



Educação em Revista

ISSN: 0102-4698

ISSN: 1982-6621

Faculdade de Educação da Universidade Federal de Minas Gerais

MEDEIROS, EMERSON AUGUSTO DE; DIAS, ANA MARIA IÓRIO; THERRIEN, JACQUES
LICENCIATURAS (INTERDISCIPLINARES) EM EDUCAÇÃO
DO CAMPO: ESTUDO SOBRE SUA EXPANSÃO NO BRASIL
Educação em Revista, vol. 37, e226082, 2021
Faculdade de Educação da Universidade Federal de Minas Gerais

DOI: <https://doi.org/10.1590/0102-4698226082>

Available in: <https://www.redalyc.org/articulo.oa?id=399369188038>

- How to cite
- Complete issue
- More information about this article
- Journal's webpage in [redalyc.org](https://www.redalyc.org)

redalyc.org

Scientific Information System Redalyc

Network of Scientific Journals from Latin America and the Caribbean, Spain and Portugal

Project academic non-profit, developed under the open access initiative

Article

(INTERDISCIPLINARY) LICENCIATE DEGREES IN EDUCATION: STUDY ON ITS EXPANSION IN BRAZIL

EMERSON AUGUSTO DE MEDEIROS¹

ORCID: <http://orcid.org/0000-0003-3988-3915>

ANA MARIA IÓRIO DIAS²

ORCID: <https://orcid.org/0000-0001-8896-6966>

JACQUES THERRIEN³

ORCID: <https://orcid.org/0000-0001-5458-365X>

RESUMO: O trabalho analisa a expansão das Licenciaturas (Interdisciplinares) em Educação do Campo no Brasil, fundamentando-se em um levantamento documental construído com informações disponíveis na Base de Dados do e-MEC, no ano de 2019. Toma como referência quatro dimensões da expansão, a saber: número de cursos por Região, Estado e instituição formadora; período de implantação das graduações; natureza das licenciaturas (se interdisciplinares ou não); e localização dos cursos no interior das instituições ofertantes. Como resultado, salientamos, entre outros aspectos, que o número de 45 licenciaturas regulares nas instituições públicas de educação superior brasileiras atesta o avanço da Educação do Campo no âmbito da Educação Superior no país a partir da criação dessa nova modalidade de graduação. Para a área de formação de professores, também consideramos como uma grande conquista, posto que, na história da formação docente no Brasil, é a primeira licenciatura regular a ser implantada com foco na Educação do Campo.

Palavras-chave: Licenciaturas (Interdisciplinares) em Educação do Campo, Formação Inicial de Professores do Campo, Educação do Campo.

(INTERDISCIPLINARY) LICENTIATE DEGREES IN COUNTRYSIDE EDUCATION: A STUDY ON ITS EXPANSION IN BRAZIL

ABSTRACT: The paper analyzes the expansion of the (Interdisciplinary) licentiate degree in countryside education in Brazil, grounded on a documentary survey built on information available in e-MEC Database, in the year 2019. As a reference, it considers four dimensions of the expansion, namely: number of courses per region, state and training institution; graduation period; nature of degrees (whether interdisciplinary or not); and location of the courses within the offering institutions. As a result, we emphasize, among other aspects, that the number of 45 regular degrees in public higher education institutions in Brazil testifies to the advancement of countryside education in the scope of higher

¹ Universidade Federal Rural do Semi-Árido (UFERSA). Mossoró, RN, Brasil. <emerson.medeiros@ufersa.edu.br>

² Universidade Federal do Ceará (UFC). Fortaleza, CE, Brasil. <ana.iorio@yahoo.com.br>

³ Professor Titular aposentado pela UFC; Universidade Estadual do Ceará (UECE). Fortaleza, CE, Brasil. <jacques@ufc.br>

education in Brazil since the creation of this new modality of graduation. For the area of teacher training, we also consider it a great achievement, given that, in the history of teacher education in Brazil, it is the first regular degree to be implemented focusing on countryside Education.

Keywords: (Interdisciplinary) licenciature degree in countryside Education, Initial training of countryside Teachers, Countryside Education.

LICENCIATURAS (INTERDISCIPLINARIO) EN EDUCACION DE CAMPO: ESTUDIO SOBRE SU EXPANSION EN BRASIL

RESÚMEN: El trabajo analiza la expansión de la licenciatura (interdisciplinaria) en la educación de campo en Brasil, basada en una encuesta documental construida con información disponible en la base de datos de E-MEC, en el año 2019. Toma como referencia cuatro dimensiones de expansión, a saber: Número de cursos por región, estado e institución formativa; Período de ejecución de las graduaciones; Naturaleza de las licencias (ya sea interdisciplinaria o no); y la ubicación de los cursos dentro de las instituciones ofensivas. Como resultado, destacamos, entre otros aspectos, que el número de 45 licencias regulares en las instituciones públicas brasileñas de educación superior atestigian el avance de la educación sobre el terreno en el contexto de la educación superior en el país a partir de la creación de este nuevo modalidad de graduación. Para el área de la educación de los maestros, también lo consideramos un gran logro, ya que, en la historia de la educación de los maestros en Brasil, es el primer grado regular que se implanta con un enfoque en la educación de campo.

Palabras clave: Licenciaturas (Interdisciplinario) en Educación de Campo, Formación Inicial de Profesores de Campo, Educación de Campo.

INTRODUCTION

This article aims at studying the (Interdisciplinary) Licentiate Degree in countryside Education - LEDOC⁴. The focus of the research is consistent with its expansion by public institutions of Higher Education in Brazil - IPES and is based, in methodological terms, on a documentary survey produced in the Database of the Electronic System of Monitoring and Regulation of Brazilian Higher Education of the Ministry of Education. Education - e-MEC.

Therefore, this text aims to present an analysis about the expansion of (Interdisciplinary) Licentiate Degree in Countryside Education in the Brazilian context. It takes as a parameter the courses registered in the e-MEC, "in operation" in the year 2019. We clarify that the investigation is the result of a doctoral study developed in the Graduate Program in Education, of the State University of Ceará - UECE, among the years 2015 and 2019⁵.

Medeiros and Dias (2015), when developing the "State of the Art" on Countryside Education in the Graduate Program in Education in the Northeast Region, found, among other aspects, that among the existing gaps regarding the production of knowledge within the scope of Countryside Education in the analyzed context, are the studies on the (Interdisciplinary) licentiate degree in Countryside Education. We understand that, as they are new courses, the researches produced in the Education area are, at the moment, limited, which does not favor a more global reading of these degrees. Issues related to the expansion of courses, the curricular proposals of undergraduate courses, their implementation processes in Brazilian higher education institutions, among others, appear as necessary for investigations⁶.

In this study, as we reported, we look at the expansion of these degrees in Brazilian Public Institutions of Higher Education. In other words, the emphasis was on analyzing the number of courses in Brazil, their distribution by Region, State and training institution, the location of degrees - whether they are implemented at the Campi of the offering institutions or not, as well as whether they are located in capitals of Brazilian states or if they expanded to inland locations - and the period in which they were implemented. Furthermore, we are concerned with perceiving the nature of LEDOCs, that is, whether

⁴ When referring to Licentiate Degrees in Countryside Education Education, we will use the term "interdisciplinary" in parentheses, since, in the research developed in the e-MEC database and based on our professional experience in the context of these courses, we have seen, in realities, the emphasis on the interdisciplinary character of these degrees. As not all degrees are classified as interdisciplinary, we register, as we say, the nature of the graduations in parentheses.

⁵ On this occasion, we would like to thank the Coordination for the Improvement of Higher Education Personnel - CAPES, through the Prod Doutoral Program, for the cost of part of the study developed during the doctoral training period. We also clarify that the present research is an excerpt from the doctoral research mentioned above.

⁶ We emphasize that the study by Molina, Antunes-Rocha and Martins (2019) points to the growth of academic productions about undergraduate (Interdisciplinary) in Rural Education in the country. However, we believe that the demand for new research remains, given that there are numerous realities in which these degrees are materialized, which implies the need for permanent investigations.

they are conceived in regulatory institutions - MEC and e-MEC - as interdisciplinary courses or as non-interdisciplinary degrees, given that there are divergent positions in the institutions offering these degrees resulting from their nature that, in practice, assume conditions that are not consensual (SILVA, 2017).

With this brief introduction outlined, we organized the rest of the text into four sections. In the first moment, we will discuss the context of the creation of (Interdisciplinary) Licentiate Degree in Countryside Education in Brazilian Higher Education. The discussion will be directed to the historical process of creating these degrees in the country. In the second step, we will present the methodological procedures of the study, which include the steps developed in the construction of the documentary survey (organization, systematization and data analysis). The third moment will go into the analysis produced from the reality existing in the e-MEC Database about the expansion of courses in Brazilian public higher education institutions. Finally, we will make the final considerations of the research, in which we will emphasize the relevance of the creation of licentiate degrees and their expansion for Countryside Education in the country.

(INTERDISCIPLINARY) LICENSES DEGREES IN COUNTRYSIDE EDUCATION - THE CONTEXT OF CREATION

(Interdisciplinary) Licentiate Degree in Countryside Education are relatively new courses in the area of teacher training, since their introduction in Brazilian Higher Education Institutions dates back to 2007 (MOLINA, 2017). By their very name, they follow the national education movement made up of organized social and collective movements of subjects from the countryside, developed in the last three decades, called the Countryside Education Movement. Thus, it is normal that there are doubts about what they are and, still, about the purpose for which they were built, since they are regular courses and currently populate many public institutions of Higher Education in the country.

We highlight these initial considerations because, acting as teachers / researchers in the area of countryside Education, on certain occasions, we are faced with expressions such as: “Are the licentiate degrees in Countryside Education regular courses, government programs or projects?”, “Are they courses offered exclusively to countryside populations? ”, “are they interdisciplinary degrees? ”, “for which stages of Basic Education do you want to train teachers? ”, “are they Pedagogy courses? ”, “what qualifications will the trained professionals receive? ”. Thus, it is more than feasible to produce understandings, in textual terms, about the context in which they were created, the characteristics they support, the expansion they achieved and what developments they configured in Brazilian Higher Education Institutions, as well, in the area of teacher training.

