

Statistical Education and Rural Education: an experience with a project in the initial training of teachers education¹

Luzia de Fatima Barbosa Fernandes²

Mariana Oliveira Brito³

Viviane de Sousa Silva⁴

ABSTRACT

This experience report results from a practice developed within the initial training of teachers in the context of the Degree in Rural Education. Our goal was to create actions linked to the development of statistical thinking, reasoning, and literacy articulated to the realities of rural school students through project methodology. Considering the development of the course in Alternation Regime, comprising two times: School-Time and Community-Time, the project developed in Community-Time, and the results showed the importance of this type of action for carrying out activities that connect with the reality of Basic Education students in the countryside and contributes to the construction of the Basic School from/in/to the country. Furthermore, the work with this methodology proved to be significant for the development of a Statistical Education sensitive to the ways of teaching and learning its concepts and the understanding of reality data.

KEYWORDS: Teacher training. Statistical Education. Project. Alternation Regime. Rural Basic School.

¹ English version by Guilherme Olavo Vasconcelos Marques. *E-mail:* guilhermeolavo@gmail.com.

² PhD in Education. Federal University of Triângulo Mineiro, Uberaba, Minas Gerais, Brazil. Orcid: <https://orcid.org/0000-0001-7931-4886>. *E-mail:* luzia.fernandes@uftm.com.br.

³ Degree in Rural Education. Federal University of Triângulo Mineiro, Uberaba, Minas Gerais, Brazil. Orcid: <https://orcid.org/0000-0002-6746-8316>. *E-mail:* 5538997362892ma@gmail.com.

⁴ Degree in Rural Education. Federal University of Triângulo Mineiro, Uberaba, Minas Gerais, Brazil. Orcid: <https://orcid.org/0009-0001-5205-2529>. *E-mail:* viviane28any@gmail.com.

Educação Estatística e Educação do Campo: uma experiência com projeto na formação inicial de professoras(es)

RESUMO

Este relato de experiência é resultado de uma prática desenvolvida no âmbito da formação inicial de professoras(es) no contexto da Licenciatura em Educação do Campo. Nosso objetivo foi desenvolver ações ligadas ao incremento do pensamento, raciocínio e letramento estatísticos articuladas às realidades dos estudantes de escolas do campo, por meio da metodologia de projetos. Para tal, considerou-se o desenvolvimento do curso em Regime de Alternância compreendido em dois tempos: o Tempo-Escola e o Tempo-Comunidade. O projeto foi empreendido no Tempo-Comunidade e os resultados ressaltaram a importância desse tipo de ação para realizar atividades que se conectem com a realidade dos estudantes da Educação Básica do Campo e o quanto contribui para a construção da escola Básica do/no/para o campo. Ademais, o trabalho com essa metodologia deu mostras de ser significativo para a expansão de uma Educação Estatística sensível aos modos de ensino e aprendizagem de seus conceitos e à compreensão dos dados da realidade.

PALAVRAS-CHAVE: Formação docente. Educação Estatística. Projeto. Regime de Alternância. Escola Básica do Campo.

Educación Estadística y Educación Rural: una experiencia con un proyecto en la formación inicial de docentes

RESUMEN

Este relato de experiencia es el resultado de una práctica desarrollada dentro de la formación inicial de docentes en el contexto de la Licenciatura en Educación Rural. Nuestro objetivo fue desarrollar acciones vinculadas al desarrollo del pensamiento, razonamiento y alfabetización estadísticos articulados a las realidades de los alumnos de escuelas rurales, a través de metodología del proyecto. Considerando el desarrollo del curso en Régimen de Alternancia, comprendiendo dos tiempos: Escuela-Tiempo y Comunidad-Tiempo, el proyecto se desarrolló en Comunidad-Tiempo y los resultados mostraron la importancia de este tipo de acción para la realización de actividades que conecten con la realidad de alumnos de Educación Básica en el campo y contribuye a la construcción de la Escuela

Básica desde/en/para el campo. Además, el trabajo con esta metodología resultó significativo para el desarrollo de una Educación Estadística sensible a las formas de enseñar y aprender sus conceptos y la comprensión de los datos de la realidad.

PALABRAS CLAVE: Formación docente. Educación Estadística. Proyecto. Régimen de Alternancia. Escuela Básica Rural.

