


Chapter 118

Nucleation of the "odil pontes" school: a view from parents and students from the Tomé-Açu community of Espírito Santo, PA

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ABSTRACT

The present work aims to reflect on the Nucleation of the Odil Pontes School, emphasizing a vision from the Parents and students of the Espírito Santo Community in the Municipality of Tomé Açu, Pa, that is, to show

the main aspects that occurred in the transition from the school belonging to the community to the nucleated school. , searching through questionnaires to families and observations in the public education institution Odil Pontes, reflections of the reality experienced with the change of school location, evaluating the positive and negative points, such as transportation, teaching-learning process, physical structure of the school, policy public on the issue of school transport. Based on the information from the interviewees, we will seek to understand and analyze what difficulties will be faced due to the nucleation of the ODIL Pontes school and this change will represent for the teaching and learning process. To carry out the research, we opted for the case study where the methodological contribution is organized in a qualitative approach in which we used the interview with nine (9) residents of the community to understand the scenario involving the nucleation of the Odil Pontes school. The research concludes considering that with the nucleation, there was concern about school transport, changes in the daily life of families, involvement with the issue of local culture, an improvement in the teaching/learning process, but a certain neglect on the part of policy transportation, sometimes leaving it to the family to drive the community to school and vice versa.

Keywords: Nucleation, difficulty, transport, transport educational policy; teaching and learning process.

1 INTRODUCTION

This course conclusion work represents a field research conducted in the Espírito Santo community to understand how the process of nucleation of the Odil Pontes rural school happened in the municipality of Tomé Açu in the state of Pará. The development of the research leads to a reflection about the implications that happened in the lives of the families belonging to the community and how they adapted to the school nucleation. In this way, the research seeks to evaluate the impact of the closing of the rural school and the possible impasses that it caused to the rural communities.

Under this aspect, what are the main difficulties faced by families to continue their studies, students who live in the Espírito Santo community, as well as the need to analyze the pedagogical implications that had to adapt, given the distance from the community to the urban school, the issue of transportation, the obstacles and problems that parents or guardians had to suffer to ensure the continuity of studies of their children before the new reality that the public system itself subjected the families with the closure of the field school.

To conduct this research, we opted for the ethnographic case study among so many possibilities, to understand as Stake, quoted by André (2005, p. 29), that "the decision to conduct, or not, a case study is much more epistemological than methodological. [...], but if one wants to understand a particular case considering its context and complexity, then the case study is ideal" (ANDRÉ, 2005, p. 29). The rural education, throughout the history of Brazilian education, treated rural schools as those isolated "little schools" without physical structure, whose purpose was only to provide education in rural areas in an urban perspective, with educational programs that met the political and economic needs of each period.

However, the school, despite being far from the urban center, should receive the same privilege, ensuring it the rights that other schools have. If nucleation becomes a reality, it is necessary to rethink the students so that they are not harmed, having the same rights to education. It is necessary that the government does not leave the responsibility for transportation from the community to the school and from the school to the community in the hands of the families.

If the community loses the school, being displaced to another distant space, a significant change becomes visible, even in the issue of culture is lost with the change of the school. Therefore, to better evaluate all these issues, the process of nucleation⁴ and closing of the Odil Pontes school is addressed, opening a gap and debate about rural education, and in this case, the public educational policy must provide the conditions so that students are not harmed.

Analyzing this context, the work develops as methodology, in addition to the bibliographical, the case study in the Espírito Santo community in order to assess what changes the community had to face with the closing of the school and what was the position taken by the government to contribute to the community on the issue of transportation, access school-community-school and the advantage for the teaching and learning process, in view of physical space, teaching materials and improvement of physical structure and teaching materials available.

To answer all these questions, the comments of a contingent of nine (9) residents submitted to a qualitative quantitative questionnaire referring to six (6) questions that emphasize on the closing of the school and the emergence of the Odil Pontes nucleated school, and the difficulties they represented to the families of the community are analyzed.

The general objective of this work is to analyze the nucleation of the Odil Pontes school: A view from the parents and students of the Espírito Santo community. As for the specific objectives, verify what the nucleation of this school represented to the community in the issue of culture, in the process of teaching,

learning and transportation difficulties; understand the situation of students and families with the closing of the school and what the changes and adaptations to the other school.

To verify, according to the answers to the questionnaires, if there was an educational policy aimed at the students' well-being, assuring them adequate transportation and other factors so that they would not be educationally impaired.