According to Caldart (2010), the history of (Interdisciplinary) Licentiate Degree in Countryside Education starts in 2004 from the proposals listed in the II National Conference “For a

Countryside Education”, held between 02 and 06 August, in the city of Luziânia, in the State of Goiás. Among the points discussed at the event, the urgent demand for expansion of countryside schools for all segments of Brazilian Basic Education was emphasized, with special priority for the final years of Elementary and Secondary Education. After all, in recent years, the closure of schools in rural areas and the failure to offer these levels of education in the countryside, due to the lack of educational institutions that contemplated them, has been done in a notorious way (CALDART, 2010).

At that conference, there was also a debate about the determinations / guidelines existing in the Operational Guidelines for Basic Education in Countryside Schools, which, through Resolution CNE / CEB No. 01, of April 3, 2002, received on the demand for think of a new school in the countryside, including a new organization of pedagogical work, with curricular organization and pedagogical time related to the specificities of the countryside and its populations. In order to materialize these notes, the training of teachers⁷ to work in countryside Education gained centrality, in particular, teacher training for the final years of Elementary and Secondary Education (CALDART, 2010; RODRIGUES, 2010; MOLINA, 2015). The synthesis extracted from this event took place in the understanding that it is unthinkable to transform the reality of schools in the countryside, their pedagogical and curricular proposal and, more than that, the logic of their political-educational project without pointing to a new configuration in the training of teachers in Countryside Education (CALDART, 2010). With these understandings, the following agenda was admitted as a priority, among others, for the struggle of the countryside Education Movement in the following years:

Valuation and specific training of educators and educators in the countryside through a permanent public policy that prioritizes:

- Professional and political training of educators in the countryside, free of charge;
- On-the-job training based on the reality of the countryside and the political and pedagogical project of Countryside Education;
- Professional incentives and differentiated competition for educators who work in countryside schools;
- Definition of the professional profile of the countryside educator;
- Guarantee of the national professional salary floor and career plan;
- Forms of work organization that qualify the performance of countryside education professionals;
- Guarantee of the constitution of collective networks: of schools, educators and social organizations of workers and rural workers, for construction - permanent reconstruction of the political-pedagogical project of countryside schools, linking these networks to professional training policies of educators (LUZIÂNIA, 2004, p. 4).

A few months after the conference was held, the Ministry of Education - MEC, in dialogue with social movements in the countryside, in 2005, instituted a commission through the Working Group

⁷ In the literature on the training of countryside education teachers, the term “training of educators” has predominated. In this study, we focus on the use of the term “teacher training” and, therefore, we will continue to use this expression throughout the writing of the text.

on Countryside Education, at the time, of the Department of Continuing Education, Literacy, Diversity and Inclusion - SECADI for the elaboration of a course proposal that met what was collectively articulated in the event. In November 2006, with some guidelines agreed with regard to the name of the course, its curricular organization and the profile of the teacher that was intended to be formed, MEC decided to invite universities that already had a broad history of work with Educação do Campo - in research, management experiences shared with the people of the countryside and their representations, and in extension - and with the continuing education of teachers of Basic Education in the countryside to carry out pilot projects of the course. The Federal University of Minas Gerais - UFMG, the University of Brasília - UnB, the Federal University of Bahia - UFBA and the Federal University of Sergipe - UFS were invited to participate in the implementation of the proposal, each institution offering a class of Licenciatura degree in countryside Education ⁸ (ANTUNES-ROCHA, 2009; CALDART, 2010; ANTUNES-ROCHA; DINIZ; OLIVEIRA, 2011; MOLINA; SÁ, 2011; MOLINA, 2015; MOLINA, 2017; MORAES; SOUZA, 2017; SILVA, 2017).

Based on the experiences with the courses originating from the pilot projects, a specific program was created by the MEC to support higher education in Licenciatura in Countryside Education⁹ - PROCAMPO -, launching, from 2008 to 2012, three calls for proposals to the Institutions of Education. Public Higher Education for the creation of new courses.

In the notices published in the years 2008 and 2009 (Editais nº 02, of April 23, 2008; and nº 09, of April 29, 2009, SESU / SETEC / SECADI / MEC), the institutions that participated in the submission of proposals managed support, financial resources and release by MEC only for specific classes. In the Edital SESU / SETEC / SECADI / MEC nº 02, of August 31, 2012, the universities and other institutions that submitted proposals after their approval had as “obligation” the institutionalization (permanence) of these graduations in the curriculum of courses offered in their spaces. According to Molina and Antunes-Rocha (2014, p. 240):

[...] this measure aimed not only to correct the single offer, characteristic of previous notices, but mainly to give institutionality and permanence to this proposal for training educators. One of the main achievements of the Countryside Education Movement, in this perspective of

⁸ We recorded that we found in Antunes-Rocha (2009) and Antunes-Rocha, Diniz and Oliveira (2011) the information that the Federal University of Minas Gerais - UFMG, in 2004, had already started a first experience of training teachers in the field with a course also called a Degree in Field Education. At the time, it was intended, in the same course, to enable teachers for the initial and final years of elementary and high school. The proposal aimed to meet teacher training for all stages of Basic Education. According to Antunes-Rocha, Diniz and Oliveira (2011), this first experience was configured as decisive to think nationally about the other experiences that would be built later. We understand that the name of the course was influenced by this first experience.

⁹ We clarify that PROCAMPO is located in the actions developed by the government and social movements of the field that aim to establish the National Policy of Education of the Field. It is part of Axis II – of the total of four – which addresses the “Initial and Continuing Teacher Training” of the National Field Education Program - PRONACAMPO. We guided the reading of Molina (2015) and Santos e Silva (2016) to understand the proposals of PRONACAMPO.

permanence, was the winning of 600 teaching vacancies within the scope of higher education to offer these degrees¹⁰.

In order to participate in the Public Notice under discussion, the candidate institutions had to contemplate the submission of proposals with some criteria that, as a rule, were produced based on the guidelines sent by the committee that drafted the document. The defined criteria considered, according to Molina (2015), the referrals from the Countryside Education Movement.

Strictly speaking, it was advised that the Pedagogical Projects of the Courses¹¹, the main documents for evaluating the proposals, should, when built:

- a) consider the specific social and cultural reality of the populations to be benefited, and should be prepared with the participation of the Countryside Education State Committees / Forums, where applicable, and of the state and municipal education systems;
- b) provide for the criteria and instruments for a specific selection in order to contribute to meeting the demand for higher education of teachers in countryside schools, with priority for those in effective exercise in the final years of elementary and high school in the education networks. teaching;
- c) present curricular organization in stages equivalent to regular semesters completed in the Alternation Scheme between Tempo-Escola and Tempo-Comunidade [...];
- d) present a diagnosis of the demand within the scope of elementary and high school in the communities to be benefited by the project, as well as the profile and social, cultural and economic characteristics of their populations;
- e) present a curriculum organized by areas of knowledge - [...] (i) Languages and Codes; (ii) Human and Social Sciences; (iii) Natural Sciences, (iv) Mathematics and (v) Agricultural Sciences [...] (BRASIL, 2012, p. 2).

Based on what was discussed, we understand that there are aspects to be questioned and thought about about these courses. The first of them is the fact that the training of teachers in the countryside is based on a curriculum and a proposal for teacher training organized by large “areas of knowledge”. About this, Caldart (2010) points out two arguments that justify them: at first, it was thought that disciplinary curricula, a historical model in undergraduate courses, would not respond to the profile of the Countryside Education teacher that was intended to be formed. It was thought about a profile of teachers to work in teaching by areas of knowledge in the final years of Elementary School and in High School, for the management of school educational processes and for the management of community educational processes in countryside areas (CALDART, 2010; BRASIL, 2012).

As the courses were being designed to meet the training of teachers for the final years of Elementary and Secondary Education, the context in which these teachers worked / could work was highlighted. In many schools in the countryside, the number of students in the communities is insufficient for the formation of a number of classes in the final years of elementary and high school that accounts

¹⁰ The 600 teacher vacancies were distributed in the number of 15 vacancies for each approved course. In addition to the 600 vacancies for public competition of effective teachers for the institutions, each course received vacancy codes for public tender of effective technical-administrative to help in its maintenance and implementation (BRASIL, 2012).

¹¹ At the moment of submission of the proposals, the applicant institutions would have to send, in the documentation, a form completed with the approval of the councils and/or representative bodies of the institutions signed by the rectors. Next to the form, he should follow the Pedagogical Project of the Course that met the requirements of the Notices (2008, 2009 and 2012).

for the total workload of the teacher in specific subjects. Educational institutions in the countryside, by weight, offer only the early years of elementary school and early childhood education.

By training teachers by “areas of knowledge”, it would be easier to create new schools in the field with a complete offer of Basic Education, since professionals, being qualified in “areas of knowledge”, could teach in more than one discipline in the same training institution. This would also facilitate the strengthening of a more interactive and integrated work in Education, overcoming curricular fragmentation in schools and their departure from reality issues, something criticized, according to Caldart (2010), in the Rural Education Movement (ANTUNES-ROCHA, 2009; CALDART, 2010; CALDART, 2011; BARBOSA, 2012; MOLINA, 2015; MORAES; SOUZA, 2017).

Another justified argument for the construction of a curriculum and a training proposal in large “areas of knowledge” was in the sense that it would be very difficult, according to Caldart (2011, p. 106 - 107), “to approve the necessary subversions in logic” of the courses in the appropriate instances - MEC and universities -, “in view of the broader training objectives¹² that were in debate”, which could have as implication the non-acceptance of the countryside approach or its misinterpretation (CALDART, 2011). The Countryside Education Movement understands the countryside as a living, multifaceted and plural space. A disciplinary degree would fragment the conditions for exploring and conceiving it in its diversity. We illustrate our statement through Arroyo (2005, p. 10), when he says:

The countryside does not develop in the fragmented logic with which technical rationality describes the cities, where each institution and professional field is trained to cope with a cut in the social. In the countryside, in the productive forms in which the different peoples organize themselves, everything is extremely articulate. Social movements perceive and respect this organically irrevocable productive, social and cultural dynamic. The productive, sociability, education and culture are so interwoven that their professionals and their institutions must be capable of total interventions.

