition of the lands taken by the fighters recognized it as an area of agrarian reform, (Zapata, 2010).

The Cangussu Settlement is today one of the most visited by university students in the region, for the purpose of knowledge and research due to its history of struggle and

construction, and for its agrarian development model based on family farming and on the principles that it defends the practices of agroecological activities (Macedo, 2012; Santos, 2010).

Currently, this area of agrarian reform is made up of 55 families that work with organic family farming, producing coffee, cassava, corn, beans, bananas and vegetables, raising cattle, pigs, increasingly expanding their agricultural production for survival. Settled families have already gained many benefits through their struggles, in addition to the land there is also a concern for the education of their children. Hence its demands for the construction and expansion of schools to meet the education process of its children (Zapata, 2010).

According to Santos (2010), education as a human dimension in the formative process is one of the priorities of the Landless Movement (MST) when they camp or settle families in areas of agrarian reform. The educational principle, according to Caldart (2002), is part of the strategy of struggle in defense of agrarian reform. At the time of occupation, the greatest concern of the fighting subjects and building the first shack for the school to function. For the Landless, the conscience needs to be nurtured continuously and children, youth and adults must remain studying and developing their critical and creative thinking, to become subjects who intervene in social reality and continue in the struggle for land, work and dignity (Caldart, 2000; Barbosa & Rosset, 2017; Santos, 2020). From the legal recognition of this type of education, specific to peasants, Education of/in the countryside, achieved through great mobilizations of social movements, especially the MST, has been legitimized by LDB law 9394/96, and other normative frameworks that support this teaching modality, at the time when schools located in settlement areas, especially those defined by the Landless Movement, they are generally considered small with a low rate of enrolled students and constantly threatened with the closure of their physical space (Zapata, 2010).

In the case of the Cangussu Settlement, aiming to serve the children of settled families and other farmers, residents of surrounding farms, two educational spaces were built, some of which are subsidized by the municipal network, which brings together students from elementary and early childhood education; and others, through the State network, which serves students in Regular High School, and EJA Highschool, operating in the three shifts.

The achievement of this educational institution in the areas of agrarian reform is the result of an intense mobilization process, which began in 2002, to expand school attendance for young people and adults, who completed elementary school and needed to continue their studies in the field, and was completed in 2011, when it made it possible to build the school. Therefore, it was handed over to the community for its functioning as an educational institution in the same year[1]. However, the institution was only recognized as an educational institution in 2012, when it was named after a historic MST fighter and employee of the school called Lucia Rocha Macedo, who died in 2009 caused by a chronic disease (Macedo, 2012).

RESULTS AND DISCUSSION

As for school architecture, we can say that the Lucia Rocha Macedo school is a small institution that serves two hundred and twenty-three students, enrolled in regular high school and EJA, for the academic year of 2020 distributed in the three annexes. Its physical structure consists of two classrooms, a room for management, a room for teachers, a tiny room for the kitchen with a pantry for storage, three spaces for bathrooms: one for male students, one for females, one for the use of management and teachers, and one for students with physical

[1]The information was taken from a biography of the historic fighter Lúcia Rocha Macedo for being an MST settler who acted as an educator in the process of forming the encamped families, was also a school employee and died in 2009. The name given to the school in 2012 it was in his honor, when he became an executing educational unit through the state school system.

disabilities. Observing these data, we allude that the physical structure of the school was not designed for a reserved pedagogical work, since the coordination room does not appear in its architectural project, the room for the operation of a library and neither for the laboratory. The reserved kitchen room combined with the pantry was improvised for the coordination work. And the teachers' room turned into a small classroom due to the expansion of enrollment at school, with another space being reserved outside the school for the meeting of teachers in the intervals between one class and another and in the pedagogical meetings for planning complementary activities (Macedo, 2020).

Despite the deficiencies in the physical structure of the school, the environment is considered by students and teachers, as quite airy and pleasant because it is located in the countryside and surrounded by a natural landscape formed by coconut and shade trees, ornamental and flowering plants, making the space beautiful, ventilated, pleasant and educational, as shown in figure 1.

Figure 1. Image of the State School of Campo Lúcia Rocha Macedo.

