Abstract

This text discusses the rural context and Rural Education Policies in Santa Catarina, Brazil. The discussion draws on joint research conducted by researchers from the Federal University of Santa Catarina and the University of the Santa Catarina Plateau. The term “Education for Rural Populations”, a recent term in Brazil, has a politico-pedagogical connotation engendered in the National Movement for Rural Education to distinguish it from the concept of “rural education”, which prevails in Brazilian education. Rural education ignores the diversity, specificity and complexity of the subjects who live and work in the countryside. The Movement for Rural Education seeks to recognize and strengthen the process of resistance and emancipation of rural populations who struggle for the right to education that enhances their identities. However, many challenges emerge when it comes to local implementation of the formal achievements of the Movement in the context of the Union. This paper gives special attention to the analysis of two main challenges: the cultural context of rural populations and the operationalization of a state policy to ensure the right to education of rural populations. Concerning the first challenge, it is observed that there is a cultural ethos in which one can identify different values and principles that guide choices, life projects, conceptions of space rural / urban, that have a big impact, for example, in the succession of generations in family units. In relation to the second challenge, it is observed that in addition to technical limitations in the management of public affairs, conformation of the political-legal Brazilian state acts in opposition to the social realization of the right to education.

Keywords

Rural Education, Rural context, Public policy in Santa Catarina / Brasil.