“Therefore, it was understood that, through the formation of a curriculum and a formative proposal organized in large “areas of knowledge”, it would be possible to achieve the training of teachers that corresponded to the ideal of education in thesis defended by the Movement of Countryside Education: an education that sees the countryside as the territory of work, life and the existence of subjects in the countryside (CALDART, 2010; RODRIGUES, 2010; MOLINA, 2015). We conclude that, with the emphasis of a curriculum and a training proposal for LEDOC organized in large “areas of knowledge”, an anti-disciplinary position was not assumed for the courses. The work in “areas of knowledge” in LEDOC is not done with the exclusion of disciplines, it aims to place them in another

¹² The more general objectives are consistent with the construction of a course linked to the education project defended by the social movements of the field, which was not always compatible with the formative proposals of the existing degrees in the educational area (CALDART, 2011).

perspective of acting with knowledge (CALDART, 2010; RODRIGUES, 2010), in an attempt to enable greater inter / transdisciplinarity, contextualization and dialogue between different areas.

Having made these problematizations about the training of teachers in the countryside by “areas of knowledge”, we proceed with the discussion of the second aspect oriented to the formative proposals of the LEDOC courses. The aspect related to the fact that the curricular organization of the courses focuses on Pedagogy of Alternation draws our attention. It was to be expected that an educational proposal produced with the subjects of the countryside would excel in this educational methodological perspective.

Molina (2015, p. 152) argues that the option for Pedagogy of Alternation aims to revive the intrinsic relationship between education and reality in teacher education processes. Believes that “this methodology [...] also intends to prevent the entry of young people and adults in Higher Education to reinforce the alternative of stopping living in the countryside, as well as to facilitate access and permanence in the course of teachers working in Schools do Campo ”, enabling articulation between theory and practice in the daily reality of the reality in which the student lives.

We understand that, in addition to the characteristics described by Molina (2015), the option for the curricular organization founded on Pedagogy of Alternation in LEDOC is a fundamental component in the development of research-oriented training practices, an indispensable component in teacher education processes that envision the understanding of reality and its forming elements (BRITTO; SILVA, 2015; MOLINA, 2017). We identified in Hage, Silva and Brito (2016, p. 159) important notes about the pedagogical work that is based on the Pedagogy of Alternation in LEDOC. For the authors:

Alternation is an instrument that brings the university closer to the processes of knowledge production that take place in the real contradictions in which the subjects materialize their life in rural territories. It is understood as a strategy that causes substantive changes in the hegemonic way of producing and socializing knowledge, resulting from the dialogue between school / academic content and the knowledge acquired in the productive and cultural practices of subjects in the countryside, articulating knowledge from different traditions: work, science and culture, advancing in the perspective of interdisciplinarity and transdisciplinarity by incorporating the knowledge of peasants in school.

The last aspect relevant to LEDOC courses refers to the defense of the participation of collective organizations from the countryside – countryside social movements, countryside education professionals, state and municipal countryside education forums and committees - in the construction of training proposals. This aspect has been defended by the collective of countryside education subjects since the moment when Educação do Campo started its consolidation struggle in the Brazilian education agenda (as a national education movement, in 1998) (MOLINA, 2017). In our perception, this characteristic is the one that most differs the education proposals developed by the countryside people

in relation to other segments of Education. The countryside social movements think that it is unimaginable to develop training actions, regardless of which stages or levels of education, without the effective participation of the countryside people (MOLINA; ANTUNES-ROCHA, 2014; MOLINA, 2015).

METHODOLOGY

After discussing, in brief notes, the context of the creation of LEDOC in Brazil, as well as about some characteristics immanent to these graduations, we will highlight, from now on, the main methodological procedures of this study. For its realization, as we explained at another point in the text, we have the information provided in the Database of e-MEC, in 2019, about the Licentiate Degrees (Interdisciplinary) in countryside Education. Thus, we carry out the following procedures:

a) Collection of information on LEDOC in the e-MEC Database based on four dimensions, namely: 1) number of courses by Region, State and training institution; 2) period of implementation of the graduations; 3) nature of the degrees (if they are registered as interdisciplinary or not); and 4) location of the courses within the training institutions¹³ (if they are operating on the central campuses of the IPES offering the courses or if they are located on the campuses outside the central ones).

With this procedure, it was possible to apprehend understandings about how LEDOCs are presented in the national territory. In this logic, we build understandings about the distribution of the Courses in each Region, State and Institution that offers the degrees, as well as about the year of implementation in each context and the nature of the degrees (whether they are interdisciplinary or not) by institution. It is worth mentioning that the information obtained from the e-MEC Database was collected by the Brazilian State and by registered course. In this sense, data collection required a lot of efforts. We also add that we consider in the analysis the courses registered as regular (permanent) in the Brazilian IPES, which are marked as “in operation” in 2019. The registered graduations that do not claim to be carrying out activities in that year, have not been validated in research.

b) Visit to the websites of Brazilian IPES that offer the courses attested in the e-MEC Database.

¹³ With this aspect, it was possible to identify whether the courses are concentrated in metropolitan cities or if they have expanded through inland locations of the Brazilian states.

From this procedure, we confirm the information available in the e-MEC Database. In all, we found some divergences between what was on the online page of each institution offering courses and the information provided in the e-MEC. This procedure in the study aimed to correct possible inconsistencies about the information registered in the e-MEC Database regarding LEDOC, while allowing a closer reading of the reality of the courses in operation in the country.

c) Quantitative analysis of the data collected in the e-MEC database.

With the information organized about the documentary survey in the e-MEC Database, we systematized the data in graphs and in a table for analysis of the studied reality. At the same time, we interpreted the data presented in the graphs and the table, considering the meanings that the data infer from the objective of the study: to analyze the expansion of (Interdisciplinary) Licentiate Degrees in countryside Education in the Brazilian context, paying attention to the number of courses per Region, State and training institution, the period of implementation of degrees, the nature of degrees (whether registered as interdisciplinary or not), and the location of courses within training institutions.

We explain that, before the documentary survey, we contacted, in 2017, the board, at the time, of the Department of Continuing Education, Literacy, Diversity and Inclusion - SECADI, with the intention of seeking information on the expansion of the courses, responsible entity, in the initial moment, for managing the process of implementing degrees in the country and for mediating relations between the institutions offering the courses and the Ministry of Education - MEC. Likewise, we clarify that the documentary survey was carried out, initially, in the year 2017. In the year 2019, we carried out a new documentary survey with the intention of checking the data obtained in the first survey (year 2017) and updating them. Thus, in this study, we demarcate the year 2019 as the landmark for the construction of the research.

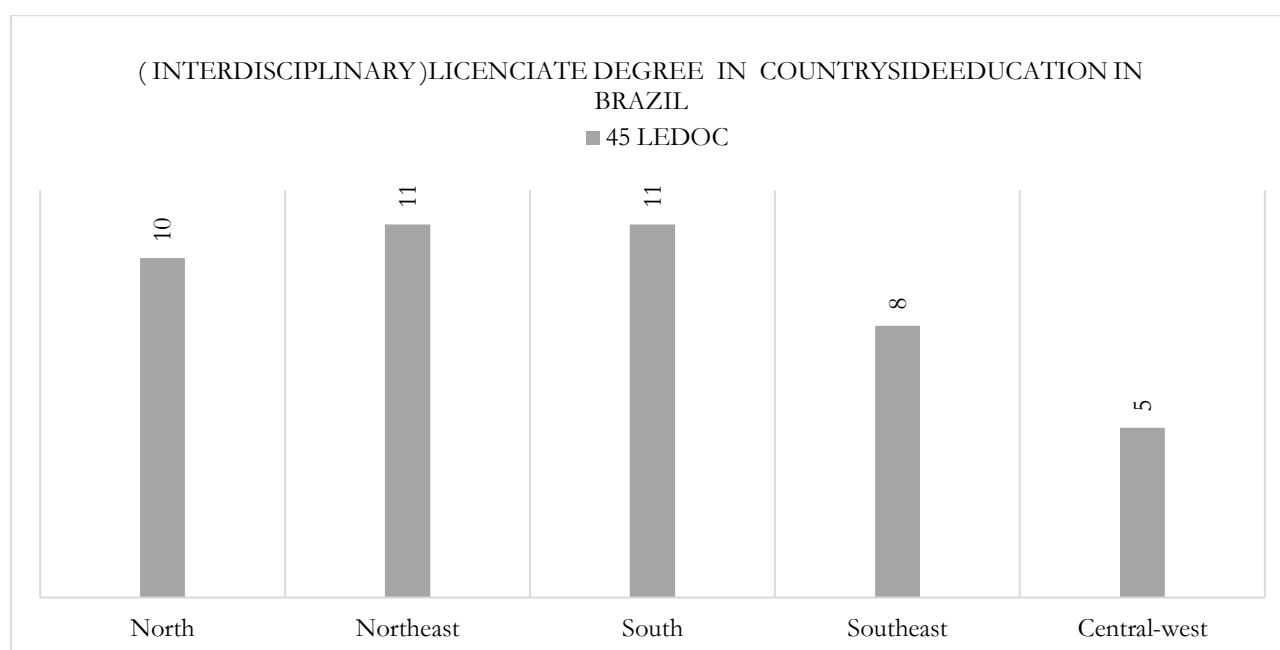
EXPANSION OF LEDOC IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN BRAZIL - WHAT SCENARIOS?