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Introduction

The degree course in Rural Education at the Federal University of the Triângulo Mineiro - LECampo/UFTM - seeks to promote the initial training of teachers in line with the precepts of Rural Education, which, in addition to uniting theory and practice, is concerned with strengthening a rural school that is linked to social conventions, valuing local knowledge and benefiting communities, respecting their struggles and strengthening their roots. In this sense, training on the course presupposes the students' experience in their communities and proposes teaching focused on social issues, as well as seeks a link between education, research, and extension to associate the knowledge of rural communities with scientific knowledge in the academic sphere (UFTM, 2014).

According to Molina (2002), rural education must relate themes such as social development, environmental care, health, and culture to think about teacher training. In this way, we understand that initial training must address social issues that are relevant to rural peoples, training a rural school educator capable of collaborating to build the rural school desired. According to Caldart (2002, p. 25), the educator who works in the countryside is "the one whose main job is to do and think about human formation, whether in the school, the family, the community or the social movement."

In this context, the course works alternately, i.e., it has School Time, which takes place in a concentrated way with classes at the university, and Community Time, which takes place in the students' community of origin.

These times are connected and feed back into each other, bringing social issues to the university and discussions about scientific knowledge to the communities. According to Fernandes and Sousa (2020):

It is not about a distance education model because what is lived and learned in the community is also formative for the future teacher in Rural Education, whose local knowledge feeds School Time and institutionalized knowledge, Community Time. (FERNANDES; SOUSA, 2020, p. 502)

And so, also based on the inseparability between teaching, research, and extension, the course at UFTM considers it as

a part of the pedagogy of alternation that governs it. Expanding the idea of alternating time spaces that provided teacher training with an investigative spirit and focused on extension action that feeds into a more horizontal relationship between university and community. (UFTM, 2014, p. 33)

Science and traditional knowledge are intertwined to create a rural educator who is aware of the reality of the countryside.

In this scenario of initial training, the project involving Statistics Education was proposed during school time to be implemented in Community-Time activities and had the following problematization: How can the development of project methodology in Statistics Education contribute to the initial training of future rural educators?

Answering this question, we set out to develop statistical thinking, reasoning, and literacy (LOPES, 2004), investigating the possibilities of linking the realities of rural school students with scientific knowledge.

In this experience report, we present the following topics: the discussion on Statistics Education, Field Education, and working with

projects; the conversation on the activity developed; and, finally, the considerations about the work.

Rural Education, Statistics Education, and working with Projects

The training of rural educators involves training based on the reality of rural schools. According to Arroyo (2012, p. 366), the activity of rural educators should combine "classroom time and community time or time spent in the training processes of work, peasant production, and family farming."

That means training that recognizes "the knowledge of work, of the land, of experiences and the collective social actions and legitimizes this knowledge as theoretical components of resumes" (ARROYO, 2012, p. 363). Therefore, teacher training from this perspective recognizes all the spaces where students live as fundamental to professional training.

In this sense, according to Mendes (2010, p. 593), getting to know the reality of rural students is "a range of pedagogical options which, when opened up to classroom activities," will provide the future teacher with various teaching opportunities. According to the author, this education becomes interdisciplinary and is "connected to the socio-cognitive aspects emerging from the context itself" (MENDES, 2010, p. 593). This movement can provide new possibilities for an understanding of scientific knowledge based on lived reality. With this, the Alternation Regime (FERNANDES; SOUSA, 2020) is favorable for connecting this knowledge within the initial training of rural teachers.

Considering this training that links traditional knowledge to scientific knowledge, working with project methodology can expand scientific content connected to rural knowledge. For Barbosa (2010), project work was practical for teaching statistics and discussing the issues surrounding the students' lives,

Given the analyses made by the students, it is interesting to note how critical they were when writing the final text formalizing the research, thus defining meaningful teaching. The graphs and tables constructed gave them opportunities to understand not only statistical concepts but also to gain knowledge of the situations surrounding the neighborhood where they live, being able to establish relationships and interfere in the surroundings and, as a way of seeking better public transport conditions for the community. (BARBOSA, 2010, p. 8)

According to Goulart (2003, p. 16), the project can instigate "the student's interest in school work, teach the student about substantial issues, and connect with the world outside school." Accordingly, we understand that working with projects can allow issues from the "world outside school" to be discussed in the classroom, helping in the initial training of teachers, as well as in the construction of rural schools. According to the author, working with projects can articulate a cross-cutting theme and be chosen in dialog with the students.