Source: The authors (2020).

The physical structures, even at the present moment, show that school buildings still have strong similarities to the architectural model, idealized by Comenius in the 16th century, and incorporated by Jesuit priests in the 17th century, when their school structures were built with long side corridors and divided by classrooms (Kowaltowski, 2011). The school space shown in image 01, reveals the same architectural design, close to traditional models, located in a centralized space in a natural environment, airy and embellished with trees and countryside plants around the school. What differentiates it from ancient physical structures is the color of its external walls. Beautification in the physical spaces of the settlement area is part of the formative and educational principle of MST pedagogy, which harmonizes with the policy of preserving the environment and the struggle for land and agrarian reform (Caldart, 2000; Santos, 2020).

The school, as it is located in a settlement area, demands greater ecological awareness and attention to environmental issues from all the subjects involved in the work of preserving and sustaining the environment. Beautifying the space of the school, the community and the settlers' own home is an educational action, intrinsic in the formative dimension of the Pedagogy of the Landless Movement (Caldart, 2000; Santos, 2020).

In figure 2, we observe a profile image of the Lúcia Rocha Macedo State School, which shows the similarity with the school building model presented to other older school buildings. The school also has in its structure a side corridor compartmentalized by rooms spacious, airy

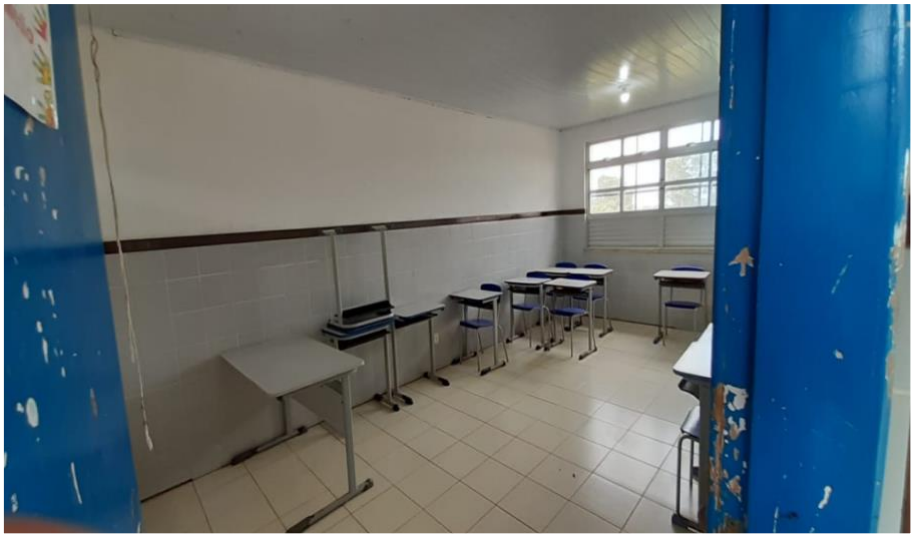
and accompanied by a porch, offering a little more comfort in student accommodation and protection from climatic variations, as shown in the image shown. It is evident that the school space follows the normative process of the school organization, as well as its pedagogical processes, so that, “there is a whole social, economic, political and cultural context present in a school architectural project associated with the school's pedagogical work” (Dórea, 2013).

Figure 2. Profile image of State School of Campo Lúcia Rocha Macedo.

Source: The authors (2020).

The school space is not neutral, it brings with it several other intentionalities which are combined in the act of educating, still with some contradictions. As Frago & Escolano (2013) emphasizes “the school as an institution occupies a space and a place and, as such, has an educational dimension. "Space is not neutral". Always Educates!” (Frago & Escolano, 2013, p. 75).

Figure 3. The classroom space.



Source: The authors (2020).

Still on the physical structure of the investigated school, it is observed that the classrooms are large and airy, with desks and tables that meet the anatomical model. The walls and floors have light colors, which helps to improve the brightness of the room, in tune with the electric

light. The doors of the rooms seem to be aged with damaged paintings, needing maintenance. In front of the classrooms, there is a ventilated area that protects students from rain and sun, making the environment ventilated and conducive for students to nurture bonds of friendship and exchange dialogues between breaks and disciplinary classes.