During the planning period of the proposal for the creation of (Interdisciplinary) licentiate degrees in Countryside Education - years 2005, 2006 and 2007 - something that was conceived by the Countryside Education Movement and defended by representatives of this collective in the Higher Education Chamber - CES, in the National Education Council - CNE and in other instances in the MEC, in which the pre-established guidelines for the training proposals of the courses were processed, refers to the implementation of this type of graduation in public institutions of higher education in all regions of the country. The Movement of Countryside Education defended the need for the creation of

LEDOCs throughout the country, stressing that the regularity of courses in educational institutions would only have the strength to achieve the objective of achieving a permanent public policy for initial training of countryside teachers if it were possible to create these degrees, covering the maximum number of Brazilian institutions and regions.

The expansion of LEDOC was seen in that period as a relevant advance of the principles of Countryside Education in the context of Higher Education (MOLINA, 2015). Consequently, the aspect first contemplated in the developed research was the distribution of LEDOC courses throughout the country. We systematize the information found in Graph 1:

Graph 1 – Distribution of Undergraduate Courses (Interdisciplinary) in Field Education by Brazilian Region



Source: Authors' data supported by the information available on the e-MEC Database, 2019.

The panorama elucidated in Graph 1 shows that the (Interdisciplinary) licenciante degree in Countryside Education are present in the five Brazilian regions in a more or less equitable way, since the Northeast (11), South (11) and North (10) Regions have the number of courses very close; we found 45 regular LEDOCs (in operation) in the country. The distribution of these degrees does not take place equally in the Southeast Region, which has 8 courses, and in the Central-West Region, which has 5 courses.

It should be remembered that the North and Northeast Regions, according to data from the 2010 INEP / MEC School Census, are the territorial spaces in Brazil that have the greatest lack of teachers trained at higher level to work in countryside Basic Education. Silva (2017) says that these

contexts were the ones that suffered the most in the formation of Brazilian society, in educational terms, with the absence of actions and public policies for countryside populations.

In the distribution of courses by State of the Federation, we noticed that the Northeast Region has regular courses in five States, namely: Bahia (02); Maranhão (02); Paraíba (01); Piauí (04) and Rio Grande do Norte (02). In the State of Ceará, we have two LEDOC courses in place at the State University of Ceará - UECE (01) and at the Regional University of Cariri - URCA (01), as well as in the States of Alagoas (01), at the State University of Alagoas - UNEAL, and Bahia (01), at the State University of Bahia - UNEB¹⁴. However, they are registered in the MEC as teacher training projects originating from the SESU/SETEC/SECADI/MEC Publications, from 2008 and 2009, which, at the time, made available, as discussed in the previous moment, the opening of courses in the form of teacher training with the possibility of offering a class. We confirm that these calls for proposals allowed the submission of proposals from state universities, which did not happen with the call for proposals published in 2012¹⁵.

In the South Region, we find Licenciates (Interdisciplinary) in countryside Education in the three States that constitute it, distributed in the following perspective: Paraná (04); Rio Grande do Sul (06) and Santa Catarina (01). Unlike the Northeast, we did not find courses in the form of teacher training projects offered in state institutions; however, we realize that there are two courses in the State of Rio Grande do Sul - one at the Federal University of Pelotas - UFPEL - and one at the Federal University of Santa Maria - UFSM, offered in the Distance Education modality, a situation that we have not identified in other regions and Brazilian states.

We inform that, in the total of courses in the South Region (11), we do not consider LEDOC in the distance learning modality. We understand, according to information available on the UFPEL website, that the LEDOC offered by it has different training objectives from other courses in the country, given that it emphasizes the training of teachers in the countryside for Early Childhood Education, for the early years of Elementary Education and for Youth and Adult Education. Another heavy aspect for this decision is in line with the fact that we do not apprehend information about the two courses available - LEDOC/UFPEL and LEDOC/UFSM¹⁶ - being permanent degrees or teacher training projects with time set for completion.

¹⁴ Both institutions started with the offer of classes in the years 2010 and 2011. By the year 2017, when we started the documentary survey presented, these classes had not completed, according to information provided on the pages of the institutions offering the courses.

¹⁵ All state institutions that offer the Degree (Interdisciplinary) in Field Education, as a teacher training project, are part of the SESU/SETEC/SECADI/MEC Selection Notices, 2008 and 2009. In all, there are five state institutions in Brazil, four in the Northeast Region – URCA, UECE, UNEAL and UNEB – and one in the Southeast Region – at the State University of Taubaté - UNITAU. We find information about these courses at: http://pronacampo.mec.gov.br/images/pdf/formacao_continuada_licenciatura_educ_campo_09052016.pdf.

¹⁶ In reading records on the UFSM page, we understand that LEDOC/UFSM emphasizes teacher education for the final years of elementary school and for high school.

Molina (2015), when speaking about the expansion of countryside teacher training in the last decades, warns about the possible dangers that the modality of Distance Education can bring to countryside Education. One of the goals that MEC prescribed when it created the National Countryside Education Program - PRONACAMPO, which attempted to train 45 thousand countryside teachers between the years 2012 and 2014 based on the actions of the Support Program for Higher Education in Education do Campo - PROCAMPO, was the offer of degrees in distance learning. However, the Countryside Education Movement considered this proposition to be inadequate, due to the thought that the specificities of Countryside Education would not have space in the course of teacher training processes (MOLINA, 2015).

Continuing with the exposure of the LEDOC expansion in Brazil, we observed that, in the North Region, there are 10 regular courses. Of the seven states that make up the region, five are offered degrees. In Pará, there are five courses, in Tocantins, there are two degrees and, in the States of Amapá, Roraima and Rondônia, there is also one course. It is worth noting the fact that, in the State of Amazonas, the largest federative space in Brazil, we did not find any course, as well as in the State of Acre. Both contexts are references in the country regarding the diversity of population groups in the countryside.

The Southeast Region presents 08 permanent courses. In three states, of the four that form it, we find LEDOC. In the State of Minas Gerais, there are 04 degrees, followed by the States of Rio de Janeiro - 02 courses - and Espírito Santo - 02 degrees. We were surprised by the failure to register regular Licentiate (Interdisciplinary) courses in Countryside Education in the State of São Paulo. Because it contemplates, in the country, a high number of university students and also for being a reference in the national scenario in relation to the expansion of Higher Education in the last decades, as well, due to the educational quality of its public Higher Education Institutions - such as the University of São Paulo - USP -, we expected, the predominance of these graduations in the context under debate. Similarly to the States of Ceará, Bahia and Alagoas, we identified an LEDOC course at the State University of Taubaté - UNITAU, however, not as a permanent degree, but as a teacher training project¹⁷.

To conclude the discussion on the distribution of LEDOC Courses by Brazilian regions, we discuss the number of regular courses in the Midwest Region. We identified 05 degrees in this federative context, subdivided into two states: Goiás and Mato Grosso do Sul, both with two courses; and in the Federal District, which adds a course.

We did not find any documentary records, either in the academic literature or in the official documents of the Ministry of Education - MEC, which justify the distribution of these degrees in Brazilian states and regions. Through the documentary research developed, we found Licentiates

¹⁷ We suggest reading audi's dissertation study (2015). The author investigated the initial teacher training of the class of the Graduate Course in Field Education of UNTAL. This course began academic activities in 2011 and, until the period of 2015, had not completed the formation of the contemplated class.

(Interdisciplinary) in Countryside Education regular in the IPES of 18 Federative States and the Federal District. Only in the States of Alagoas, Amazonas, Acre, Ceará, Mato Grosso, Pernambuco, São Paulo and Sergipe do we not identify permanent courses enrolled in the e-MEC (in operation).

The interpretation extracted from the presented reality leaves us with the understanding that the number of existing courses in the Regions and in the Brazilian States, with the passage of time, can lead to positive developments for the Countryside Education scenario at national level if embodied in the process implementation of the courses the guidelines sent in the Notice that supported its creation. Mainly, the recommendations that delegate that the training of countryside teachers must be carried out in close connection with the institutions and communities of the countryside, as well as with the different organized collectives of Countryside Education (BRASIL, 2012; MOLINA, 2015).

Detailing the distribution of LEDOC in Brazil, we ordered a box with information about the organization of the courses by IPES and by localities in Brazilian regions and states:

Box 1 - Degree (Interdisciplinary) in Countryside Education in Brazilian States and Public Institutions of Higher Education

NORTHEAST REGION – 11			
States	Public institutions of higher Education	Cities	Total of licentiate degrees for each Institution of Higher Education (IPES)
BA	UFRB	Amargosa	02
		Feira de Santana	
MA	UFMA	Bacabal	01
	IFMA	São Luís	01
PB	UFCEG	Sumé	01
PI	UFPI	Bom Jesus	04
		Floriano	
		Picos	
		Teresina	
RN	UFERSA	Mossoró	01
	IFRN	Canguaretama	01
SOUTH REGION – 11			
States	Public institutions of higher Education	Cities	Total of licentiate degrees for each Institution of Higher Education (IPES)
PR	UFPR	Matinhos	01
	UFFS	Laranjeiras do Sul	02
	UTFPR	Dois Vizinhos	01
RS	IFFarroupilha	Jaguari	01

	UNIPAMPA	Dom Pedrito	01
	FURG	São Lourenço do Sul	01
	UFFS	Erechim	01
	UFRGS	Porto Alegre	02
		Tramandaí	
SC	UFSC	Florianópolis	01
NORTH REGION – 10			
States	Public institutions of higher Education	Cities	Total of licentiate degrees for each Institution of Higher Education (IPES)
AP	UNIFAP	Mazagão	01
PA	UFPA	Abaetetuba	03
		Altamira	
		Cametá	
	UNIFESSPA	Marabá	01
	IFPA	(Multicampi)	01
TO	UFT	Arraias	02
		Tocantinópolis	
RO	UNIR	Rolim de Moura	01
RR	UFRR	Boa Vista	01
SOUTHEAST REGION – 08			
States	Public institutions of higher Education	Cities	Total of licentiate degrees for each Institution of Higher Education (IPES)
CfES	UFES	São Mateus	02
		Vitória	
MG	UFMG	Belo Horizonte	01
	UFVJM	Diamantina	01
	UFTM	Uberaba	01
	UFV	Viçosa	01
RJ	UFF	Santo Antônio de Pádua	01
	UFRRJ	Seropédica	01
CENTRAL-WEST REGION – 05			
States	Public institutions of higher Education	Cities	Total of licentiate degrees for each Institution of Higher Education (IPES)
GO	UFG	Catalão	02
		Cidade de Goiás	
MS	UFMS	Campo Grande	01
	UFGD	Dourados	01
DF	UnB	Planaltina	01

Source: Authors' data supported by the information available on the e-MEC Database, 2019.