According to Lopes (2003), working with projects in math classes can help connect students' experiences with mathematical knowledge. For the author, this work

It can play an essential role in the teaching and learning mathematics, as students can construct and socialize knowledge related to significant problem situations, considering their experiences, observations, experiments, inferences, and interpretations. (LOPES, 2003, p. 27)

Similarly, Goulart (2003) warns that projects consider facts outside of school and are part of society, thus promoting critical dialog about these facts in the classroom.

Considering projects aimed at teaching mathematics, Lopes (2008, p. 60) states that citizens should understand the news about society revealed in statistical indexes. As such, he suggests that "it is necessary to critically analyze/relate the data presented, questioning/pondering even its veracity" - and that everyone is in a universe of information that needs to be clearly understood. The author emphasizes that, in statistical education, it is essential that primary school students understand both the existence of variation and the need to "describe populations, based on data collection, and the need to reduce primitive data, perceiving trends and characteristics through synthesis and presentation of data" (LOPES, 2008, p. 69).

From this perspective, we aim to work with the development of Statistical Education considering the definition given by Conti (2016):

Today we can say that Statistical Education, as an area of Area of research aims to study and understand the way people teach and learn statistics, encompassing the epistemology of statistical concepts, the cognitive and affective aspects of teaching and learning, as well as the development of methodologies. (CONTI, 2016, p. 1119)

In line with this definition, the project seeks to develop this Statistical Education in a way that involves statistical thinking, reasoning, and literacy. According to Lopes (2004), when approaching statistical thinking, students must experience "the data processing process, in all its stages," noting that this thinking "does not develop in abstract situations" and, therefore, the development of statistical reasoning is related to the "exercise of critical thinking autonomy" (LOPES, 2004, p. 196). And finally, according to the same author, statistical literacy "allows people to be able to use statistical ideas and attribute meaning to statistical information" (LOPES, 2004, p. 188).

According to Lopes (2008), it is essential to teach statistics from the earliest years so that students can solidly assimilate statistical thinking and probabilistic thinking. The author advocates a critical Statistics Education and, given this, we realize that this Education dialogues with teaching based on the principles of Rural Education. Thus,

essential statistics education requires the teacher to respect the knowledge the student brings to school, acquired through their life in society. In our view, it would be necessary to discuss issues such as the pollution of rivers and seas, the low levels of well-being of populations, and the neglect of public health, among others, problems in the headlines of daily newspapers and magazines and television reports. By working on the analysis of these issues, which are always involved in indexes, tables, graphs, etc., we can enable the formation of critical, ethical, and reflective citizens. (LOPES, 2008, p. 62)

Because of this, these discussions aim to respect the knowledge that students bring to school, and Statistics presents itself as an ally for this since statistical data is always present in students' daily lives, which makes it possible to work with references to their reality.

According to Costa Júnior (2016), Statistics is content not just based on memorizing formulas but on teaching students how to collect, organize, and interpret data using tables and graphs. According to the author, math teachers face challenges in introducing Statistics and Probability if they are not ready to conduct this content in their initial training. The author adds it is difficult to "demand a pedagogical practice from the teacher that contemplates the approach of certain contents if their initial training does not contemplate them or does so superficially" (COSTA JÚNIOR, 2016, p. 4). In this respect, the author adds:

In teacher training courses, one challenge is to learn statistical concepts so that students don't just learn a collection of ready-made rules and algorithms based on memorization and repetition. What is needed is learning that meets the demands of today's society, where students, in addition to understanding these concepts, can mobilize the knowledge they have acquired for other situations, as well as take a critical stance towards what they face. (COSTA JÚNIOR, 2016, p. 6)

Also, according to the same author, statistical literacy is effectively meaningful learning, as it goes beyond the school content used in everyday life and can be worked with everyday situations to observe the reality of the students.

Solving statistical problems, usually using accurate data, promoted the development of statistical thinking, emphasizing that this development relies on the emphasis given to Statistical Literacy processes. (COSTA JÚNIOR, 2016, p. 9)

According to the author, data production is crucial in statistical literacy. Understanding refers to familiarity with descriptive statistics and graphical and tabular representations and having "an understanding of basic notions of probability and knowing how it can draw conclusions or inferences from that context" (COSTA JÚNIOR, 2016, p. 8).

In this way, we understand that the experience of projects in the initial training of (rural) mathematics teachers can be an opportunity to develop statistical thinking, reasoning, and literacy.