Figure 4. Covered área.

Source: The authors (2020).

Another space to promote the learning moment, takes place in the covered area of the school. It is wide, ventilated, however, its floor is grotesque, made of raw cement, needing repairs like a ceramic floor to facilitate the cleaning and mobility of students. The funds from the Direct Money at School Program (PDDE), directed to maintenance, are still not sufficient for the necessary investments in the school, in order to ensure improvement in the architectural structure.

This environment is usually where the culmination of pedagogical projects and meetings with the school community takes place. Here there is a meeting of different voices that echo loudly, when everyone comes together to participate in the reflective dialogue. It is the moment of communion and celebration of the pedagogical projects made by students and teachers, which result in cultural and pedagogical presentations, as well as those of a sports and political nature that promote the debate, reflection and expansion of interdisciplinary knowledge This is the place destined to the collective encounter in which the subjects interact, exchange their experiences, dialogue, embrace. It is the place of knowledge, affectivity and interaction, the formation of consciences, a space that offers everyone who attends a lot of learning and strengthens the bonds of friendship when they come together.

Lúcia Rocha Macedo School does not have a specific reading room in its physical structure, however the room reserved for reading, which functions as the school library has a shared pedagogical work. It serves both elementary and high school students. It can be seen from the images that the room is small, poorly lit, poorly ventilated and still functions as a deposit for other didactic resources for use by the school. Therefore, it is a space for encouraging and expanding knowledge, exchanging knowledge and experiences and sharpening curiosity. In addition to the students, the community also makes use of the reading room when they search for books for research and other readings.

Reading rooms or small libraries in settlement schools are for community use. It becomes an instrument for exercising the school's pedagogical and social function, properly speaking. The community around the school, constantly visits the school space, sometimes participating in meeting projects, sometimes seeking the necessary care services for their personal or

community life, such as: doing a job, using the internet, picking up a book to read or do research, seek information, guidelines for personal life, in addition to other social issues. And as stated by Caldart (2004, p. 34), the schools of settlements and camps in areas of agrarian reform, fit in the community, but the community does not fit in the school.

Figure 5. The reading room.

Source: The authors (2020).

In other words, the school becomes tiny when it involves the community in its educational tasks. Therefore, the architectural structure of a school, intrinsically associated with pedagogical issues and this physical structure depending on its configuration, decisively reflects on the students' learning.

CONCLUSION

These reflections on educational public policies aimed at rural education, resulting from the protagonism of social movements, were quite successful in the final years of the 1990s, until the beginning of the years 2016. From these years it is observed that every day educational policies aimed at this teaching reality are regressing, waning, returning to their state of colonial origin when field schools were forgotten by the public authorities. We verified that there is a close relationship between the school's architectural environment and the pedagogical, political, cultural and economic, relational and social organization aspects, which directly reflect, in the students' learning, as it is verified at this moment of Covid-19 Pandemic, exposing the harsh reality of field schools and the inequality in digital inclusion. These are scenarios that demonstrate the harsh reality of the people who live and study in the public spaces of the countryside, and that invite us to continue the struggles and confrontation for public policies aimed, mainly at this population, so lacking public policy in general and more attention to the professional training process of its educators to understand how to exercise its mission of educating in this social reality.

The physical structures of the schools still bring many similarities with the school architectures built in antiquity, their spaces present many contradictions for the pedagogical treatment in the schools, which reflects negatively on the students' learning and the work of the teaching staff. The investigated school still has an external physical environment that favors teaching and learning because it has a pleasant, ventilated, pleasant natural environment, democratic relations and an educational work that values the culture of the community and the social demands, active principles of Rural Education. It is still necessary to strengthen social

and political organizations to continue the struggles in defense of quality education with equal conditions for everyone who needs public education in that country.

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AUTHOR CONTRIBUTIONS

Luciene Rocha Silva: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content. Arlete Ramos dos Santos: drafting the article, critical review of important intellectual content. Igor Tairone Ramos dos Santos: analysis and interpretation of data, drafting the article, critical review of important intellectual content. All authors have read and approved the final version of the manuscript.

CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest.

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