The 45 regular (Interdisciplinary) Degree Courses in Countryside Education in Brazil are in operation at 33 Federal Institutions of Higher Education in Brazil, organized in 29 federal universities

and 04 federal institutes of education, science and technology. Federal universities cover 41 courses and federal education, science and technology institutes cover 04 degrees. Regarding the number of courses per institution, we observed that eight IPES have more than one regular course in their dependence, however, in seven of these institutions, the courses operate in different cities and campuses. The exception is at the Federal University of Fronteira do Sul - UFFS, which has two courses registered in the State of Paraná, both located in the city of Laranjeiras do Sul - PR, but with different qualifications: a course with a qualification in the area of Humanities and Social and the other with two qualifications in the areas of Natural Sciences and Mathematics and Agrarian Sciences¹⁸.

As IPES with more than one course registered in its dependency, we pronounce the Federal University of Piauí - UFPI, with 04 degrees, the Federal University of Pará - UFPA and the Federal University of Fronteira do Sul - UFFS, with 03 degrees. We also note that UFFS has campuses in three states in the country - Paraná, Santa Catarina and Rio Grande do Sul, justifying its presence in two moments on the table under discussion and the equivalence of 03 LEDOC at the same university: two courses are located on campus Laranjeiras do Sul - PR, and a degree is located on the Erechim - RS campus.

Presenting two courses in activity at the same institution, are the Federal University of Recôncavo da Bahia - UFRB, the Federal University of Espírito Santo - UFES, the Federal University of Goiás - UFG, the Federal University of Tocantins - UFT and the Federal University of Rio Grande do Sul - UFRGS. A peculiarity found in the distribution of the courses by IPES is that, at the Federal Institute of Education, Science and Technology of Pará - IFPA, there is a regular course, but operating in a Multicampi way, that is, in nine campuses of the institution.

The other institutions listed - a total of 25 - in Chart 1 cover a regular course in their undergraduate matrices. Another peculiarity of these courses, in the sense of expansion, refers to the condition that, in Ordinance No. 72, of December 21, 2012, of the Ministry of Education - MEC, which released the final result of the SESU / SETEC / SECADI Edital / MEC nº 02, of August 31, 2012, there is a value of 44 proposals suitable for implementing courses. Of the approved proposals contained in the said ordinance, 04 are not registered with e-MEC¹⁹ regarding the functioning of the Courses. When

¹⁸ In the survey of the information, in 2019, we found that the UFFS Course with qualifications in Nature Sciences and Mathematics and Agrarian Sciences, Campus Laranjeiras do Sul, is in the deactivation phase. From what we understand, a new course was created with the qualification in Nature Sciences. Here, we consider the information of the LEDOC Course with qualifications in Nature Sciences and Mathematics and Agrarian Sciences, since the Course, in our understanding, has not yet been disabled.

¹⁹ The proposals approved by Edict SESU/SETEC/SECADI/MEC No. 02, of August 31, 2012, and authorized for implementation by Ordinance No. 72, of December 21, 2012, of the Ministry of Education - MEC, refer to the following Higher Education Institutions: Federal University of Paraíba - UFPB; Federal Institute of Education, Science and Technology of the North of Minas Gerais - IFNMG; Federal Institute of Education, Science and Technology of Mato Grosso - IFMT, São Vicente da Serra Campus; and Federal Institute of Education, Science and Technology of Santa Catarina - IFSC, Canoinhas Campus.

searching for information on these 04 proposals approved on the websites of the offering institutions, we found no records on the existence of 03 of them²⁰, which leads us to understand that, after approval by the MEC, such courses were not implemented.

There are also 05 regular (Interdisciplinary) Licentiate Courses in Countryside Education that were not approved by the SESU / SETEC / SECADI / MEC No. 02, of August 31, 2012, and that are running (in operation). They are located in the institutions: Federal University of Minas Gerais - UFMG, Federal University of the South and Southwest of Pará - UNIFESSPA, Federal University of Campina Grande - UFCG, Federal Institute of Education, Science and Technology of Pará - IFPA and Federal Institute of Education, Science and Technology of Rio Grande do Norte - IFRN. Even with the condition that the previous Public Notices, years 2008 and 2009, did not allow the implementation of regular courses after approval, but only specific classes, these institutions created the courses without being linked to the 2012 Notice, which, we remember, tried to give permanence to graduations in institutions.

In order to reflect on the distribution of LEDOCs by the Brazilian Public Institutions of Higher Education, we have condensed some notes from the data presented: the Licentiate (Interdisciplinary) courses in Rural Education symbolize a decisive milestone for the training of rural teachers. The inclusion of these regular courses in the arena of the offering institutions can be validated as a possible opening for other regular graduation initiatives specific to the populations of the field (CALDART, 2010; HAGE; SILVA; BRITO, 2016). Furthermore, the distribution of these degrees by the 33 federal universities and federal institutes of education, science and technology in Brazil may also symbolize an initiative to disrupt the exclusive offer of bachelor's degrees at offering institutions, since some of them have a strong tradition offering this type of course (bachelor's degrees).

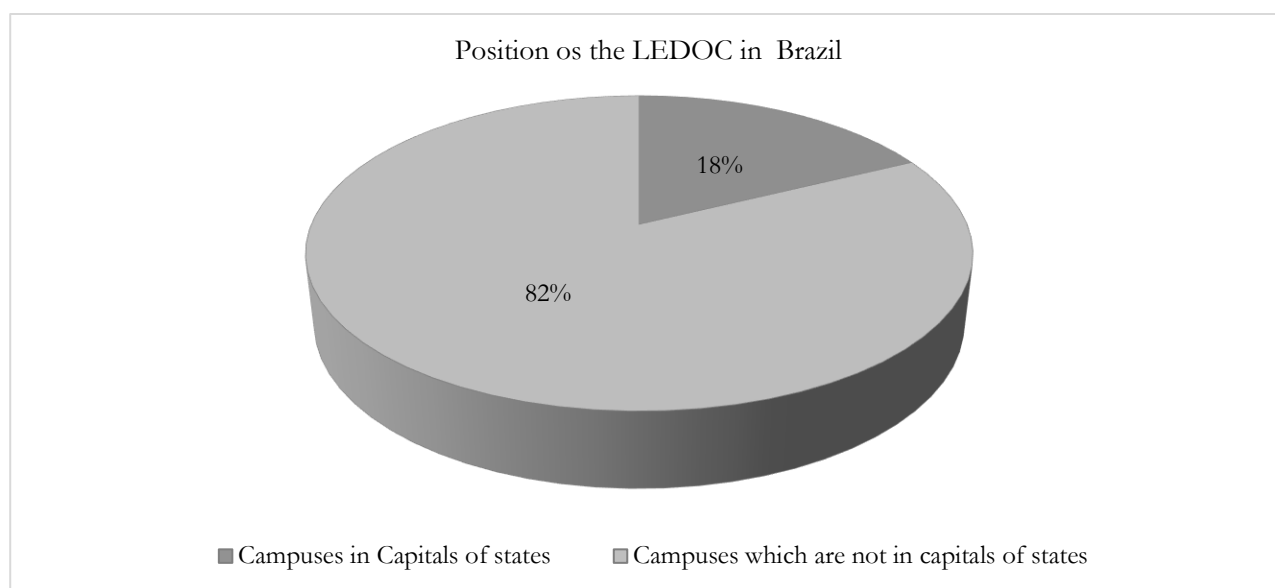
Other than that, Molina (2015) reminds us that some of the institutions with regular Licentiate (Interdisciplinary) courses in Rural Education had, until then, few experiences - either in teaching and research, or in extension - in the field of Rural Education. Perhaps, the insertion of these degrees in the surroundings of the Brazilian Public Institutions of Higher Education may also strengthen or strengthen, in some way, the link between rural populations with their knowledge, ways of being and living, as well as the rural social movements. with the academic culture and the university environment, creating, in the long term, more participatory, inclusive and dialogical spaces between Higher Education and the populations silenced by public policies and actions in educational history.

The next reference to be discussed is based on the location of the courses. As it is registered in the educational literature (REIS, 2014), in the last decades, there was a great expansion of Higher

²⁰ The IFNMG LEDOC Course is included in the e-MEC database as "active", in 2019, but with a forecast to operate only in March of that year. When we visit the institution's website, we understand that it has been in operation since 2017 with a class, but we do not place it in the analysis, considering the incomplete information provided in the e-MEC.

Education in Brazil, both in the private network and in the public sphere. Decree Law No. 6,096, of April 24, 2007, estimated, among other aspects, the increase in the number of undergraduate courses in the different areas of knowledge, associating it to the interiorization in the country of this teaching stage. We believe that the actions - projects, programs and public policies - deployed in the field of Rural Education have not taken place outside this scenario. In this understanding, we are concerned with understanding where the LEDOC courses are located in the offering institutions. To add to the information listed in Chart 1, we organized the following graph, supporting the references about the locations of the courses:

Graph 2 - Position of (Interdisciplinary) licentiate degrees in countryside Education in the Country



Source: Authors' data supported by the information available on e-MEC Database, 2019.

Of the 45 existing LEDOC courses, regularly, in Brazilian Higher Education, only 08 are located on campuses belonging to the state capitals. This figure, according to Graph 2, means that 82% of the regular courses in operation in 2019 are located in territories not only linked to large urban centers.