Connecting rural education with statistics education: a project in the initial training of rural educators

The project developed as part of the initial training of teachers was proposed during school time to deal with during community time. According to UFTM (2014. 56-57), this Community Time involves "study time and social insertion in the community of origin," and, as a result, the students could carry out the project in schools in their communities of origin.

The subject carried out in the project was Probability and Statistics, from the 7th period of the LECampo/UFTM course, Mathematics Knowledge Area - LECampo/UFTM offers majors in Mathematics and Natural Sciences.

The subject had a total teaching load of 90 class hours, 30 class hours for Community Time, of which 15 class hours were allocated to the project. The teachers presented this report who taught the issue - the first author - and two students from the class. In addition to the students who wrote this report, other students participated in the proposal. The audience chosen by the LECampo students were third-grade high school students from two state schools in two municipalities in the state of Minas Gerais. Both schools are located in urban areas and cater to rural and urban students.

The topic the LECampo students chose was "Perspectives of Rural and Urban Youth." In addition to the proposed topic, the choice to conduct research with high school students was also in line with the Supervised Curricular Internship carried out by LECampo students in these primary education schools. The project was authorized by the teachers responsible for high school classes participating in the project and by the students. After receiving an explanation of the project's objectives, teachers invited them to participate and were completely free in their decision. The unidentified students agreed to take part in the questionnaires.

Carrying out the statistical survey, the LECampo students, with the collaboration of the subject teacher, produced a questionnaire with the following questions:

- 1- How old are you?
- 2- What is your gender?
- 3- Where do you live, rural or urban?
- 4- How do you get to school? (Type of transport);
- 5- What do you intend to do after finishing high school? (Go to college or work);
- 6- If you want to go to college, what course would you like to do?
- 7- If you want to work, what activity would you like to do?

These questions were in line with the theme chosen for the project, which was to find out the students' expectations after finishing secondary school. The teachers printed out questionnaires and gave them to the elementary school students in class. The LECampo students felt that a printed questionnaire would be more democratic since if they had opted for a questionnaire via Google Forms, many of them might not have had access to the internet in the classroom.

A total of ninety-nine questionnaires were administered, with the participation of five senior high school classes. Twenty-seven questionnaires were in a state school in one municipality and seventy-two in another state school in another city.

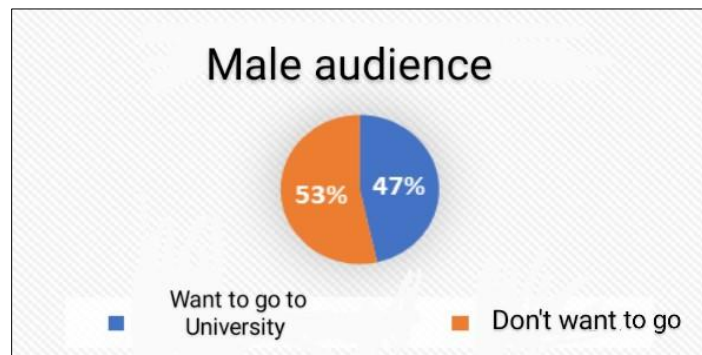
After the teachers handed out the questionnaires, the students spent a given time to answer them. There was good participation in the data construction process, as most students answered the questionnaire in full, thus contributing to the project.

When preparing the data for analysis, the LECampo students first wrote down all the data from the questions answered on paper. Afterward, they sorted the data into categories and organized them into tables for the subsequent construction of graphs using Excel. Here are some of the results obtained.

Concerning the high school students, in each constructed graph, we noticed that the majority of the students, both male and female, are 17 years old, showing that the majority are of an age corresponding to the grade they are studying. It also emerged that the majority go to school on foot, followed by those who take public transport; most of the students live in the urban area, as these are schools located in the city that also cater to students from rural areas - this justifies the fact that the majority of students go to school on foot.

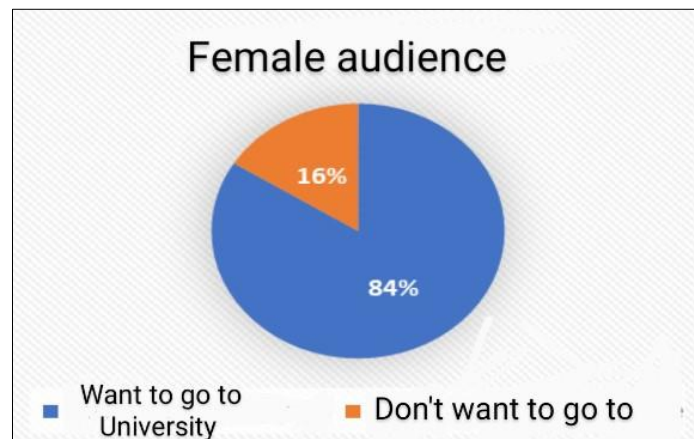
The data revealed that almost half of the male students want to go to university (47%), and most female students want to go to university (84%). Below are the graphs with these latest results.