Thus, we seek to point out the changes that occurred with the closing of the multigrade school in the community with the new nucleated school, having a visible discrepancy in different aspects in the daily life of the Espírito Santo community.

2 DEVELOPMENT

2.1 THE NUCLEATION OF RURAL SCHOOLS TO URBAN AREAS

The Parecer n. 36, of December 4, 2001 (BRASIL,2002), clarifies the need to group rural schools so that the resulting and unique school has a significant contingent of students. The reason for this junction can be interpreted by the reason that this expansion of access has as its focus a quality education, with a school that can offer a better infrastructure, with teachers trained with methodologies that direct to an effective learning to the students.

However, when schools are closed, both students and families suffer with the changes, despite being somewhat favored in terms of a better education. However, the distant school brings a lot of difficulty in the community, since some factors are taken into account, such as the long trips for school transport and the distance from the houses to the bigger roads where the transport passes, representing a big daily challenge for families and students. Under this aspect, it is necessary to have a public policy that will ensure the rights of rural citizens (CALDART, 2012, p. 259).

With this in mind, it is worth pointing out what Sales considers when he quotes:

[...] among other aspects, that nucleation may occur, in the first five years of elementary school, only in the intra-campus space, not being desirable the displacement to urban areas and that the federated entities should establish maximum periods of permanence in transportation and time of displacement, observing minimum values. Another guarantee of the aforementioned Resolution is that, when there is nucleation, the community must be heard and participate in decisions about the process (SALES, 2013, p. 16).

The community must be notified of the nucleation process and be aware of the decisions that may imply considerable losses, especially if the new school requires public transportation, causing concern and challenges for families who must provide care and security for their children due to the large displacement.

2.2 EDUCATIONAL TRANSPORTATION POLICY

The school must be understood as a space for human formation, citizenship, and politicization that necessarily implies the formation of the individual. However, if there is a nucleation in a certain rural community, it is understood that the educational policy must act in favor of the community, guaranteeing

to the islanders the privilege that represents a constitutional right, transportation and the viability for a quality education. In the reality of the rural context, when the school undergoes nucleation and the community suffers due to the distance from the locality to the school and the lack of school transportation, the routine of the families undergoes change, as they must assume the responsibility of taking their children to school. Under this aspect, the law of guidelines and bases of education-LDB, clarifies that,

Art. 3. Education will be provided based on the following principles:

I - equality of conditions for access and permanence in school;

II - freedom to learn, teach, research, and divulge culture, thought, art, and knowledge;

III - pluralism of ideas and pedagogical conceptions;

IV - respect for freedom and appreciation of tolerance;

V - coexistence of public and private educational institutions

VI - free public education in official establishments;

VII - valorization of school education professionals;

VIII - democratic management of public education, as established in this Law and in the legislation of the educational systems;

IX - guarantee of quality standards;

X - valorization of extra-school experience;

XI - a link between school education, work, and social practices.

Based on this article and clause I, it can be seen that equal conditions for access to and permanence in school are assured. In item II, it emphasizes the dissemination of culture in addition to guaranteeing freedom for learning. In this way, the state must assume the commitment to ensure the primordial rights to knowledge and for this to happen, it must allow access to school, promoting what is necessary for the student to have the right to study, as clarified in subsection IX and the teacher, as the protagonist in the transmission of knowledge, is assured the right, according to subsection VII the essential conditions for learning to happen effectively and equally.

In the case of a rural community that closes a local school, giving way to another nucleated school, all the necessary privileges must be guaranteed to ensure the rights to quality education, uninterrupted school transportation so that the community is not surprised by the lack of responsibility and commitment on the part of those responsible, because when the school is transferred from the countryside to the city, the community starts to have many problems where one of the worst obstacles represents the school transport that must ensure that education happens, not leaving it up to the parents to drive and pick up their children from school due to the lack of school transport making the assumption that when nucleation occurs, it is verified that, in practice, the nucleation policy does not meet the established criteria, lacking dialogue with the community in order to establish criteria that will not cause changes in their routine.

Thus, so that the community is not penalized by the lack of school transport, Magalhães and Yamashita consider that the efficiency of a school transport, depends on planning, being necessary to have knowledge of moral and cultural beliefs of society and also the current legislation, because what they consider are the values and principles that are inviolable, therefore, ensure the acceptance of planning actions, ensuring and privileging the integrity of the variables that cannot be affected by the actions (MAGALHÃES; YAMASHITA. 2015). Under this issue, the Federal Constitution cites in Article 208 that,

It assures the public school student the right to school transportation as a way to facilitate his access to education, defined in art. 208. The constitution also assures education as a social right (art. 6), the equality of conditions for access and permanence of all in school (art. 206), the promotion of the good to all, without prejudice of any kind (art. 3), and the specialized educational service to students with special needs. (art. 208).