In the States of the North and Northeast Regions, we have courses located in 03 capitals: São Luís - MA, Teresina - PI and Boa Vista - RR. Another factor we found is that, of the 21 Licentiate (Interdisciplinary) courses in Countryside Education located in the two regions (11 in the Northeast and 10 in the North), only 05 are located in the Campi Sedes of the offering institutions, they are: Northeast: UFPI, IFMA and UFERSA, and in the North: UFRR and UNIFESSPA.

Of the 19 courses located in the States of the South and Southeast Regions, 04 are present in capitals - Belo Horizonte - MG, Vitória - ES, Porto Alegre - RS and Florianópolis - SC. Similar to the existing degrees in the States of the North and Northeast Regions, of the 11 courses belonging to the federal institutions of the States of the South Region, only 02 are limited to the Campi Sedes of the offering institutions - UFRGS and UFSC. In another reality, of the 08 regular degrees in States in the

Southeast Region, 06 are located in the Central Campuses, namely: UFRRJ, UFTM, UFMG, UFVJM, UFV and UFES - one course each.

Of the 05 undergraduate (Interdisciplinary) courses in Countryside Education belonging to the institutions of the States of the Midwest Region and the Federal District, only one course offered by the Federal University of Mato Grosso do Sul - UFMS is located in the capital of a State: Campo Grande - MS. Of this contingent, only two degrees operate in the Central Campuses of the universities that offer them, namely: UFGD and UFMS.

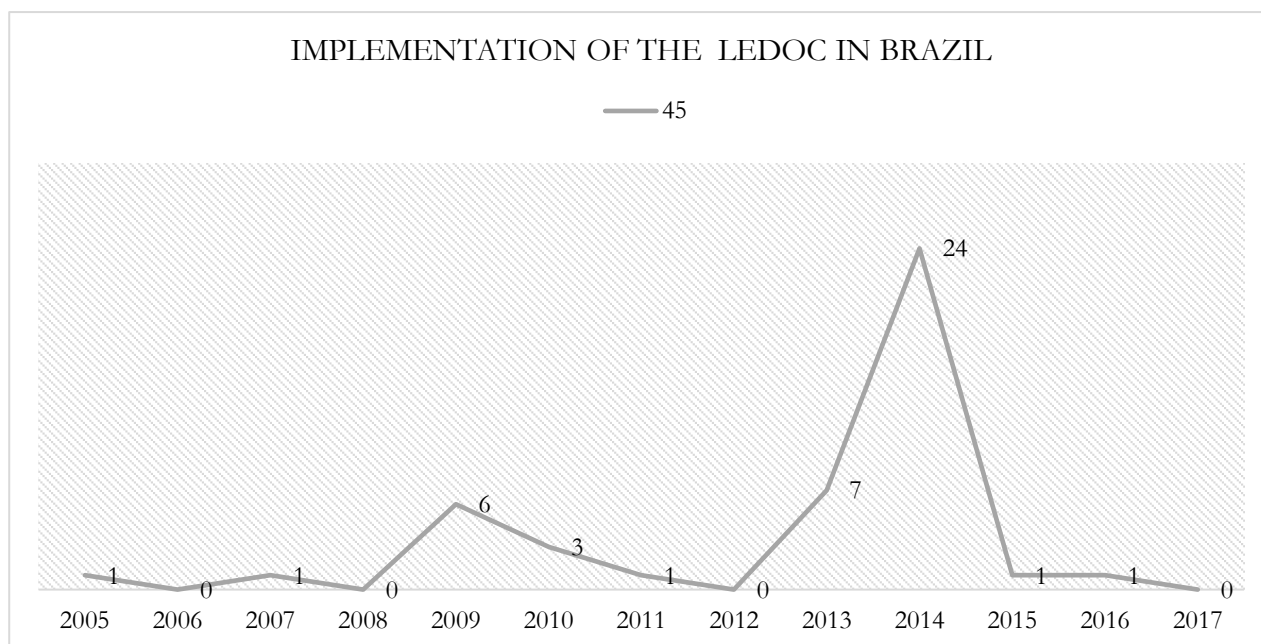
The reality explained about the location of the courses also brings us the indication that, of the 45 regular courses, 30 (66.8%) degrees were implemented in spaces outside the central campuses of the offering institutions. This reference points us to the understanding of the predominance of these courses within the states. In this case, the implementation of the LEDOC Courses possibly follows the paths of the interiorization of Higher Education developed in the last decades.

In part, we validate that the countryside populations are benefited, because, among the most common challenges that limit the access and the permanence of the countryside people to this teaching stage, is the difficulty of locomotion and the permanence of the countryside subjects in the universities. Furthermore, it is in the interior of many states that countryside social movements have been able to lead actions in the area of Education and to exercise, in a more organic way, their educational proposals in dialogue with training bodies (HAGE; SILVA; BRITO, 2016).

However, it is substantial to pay attention to the quality of the training of countryside teachers in the courses of these institutions. We reaffirm that there are investigations that point out serious problems in Higher Education stemming from the interiorization process (MELLO; REAL, 2009; REIS, 2014; BASTIANI; TREVISOL, 2016), which, in some realities, has increased historical asymmetries in the educational area among groups of economically well-off subjects and populations marginalized by Brazilian society.

In reference to the period of creation of the courses, although considering the fact that it was from the Notice SESU / SETEC / SECADI / MEC nº 02, of August 31, 2012, that the proposals of the LEDOC Courses began their permanent implantation in Public Institutions Brazilian Higher Education institutions, we organize information found on this aspect in the next chart to be discussed. After all, in the e-MEC Database, there are references regarding the implementation of regular graduations prior to the year 2012. Thus, we think it is important to discuss the information found:

Graph 3 - Milestones of the implementation of (Interdisciplinary) Licentiate Courses in countryside Education in Brazil



Source: Authors' data supported by the information available on e-MEC Database, 2019.

In order to understand the information in Graph 3, it is necessary to resume, in this paragraph, the history of the creation of LEDOC courses in Brazil. The first experience registered in Higher Education related to these degrees comes from the experience with the pilot projects started in 2007. However, the Federal University of Minas Gerais - UFMG - had already started a first experience with a course also called *Licenciatura in Educação do Campo*, in 2005, with training objectives similar to the proposal that framed the construction of courses at national level²¹. That said, some institutions that participated in the submission of proposals in the Public Notices of the years 2008 and 2009, with the offer of only one class, also submitted new proposals to the Public Notice of 2012 with the intention of making LEDOC courses permanent in their spaces. This situation explains the predominance of records of regular courses at e-MEC prior to 2012.

Another justification for the implementation of regular courses before the year 2012 is registered in Hage, Silva and Brito (2016) who, when addressing the creation of Degree Courses (Interdisciplinary) in Countryside Education in the State of Pará, place the influence of Support Program for Restructuring and Expansion Plans of Federal Universities - REUNI - in the implementation of courses:

In the municipality of Marabá, the Degree Course in Countryside Education has been offered in permanent classes since 2009 [...], however, through the Restructuring and Expansion of Federal

²¹ In Antunes-Rocha (2009) there is the year 2004, but in the e-MEC Database the year 2005 is accentuated. On the official page of the course dates the year 2005. The proposal was designed in 2004 and the activities of the Course began in 2005.

Universities (Reuni), a federal government program instituted by the Presidential Decree 6,096 of 04/24/2007, [...] with the objective of expanding access and guaranteeing conditions of permanence in federal higher education [...] (HAGE; SILVA; BRITO, 2016, p. 160).

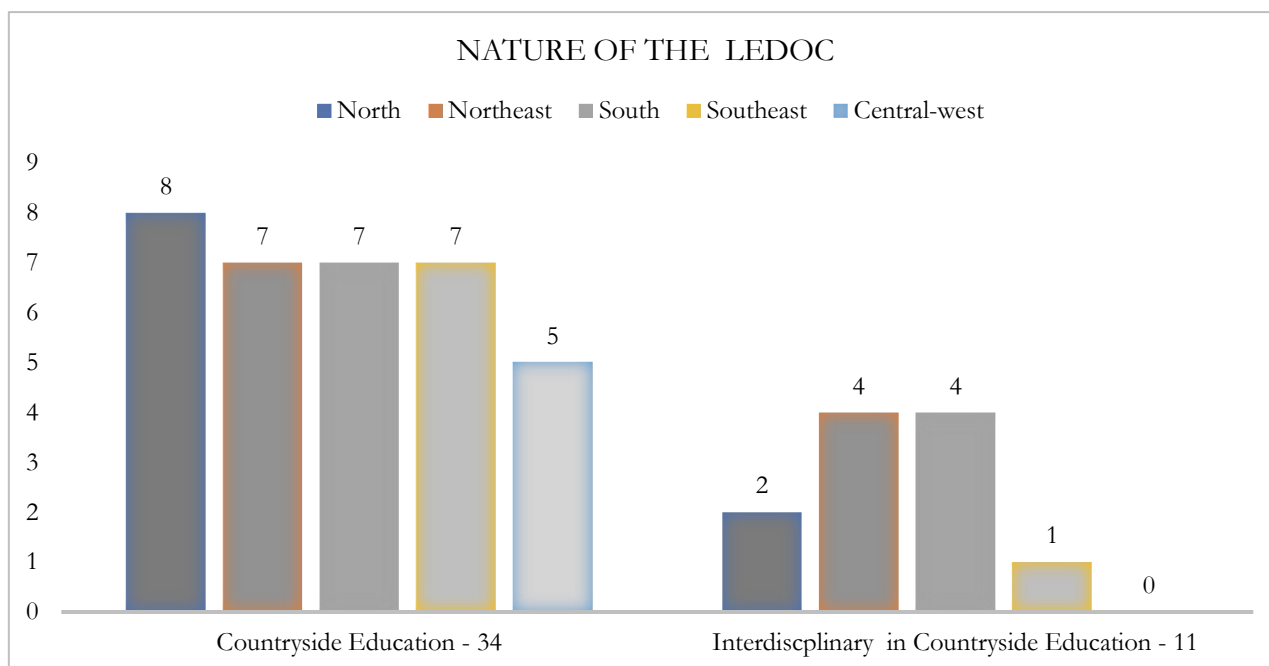
From the reading extracted from the data recorded in Graph 3, we have, from 2005 to 2012, the year of publication of the Public Notice that allowed the implementation of regular courses in the Public Institutions of Higher Education throughout the country, 12 undergraduate degrees created. In 2005, the first graduation was created at UFMG and, in 2007, at UnB. In 2009, there are the implementation of 06 courses at the Federal University of Santa Catarina - UFSC, at the Federal University of Pará - UFPA, Campus Abaetetuba, at the Federal University of the South and Southwest of Pará - UNIFESSPA, at the Federal Institute of Education, Science and Technology do Pará - IFPA, Federal University of Campina Grande - UFCG and Federal University of Maranhão - UFMA.