Figure 1: Graph referring to the male audience.



Source: final project report.

Figure 2: Graph referring to the female audience.



Source: final project report.

It is important to note that, even when the students are from rural areas, girls are more interested in higher education.

These results have given us some characteristics of these young people concerning their future after secondary school. Girls are the ones who are most interested in or perceive higher education as an attractive possibility. For boys, a job market is often a well-considered option, given the length of a higher education course and the need to work as soon as possible.

For the students in their initial teacher training, it was positive to learn some statistics concepts through the development of a project. By getting involved in this project, based on the reality of primary education schools, they understood that, in constructing the proposal's data, they were able to get closer to the perspectives of rural and urban youth in their regions after high school, and, with the results, all were also able to analyze something about their reality that they were interested in discussing.

In addition, when worked on in the classroom, the data built up in the project through the answers to the questionnaires made it possible to organize the data in tables, build graphs, and calculate absolute and relative frequencies. In this respect, the LECampo students could assimilate mathematical content based on accurate data and a chosen theme. We, therefore, assume that when a project like this works in primary education, the topic could be one from the students' reality, chosen in consensus by them.

In general, the students taking part in the project felt that the proposal was significant for them as future teachers because, as well as learning statistics in theory, through the project, they had the opportunity to apply it in practice, in alignment with Conti and Carvalho (2009), they state that "it is not enough to teach Statistics; we have to teach it in such a way to produce meaningful knowledge" (CONTI, CARVALHO, 2009, p. 183).

Taking as a reference the work of Pereira and Santos Junior (2014, p.22), who, when developing activities with Statistics in the primary school of

the countryside based on data from reality, concluded that "the activities carried out contributed to the formation of these students as subjects participating in society and who are capable of reading information and drawing conclusions from it" (p. 22).

According to Lopes (2004, p. 196), activities carried out through projects "give students experience in formulating questions, defining problems, formulating hypotheses and collecting and representing data." In this way, by producing the data from the research, the students got to know the reality of young people living in rural and urban areas concerning their expectations of continuing their studies at a higher education level. Corroborating the author, we discovered that this experience provided opportunities to develop statistical thinking, as they experienced the whole process of working with the data; statistical reasoning, as they participated in critical thinking in the analysis; and statistical literacy, as they attributed meaning to statistical information.

In addition, according to Cazorla and Castro (2008, p. 50), when teaching mathematics, the teacher "cannot limit him/herself to merely passing on formulas and algorithms, but must give meaning and life to that school mathematics which seems so distant, but which is becoming increasingly necessary." Therefore, the experience of developing the project provided a series of statistical studies with accurate data close to the students in teacher training, giving meaning to the knowledge acquired in Probability and Statistics.

Considerations about the experience

Aiming at the training of teachers who will work in rural schools, we need to consider not only aspects relating to disciplinary training but also knowledge of the reality involved in the work the teacher will be doing.

Connecting the knowledge seen in School-Time with the social practices experienced in Community-Time, we understand that working

with projects can structure the training of rural educators who are aware of their role in transforming a rural school articulated with the social and cultural reality of its surroundings, as well as their struggles and rights as rural peoples. We understand that knowledge of the students' communities of origin allows them to study these realities, providing a variety of teaching situations.

In this sense, when we carried out the project involving statistics, the LECampo students said it had been an excellent experience because together they decided on the topic to be researched and analyzed, as well as the public that would apply the project proposal, i.e., young students in the third grade of secondary school. The topic was related to the expectations of these young people after completing primary education, allowing us to get to know who they are and what they want to do in the future.

Beyond this, with this project, we had the opportunity to expand Statistical Education and observe the importance of analyzing graphs and tables by learning how to construct them, which was highly valid for the education of these students, according to their own opinions. The LECampo students understood that, when working in the classroom, they could develop this type of activity with primary school students, thus working with data from the peasant reality. They also realized that mathematics is present in real situations and learned to look more closely at statistics content, which, according to the students, is essential for understanding everyday facts and which can often be left aside or studied superficially in basic education schools.

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