Therefore, the law is very clear and must be bought, in practice, school, not to contract inconvenience or problems to the community, since it is the Federal Constitution ensures these rights for all Brazilians.

For the case of children who study outside the community, the children's statute establishes in art. 53 and 54 that,

Establishes that all children and adolescents have the right to access free public schools close to their homes (art. 53) and guarantees the universalization of school attendance through supplementary programs of teaching materials, transportation, food, and health care (art. 54).

Therefore, it is assured the right to come and go from the community to school and vice-versa, having full rights to transportation, food, and health care.

2.3 ACCESS AND LACK OF TRANSPORTATION

The public educational policy related to transportation has sought mechanisms to alleviate or remedy the difficulties of problems that cause interference in learning. Besides this interference, there are other issues that need to be resolved by the competent public agencies, as INEP points out,

The National Program of Support to School Transportation (Pnate) was established by Law 10.880, of June 9, 2004, with the objective of guaranteeing access to and permanence in school establishments for public elementary school students living in rural areas who use school transportation, by means of financial assistance, on a supplementary basis, to the states, Federal District, and municipalities (INEP, 2005).

Under this aspect, the law is clear when it emphasizes the need to ensure school access through financial assistance, complying with an efficient and necessary work for rural areas, etc. According to Evangelista et al. (2017) the Policy of Public School Transportation in the Countryside should serve students of Basic and Higher Education in rural areas,

[...] favoring their access to the educational institutions, however, it presents itself as a challenge, because there are several communities where school transport does not arrive, or the roads are not in good traffic conditions or because of the existence of unsuitable vehicles for school transport. And yet, there are many communities that are not served by this public policy. (EVANGELISTA et al. 2017, p. 03).

The author considers the difficult access to transport what completes the students' access to school and can influence the learning process by assiduously attending school. This represents one of the great challenges of public policy, leaving the community excluded from being served.

Therefore, the access of the school transportation to the community hinders the learning of the student who ends up missing classes and the teacher has to repeat the contents of the missed classes so as not to harm the students. In this aspect, Arroyo, Caldart and Molina (2004, p,15) show that the "field school must make its people and the processes of formation the starting point for the formulation of educational policies to guarantee the popular character of the place, articulating a project of country and field. "

When associating the formulations of educational policies, what is most important is to first consider the access of school students, intervening the transport policy to equate and evaluate the possible difficulties of access of the community, so it is essential that there are public policies that will act all together to ensure adequate school transport for both teachers and students from rural communities.

2.4 THE TEACHING PROCESS AND THE ISSUE OF CULTURE

The field community education, according to Toledo, shows that the physical structure of the field school has precarious conditions, with a lack of resources and with teachers who do not have higher education or continuous training. The teaching methods are of multigrade classrooms, overloading the work of a single teacher who teaches four initial grades ranging from 1st to 4th grade, where everyone occupies the same school space simultaneously (TOLEDO, 2005: 6).

In this sense, there is a need to take these students to another place that will improve both the physical structure and the number of qualified teachers who can provide a quality and equal education for all. This and other obstacles lead to the closing of the community school and the transition of students from the countryside to the city, caused by the lack of resources, quality teaching process, professional training, and collection of teaching materials.

One can reflect on the perspective of the closing of the school where students start to suffer in the transportation routine and other difficulties to overcome the new reality of adapting in another nucleated school to be able to enjoy a better education, resulting in this whole process for the new students, facing various cultural, social, economic and especially educational disorders due to their transfer to another location (BARBOSA, 2011).

Still dealing with the teaching-learning process, Toledo makes a resonance, considering that the teacher belonging to multigrade classes ends up presenting himself as an active agent that needs and must support the excessive workload among the various assignments that were imposed on him, evaluating, passing different activities to the point of being able to mediate learning for up to eighteen children simultaneously. (TOLEDO, 2005: 06)

3-METHODOLOGY

3.1 LOCATION OF THE STUDY AREA: THE ESPIRITO SANTO COMMUNITY

The municipality of Tomé-Açu (Figure 1) is located in the northeastern mesoregion of Paraense, and its territory has a dimension of 5,145.361 km², having originated from a riverside village that inhabited

the banks of the Acará-Mirim River. Currently, the territory has three urban centers. The town of Tomé-Açu, an urban riverside area; Quatro-Bocas, a commercial center; Vila Forquilha, an urbanization center with a large agricultural activity.