In 2010 and 2011, not atypical to 2009, we created four more courses at the Federal Institute of Education, Science and Technology of Maranhão - IFMA, at the Federal University of Roraima - UFRR, at the Federal University of Fronteira do Sul - UFFS, Campus Laranjeira do Sul, and at the Federal Technological University of Paraná - UTFPR.

From 2012, through the action of the Public Notice, there was a noticeable design for the implementation of (Interdisciplinary) Licentiate Degree in Countryside Education in Brazil. Between the years 2013 and 2014, there was a great culmination in the creation of these permanent degrees in Brazilian institutions. Altogether, 31 regular courses were created, something that did not happen in the subsequent years, 2015 and 2016. During this period, there were the creation of 02 degrees in the country, located at the Federal University of Rondônia - UNIR and at the Federal Institute of Education, Science and Technology of Rio Grande do Norte - IFRN.

The last reference observed about LEDOC in the e-MEC Database is related to the nature of the courses. In experiences with professors and students of these degrees, in extension actions that focused on the courses and in the academic literature, we noticed the use of the term “interdisciplinarity” to demarcate the character of the training proposals of undergraduate courses. At certain times, interdisciplinarity has been postulated as one of the dimensions of the curricula of the courses; in others, it appears as one of the main exponents, defining the nature of the training actions of these graduations. Furthermore, the words “multidisciplinarity” and “transdisciplinarity” emerge correlatively in some situations, causing discussions in the institutions about the training of teachers in the countryside and the pedagogical-curricular organization of the courses.

We think that the training organized in a curriculum by large “areas of knowledge”, guidance registered in the Public Notices that provided conditions for the creation of the courses, has contributed to this scenario. That said, we see this reference in the documentary survey produced. In the same way as we did on certain occasions in this text, we systematize what we find in the subsequent Graph:

Graph 4 – Nature of the (Interdisciplinary) licentiate degree courses in countryside education

Source: Authors' data supported by the information available on e-MEC Database, 2019.

In the documentary survey, we identified two modalities regarding the nature of LEDOC courses in the country. In the first modality, the courses are registered as non-interdisciplinary. In this set, there are 34 degrees that use the term “Educação do Campo” to specify the nature and name of the course. The second modality groups the number of 11 LEDOCs. In this second modality, graduations registered as interdisciplinary are found. These courses use the term “Interdisciplinary in Education in the Countryside” to define their nature and nomination.

From what we have seen, there is no homogeneous definition of the nature of (Interdisciplinary) licentiate degree in Countryside Education in the regulatory bodies - MEC and e-MEC - of courses. Of the total of 45 regular LEDOCs, 24.4% are validated as interdisciplinary degrees, that is, 11 graduations²².

Due to our professional experience in Education in the Countryside, which allowed, in events and national meetings regarding these degrees, contact and dialogue with teachers of some LEDOC in the country, we understand that the intention to break with the linear and disciplinary model in undergraduate courses, in general, and to create proposals for teacher training by large “areas of knowledge”, it has raised misunderstandings and criticisms in some educational institutions about the nature of these courses. It is difficult to overcome fragmented conceptions of teacher training present in

²² The LEDOC Course of UFTM, in 2017, when we conducted the first documentary survey, presented itself as "Interdisciplinary in Education in the Field". However, in the review of the information in the e-MEC Database, with the survey developed in 2019, we identified a note clarifying that its nature was changed to "Field Education", losing, in the system, its interdisciplinary character. On this occasion, we validate the information obtained in 2019, because it is current.

undergraduate courses and in teacher training institutions, since, in history, the disciplinary model of teaching prevailed in curricula and educational proposals, both in Basic Education and in Higher Education (RODRIGUES, 2010) .

Silva (2017), in a doctoral study defended on LEDOC, notifies that, in some realities, many professors of these graduations and the deliberative bodies of the training institutions - superior councils - have positioned themselves in a way that is contrary to the courses, mainly when it is highlighted the centrality of interdisciplinarity in training proposals. In our interpretation, this has implied the failure to approve training actions and documents - resolutions and opinions - that regularize their activities (such as the methodological work with Pedagogy of Alternation within the courses).

Interdisciplinarity in Higher Education has been the subject of much debate and criticism. There are interests of opposing social groups that, on one side, believe in their formative potential for the construction of a more humane and transformative education and, on the other, use it as an emblem of the commercialization of teaching by the private sector (SANTOMÉ, 1998; FEISTEL, 2012).

In reference to the 11 regular courses registered as interdisciplinary, we inventoried the institutions in which they are located: in the South Region: Federal Technological University of Paraná - UTFPR and Federal University of Fronteira do Sul - UFFS, Campus Laranjeiras do Sul - two courses - and Campus Erechim - a course; in the Southeast Region: Universidade Federal Fluminense - UFF; in the North Region: Federal University of Pará - UFPA, Campus Altamira - one course -, and Campus Cametá - one course; and in the Northeast Region: Federal Institute of Education, Science and Technology of Maranhão - IFMA, Federal Rural University of the Semi-Arid - UFERSA; Federal Institute of Education, Science and Technology of Rio Grande do Norte - IFRN and Federal University of Campina Grande - UFCG. There are no regular courses registered as interdisciplinary at e-MEC in training institutions in the Midwest Region.

With the information described about the nature of LEDOC in Brazilian IPES, we conclude the documentary survey produced from the existing records in the e-MEC Database. We hope that the analyzed scenario contributes, in some way, to raise the knowledge already existing in the educational literature about these degrees. We see as essential the expansion of the productions that touch the LEDOC.

We believe that, because they are specific degrees with a view to training teachers of Countryside Education for the final years of Elementary School and for High School and for adding characteristics (training by large areas of knowledge, pedagogical-curricular organization with Pedagogy of Alternation, proposition of active participation of social movements in the countryside in educational processes, among others) that differ from many teacher training courses, any investigations that are conducted in this way are seen as relevant.

CONCLUSION

In this text, we endeavor to register an analysis of the expansion of (Interdisciplinary) licentiate degree in Countryside Education in the country. Based on a documentary survey built on the e-MEC Database, we organized the analysis based on four dimensions, namely: 1) number of courses by Region, State and training institution; 2) location of the courses inside the training institutions (if they are operating on the central campuses of the IPES offering the courses or if they are located on the campuses outside the central ones); 3) period of implementation of graduations; and 4) nature of the degrees (if they are registered with the MEC and e-MEC as interdisciplinary or not).

Firstly, we note that the existence of 45 LEDOCs registered as permanent graduations in the course matrices of Brazilian IPES highlights the advancement of Countryside Education in the context of Higher Education in the country. For the area of teacher training, we also consider it a great achievement, since, in the history of teacher training in Brazil, it is the first regular degree to be implemented with a focus on Countryside Education.

With regard to the expansion of courses by Brazilian region, we validate that there is equity in the distribution of the number of graduations. The Northeast and South Regions have the same number of courses (11 degrees), the North Region holds 10 degrees, followed by the Southeast Region, with 8 courses, and the Midwest Region, with 5 degrees. Regarding the distribution of courses by Federal State, there is a predominance of LEDOC in 18 States and the Federal District. We also consider the existence of these degrees in Brazilian IPES to be expressive. In 2019, 33 institutions (federal universities and federal institutes of education, science and technology) offer LEDOC as permanent courses.

As a reflection on this scenario, we emphasize that the insertion of LEDOC in the country and within the Brazilian IPES can configure changes (or even transformations) in the logic of the relations of the institutions that offer the courses with the countryside people, especially with the countryside social movements.

In reference to the period of implementation of the courses, the years 2013 and 2014 stand out. In those years, more than half (31 courses) of permanent degrees were implemented in the country. It is worth noting that the concentration of degrees implemented in this period is justified, in our understanding, by being linked to the Notice SESU / SETEC / SECADI / MEC nº 02, of August 31, 2012, which aimed to give permanence to courses in Brazilian IPES. We also point out that the small number of LEDOC implantation (02 courses) in the following years (from 2015) signals the need for new actions, such as a new Notice that aims to maintain new LEDOC courses in Brazil. We know that the current political scenario (year 2019) is not favorable, but we must affirm this aspect.

Regarding the location of the graduations within the offering institutions, we see that most of the degrees (30 courses) are located on non-central campuses. In other words, we identified that

LEDOCs were implemented, in most cases, in spaces not linked to the Campi Sedes of the offering institutions. This indicator also points to the expansion of these courses within the states, following, in part, the process of internalization of Higher Education in Brazil experienced in recent years (from 2007). We found that 82% of regular courses are located in municipalities that are not large urban centers or capitals of Brazilian states.

Finally, in relation to the nature of the Courses, we learned that only 11 degrees (out of 45 courses) are validated in the e-MEC Database as interdisciplinary. We emphasize that, in the national scenario, at the local and institutional level, there is an understanding that the training of teachers in LEDOCs envisaged in curricula organized in large areas of knowledge has served as a basis for the highlighting of these interdisciplinary graduations. In this regard, we call attention to new research, in particular, to the investigation of training processes developed in courses affirmed in interdisciplinarity. It is necessary to think about studies that analyze the curriculum focused on Countryside Education as an instigator of meanings and senses enunciated by the culture of the countryside, so that the subjects involved in it also become protagonists for the action of education.

In conclusive remarks, we highlight that our intention with this documentary survey was to present realities in a panoramic perspective on LEDOC in Brazil, at the same time, we hope to add to the investigations that are directed towards Countryside Education in the national territory. Based on Medeiros and Dias (2015), we think that this research presents itself as fundamental, since it will allow understandings and the expansion of knowledge regarding these degrees.

REFERENCES

ANTUNES-ROCHA, Maria Isabel. Licenciatura em Educação do Campo: histórico e projeto político-pedagógico. In: ANTUNES-ROCHA, Maria Isabel; MARTINS, Aracy Alves (Org.). **Educação do Campo: desafios para a formação de professores**. Belo Horizonte: Autêntica, 2009, p. 39-55.

ANTUNES-ROCHA, Maria Isabel; DINIZ, Luciane de Souza; OLIVEIRA, Ariane Martins. Percurso formativo da Turma Dom José Mauro: segunda turma do curso de Licenciatura em Educação do Campo da FaE/UFMG. In: MOLINA, Mônica Castagna; SÁ, Laís Mourão (Org.). **Licenciaturas em Educação do campo: Registros e reflexões a partir das experiências – piloto (UFMG; UnB; UFBA e UFS)**. Belo Horizonte: Autêntica, 2011, p. 19 - 34.

ARROYO, Miguel. **Formação de Educadores e Educadoras do Campo**. Brasília: Mimeo, 2005.

AUDI, Walquíria Fernandes. **Formação Inicial e Identidade Docente de Licenciandos em Educação do Campo: um estudo no Vale do Paraíba Paulista**. Dissertação (Mestrado em Desenvolvimento Humano: formação, políticas e práticas sociais). Universidade de Taubaté. Taubaté – SP, 2015.

BARBOSA, Anna Izabel Costa. **A Organização do Trabalho Pedagógico na Licenciatura em Educação do Campo da UnB: do projeto às emergências e tramas do caminhar**. Tese (Doutorado em Educação). Universidade de Brasília. Brasília – DF, 2012.

BASTIANI, Sherlon Cristina de; TREVISOL, Joviles Vítório de. Interiorização da Educação Superior Brasileira: uma análise da região oeste de Santa Catarina. In: REUNIÃO CIENTÍFICA REGIONAL DA ANPED SUL, 11, 2016, Curitiba – PR, **Anais...** Curitiba: Universidade Federal do Paraná, 2016.

BRASIL. **Decreto Lei nº 6.096, de 24 de abril de 2007.** Disponível In: <http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2007/decreto/d6096.htm>. Acesso em 26 set 2019.

BRASIL. **Portaria nº 72, de 21 de dezembro de 2012.** Disponível In: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=13299potaria-72-21-dezembro-2012-pronacampo-pdf&category_slug=junho-2013pdf&Itemid=30192>. Acesso em: 22 jan 2018.

BRASIL. **Resolução CNE/CEB, nº 1, de 03 de abril de 2002.** Disponível In: <<http://portal.mec.gov.br/cne/arquivos/pdf/CEB012002.pdf>>. Acesso em 27/01/2016.

BRASIL. Secretaria de Ensino Superior (SESu). Secretaria de Educação Profissional e Tecnológica (Setec). Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão (Secadi). **Edital nº 2, de 31 de agosto de 2012.** Chamada Pública para seleção de Instituições Federais de Educação Superior – IFES e de Institutos Federais de Educação, Ciência e Tecnologia – IFET, para criação de cursos de Licenciatura em Educação do Campo, na modalidade presencial. Brasília, 2012.

BRASIL. Secretaria de Ensino Superior (SESu). Secretaria de Educação Profissional e Tecnológica (Setec). Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão (Secadi). **Edital nº 09, de 29 de abril de 2009.** Chamada Pública para seleção de Projetos de Instituições Públicas de Ensino Superior para o PROCAMPO. Brasília, 2009.

BRASIL. Secretaria de Ensino Superior (SESu). Secretaria de Educação Profissional e Tecnológica (Setec). Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão (Secadi). **Edital nº 02, de 23 de abril de 2008.** Chamada Pública para seleção de Projetos de Instituições Públicas de Ensino Superior para o PROCAMPO. Brasília, 2008.

BRITTO, Neli Suzana; SILVA, Thais Gabriella Reinert da. Educação do Campo: formação em ciências da natureza e o estudo da realidade. **Educação & Realidade**, Porto Alegre, v. 40, n. 3, p. 763-784, jul./set. 2015.

CALDART, Roseli Salete. Licenciatura em Educação do Campo e projeto formativo: qual o lugar da docência por área? In: CALDART, Roseli Salete. (Org). **Caminhos para a transformação da escola:** reflexões desde práticas da Licenciatura em Educação do Campo. São Paulo: Expressão Popular, 2010, p. 127 – 154.

CALDART, Roseli Salete. Licenciatura em Educação do Campo e projeto formativo: qual o lugar da docência por área? In: MOLINA, Mônica Castagna; SÁ, Laís Mourão (Orgs). **Licenciaturas em Educação do campo:** Registros e reflexões a partir das experiências – piloto (UFMG; UnB; UFBA e UFS). Belo Horizonte: Autêntica, 2011, p. 95 – 122.

FEISTEL, Roseli Adriana Blumke. **Contribuições da perspectiva freireana de educação para a interdisciplinaridade na formação inicial de professores de ciências.** Tese (Doutorado em Educação). Universidade Federal de Santa Catarina. Florianópolis – SC, 2012.

HAGE, Salomão Antônio Mufarrej; SILVA, Hellen do Socorro de Araújo, BRITO, Márcia Mariana Bittencourt. Educação Superior do Campo: desafios para a consolidação da Licenciatura em Educação do Campo. **Educação em Revista**, Belo Horizonte, v.32, n.04, p. 147-174, Out./Dez. 2016.

LUZIÂNIA. II Conferência Nacional Por Uma Educação do Campo. **Declaração Final – Por Uma Política Pública de Educação do Campo**. Luziânia, 2004.

MEDEIROS, Emerson Augusto de; DIAS, Ana Maria Iório. O Estado da Arte sobre a Pesquisa em Educação do Campo na Região Nordeste (1998 – 2015). **Cadernos de Pesquisa**, São Luís, v. 22, n. 03, p. 115 – 132, set./dez. 2015.

MELLO, Valter Acássio de; REAL, Giselle Cristina Martins. O Processo de Interiorização da Educação Superior Pública: particularidades da política sul-mato-grossense. **Revista Série-Estudos**, Campo Grande, n. 28, p. 21-35, jul./dez. 2009.

MOLINA, Mônica Castagna. Contribuições das Licenciaturas em Educação do Campo para as Políticas de Formação de Educadores. **Educação & Sociedade**, Campinas, v. 38, n. 140, p.587-609, jul./set., 2017.

MOLINA, Mônica Castagna. Expansão das Licenciaturas em Educação do Campo: desafios e potencialidades. **Educar em Revista**, Curitiba, n. 55, p.145 – 166, jan./mar. 2015.

MOLINA, Mônica Castagna; ANTUNES-ROCHA, Maria Isabel; MARTINS, Maria de Fátima Almeida. A produção do conhecimento na Licenciatura em Educação do Campo: desafios e possibilidades para o fortalecimento da Educação do Campo. **Revista Brasileira de Educação**, v. 24, e240051, p. 1 – 30, 2019.

MOLINA, Mônica Castagna; ANTUNES-ROCHA, Maria Isabel. Educação do Campo: História, Práticas e Desafios no âmbito das Políticas de Formação de Educadores – Reflexões sobre o PRONERA e o PROCAMPO. **Revista Reflexão e Ação**, Santa Cruz do Sul, v.22, n.2, p. 220 – 253, jun./dez. 2014.

MOLINA, Mônica Castagna; SÁ, Laís Mourão. A Licenciatura em Educação do Campo da Universidade de Brasília: estratégias político-pedagógicas na formação de educadores do campo. In: MOLINA, Mônica Castagna; SÁ, Laís Mourão (Orgs). **Licenciaturas em Educação do Campo: Registros e reflexões a partir das experiências – piloto** (UFMG; UnB; UFBA e UFS). Belo Horizonte: Autêntica, 2011, p. 35 – 62.

MORAES, Valdirene Manduca de; SOUZA, Maria Antônia de. Movimentos Sociais, Governos e Universidades: a produção da LEDOC no Brasil. In: REUNIÃO DA ASSOCIAÇÃO NACIONAL DE PÓS-GRADUAÇÃO E PESQUISA EM EDUCAÇÃO, 38, 2017, São Luís – MA, **Anais...** São Luís: Universidade Federal do Maranhão, 2017.

REIS, Márcia Santos Anjo. **Expansão e Interiorização da Educação Superior: o caso singular do Município de Jataí – GO**. Tese (Doutorado em Educação). Universidade Federal de Goiás. Goiânia – GO, 2014.

RODRIGUES, Romir. Reflexões sobre a organização curricular por área do conhecimento. In CALDART, Roseli Salete. (Org). **Caminhos para a transformação da escola: reflexões desde práticas da Licenciatura em Educação do Campo**. São Paulo: Expressão Popular, 2010, p. 101 – 127.

SANTOMÉ, Jurjo Torres. **Globalização e interdisciplinaridade: o currículo integrado**. Porto Alegre: Artmed, 1998.

SANTOS, Ramofly Bicalho dos; SILVA, Marizete Andrade da. Políticas Públicas em Educação do Campo: PRONERA, PROCAMPO e PRONACAMPO. **Revista Eletrônica de Educação**, v. 10, n. 2, p. 135-144, 2016.

SILVA, Márcia Cristina Lopes e. **Caminhos da interdisciplinaridade**: da formação por área de conhecimento à prática educativa de egressos da Licenciatura em Educação do Campo PROCAMPO/IFPA/Campus de Castanhal, PA. Tese (Doutorado em Educação). Universidade Federal do Ceará. Fortaleza - CE, 2017.

Submission: 07/08/2019

Approval: 03/11/2020