Figure 1-Municipality of Tomé Açu-PA



Source: <https://www.bing.com/maps?q=maps+mundi&FORM=HDRSC4>.

The town has an extensive rural area that is bordered to the north by the municipalities of Concórdia do Pará and São Domingos do Capim; to the south and east by the municipalities of Aurora do Pará and Ipixuna do Pará and to the west by the municipalities of Tailândia and Acará.

In order to carry out this research, the case study used is the rural community of Espírito Santo, to investigate the changes that occurred with the closing of the school and the implementation of the new nucleated school. In this way, a rescue is made through data collection with the residents, seeking to understand, from their comments, relevant aspects about the situation of the change of school and the implications of the transportation issue, the teaching-learning process with a possible emphasis on the culture of the community.

3.2 DATA COLLECTION

The data collection for this research counted with the participation of 9 (nine) residents, 55% of whom are farmers, 11% are health agents, 23% did not indicate their profession and 11% are students. The average age of the interviewees is 31 years, the youngest being 17 and the oldest 45 (Chart 1).

Table 1: profile of the interviewees, including age and profession.

RESIDENTS	PROFESSION	AGE (years)
A	Farmer	36
B	Student	18
C	Farmer	45
D	Farmer	17
E	Farmer	45
F	Health Agent	38
G	-	25
H	Farmer	35
I	-	19

Source: The Authors.

3.3 HISTORY OF THE COMMUNITY AND THE ESPÍRITO SANTO AND ODIL PONTES SCHOOLS

3.3.1 Espirito Santo Community History

The Municipal Elementary School was founded on March 1, 1973 in the administration of the then mayor Benigno Goês Filho, to start the work was hired as teacher Dulcineia Lavareda and Mrs. Maria Evangelista de Oliveira as operational support. The origin of the name of the school is because they are adherents of the Catholic religion and because there is no community in the region with this name (Figure 2)

Figure 2- Access road to the Espirito Santo Community: Km 23 on PA 140



Source: The Authors.

The community is located on the banks of the Mocoões I River, in the municipality of Tomé-Açu, Pará State, bordered by the community of Santos Reis and the community of São José to the left. The Espírito Santo school was deactivated for eight years. In 2009 it was reactivated by the current administration of Mayor Carlos Vinicius, with the Secretary of Education Antonio Silva e Silva and as head teachers Leiciane Paiva de Oliveira and Celeste Evangelista de Oliveira.

3.3.2 Community Spirit School: Before Nucleation

The Espírito Santo school did not have an adequate infrastructure, there was only a single classroom that tended 25 children from 1st to 4th grades. The school consisted of one (1) classroom and one (1) kitchen. Thus, the multigrade teaching model was used, taught by one (1) teacher and one (1) servant.

In this aspect, it is worth mentioning that it is an arduous educational task for the teacher to teach different subjects in a single classroom of very poor conditions (Figure 3 a and b), besides knowing with different teaching methodology to the 25 children. In view of this reality, it can be seen that the school did not have the necessary didactic materials available for the teacher's work to supply enough to carry out an effective teaching process.

The multigrade system for the rural community needs an educational policy that had a special look at the children who attend the school daily, being insured in all aspects, economic, social and especially educational.

Figure 3- (a) House where the community school used to be; (b) Side part of the school next to the church



Source: The Authors.

Given the reality presented in this context, it is worth considering that the Law of Directives and Bases of National Education of 1961, in its art.105, states that "the public authorities will institute and support services and entities that maintain schools in rural areas capable of favoring the adaptation of man to the environment and the stimulation of professional vocations. However, what the theory exposes about the rights to education, the practice disconnects and shows that rural communities need schools and qualified professionals to overcome the challenges that the multigrade teaching method demands from the educator

In this perspective, the LDB 9.394/96 crowned this achievement, becoming a milestone in rural education as an integral part of Brazilian educational policy, when it clarifies in article 28, that shows it is possible to adapt the curriculum as well as the appropriate methodologies to the rural environment.

Another relevant issue is that the public educational policies must guarantee what the Federal Constitution of 1988 says, in its 6th article, when it mentions that "education is a fundamental right of a

social nature, providing for the full development of the person, his or her qualification for work, as well as the preparation for the full exercise of citizenship" (BRASIL, 1988). Thus, it is necessary to think of an education that guarantees the reduction of social inequalities (Figure 4 a and b)

Figure 4: a) Panoramic view of the school; b) Access leading to the school.



Source: The Authors

It is verified from the figures (Figure 3 and Figure 4) that the school inserted in the rural community, it is notorious the precarious conditions, especially an educational space that offers a better structure for the development of education. However, what we have as observation, in the educational field, that the Espírito Santo is directly related to the precariousness, such as the lack of investments that could offer children better conditions. To confirm this context, Molina and Freitas, clarify that:

[...] a carência de infraestrutura (água, energia, saneamento básico, salas de aula, espaços pedagógicos, etc.), transporte escolar (terrestres e aquáticos), recursos (didáticos, pedagógicos, humanos, etc.), inclusive falta de profissionais da educação, sem contar com a formação continuada para os mesmos (MOLINA; FREITAS, 2011, p. 21).

It appears that the community school did not present conditions to give continuity to the multigrade teaching modality, which should be driven by responsible government educational policy in search of offering a new school (nucleated school) that could provide the best conditions for quality public education.

In view of the initiative of a promising educational environment that will ensure and make teaching with better conditions, the action of a public policy should act in a way that recognizes its primary role, and should transform from promising changes in order to transform the school where the student should come to school not because they will be punished for staying away from them, but because they will be attracted. For this to happen, the environment must offer the necessary conditions for them to feel good, learn collectivity and make the school space a place of transformation of ideas with emphasis on an education that turns them into a citizen and a qualified professional for the labor field (REIS, 2010).

Another issue that deserves to be highlighted in this present context, as reported by the author Ferri, when he states that the multigrade schools were the first types of schooling in rural areas that presented as an essential feature the collectivity of several students of various grades around a single teacher (FERRI, 1994).

For Hage, this kind of education brought many problems that were directly linked to the teaching-learning process (HAGE, 2003).

As observed in the pictures (Figure 2 and 3), the main difficulties and peculiar characteristic of a multigrade school was in the precariousness of the physical structure, the lack of adequate conditions for the methodological and dynamic fulfillment of the classes, the overload of the teacher's work that had to exercise the multiplicity of functions in a classroom composed of different grades.

3.3.3 Histórico da Escola Odil Pontes: Nucleada

The Municipal School of Early Childhood and Elementary Education "Odil Pontes" (Figure 5 a and b) with INEP 15555437 which is located in Vila Nova Esperança highway PA 140 km 23 countryside spaces of the Municipality of Tomé-Açu. The school currently serves a total of 328 students divided into three shifts at the levels of early childhood education, pre-I and pre-II, elementary school, early years from 1st to 5th grade, final years, 6th, 7th, 8th and 9th grade, and the school operates officially authorized through Process No. 034/2012 by the Municipal Board of Education for operation of teaching modalities.

Figure 4: (a) Image of the Odil Pontes Nucleated School; (b) sports court



Source: The authors

In addition to the sports court, the school provides male and female bathrooms in good hygienic conditions and a resource room (Figure 6 a and b).

Figure 6- a) Bathrooms and Recuse room; b) Recreation area



Source: The authors

The school is composed of 11 classrooms, a principal's office, 1 lunchroom, 1 canteen, a teachers' room, a computer lab, a library, a covered sports court, and a walled space with covered internal spaces for access to the classrooms (Figure 7 a and b).

Figure 7 - a) The school has 11 classrooms and a multidisciplinary laboratory; b) Indoor covered spaces to access the classrooms.



Source: The Authors.

It is verified that the school presents the best conditions in infrastructure, equipped with an interdisciplinary laboratory with 11 classrooms, including classrooms and secretariat.

4- RESULTS AND DISCUSSION

4.2 INTERVIEW WITH THE RESIDENTS

4.2.1 The causes and consequences of the Nucleation of the Odil Pontes School to the Espírito Santo Community

Resident A: One of the main consequences of this is that our community no longer has its own school and the students have had to move to another location to study.

Resident B: The causes were that the community was empty, because a school brings children, movement and joy and a pleasant conviviality.

Resident C: The consequences were that the community became emptier because the school brought children and joy to the community.

Resident D: I believe that the biggest problem is that our children have to study far away from home and it cause worries for us parents.

Resident E: One of the consequences of the nucleation of the Odil Pontes school was the transportation part that the students did not have.

Resident F: Improvement in education and consequences are: unmaintained branch lines, buses, bridges.

Resident G: One of the consequences of this is that the community no longer has its own school and the students have to go to another location to study.

Resident H: We lost the little school in our community, people lost their jobs because they weren't permanent employees, and on commemorative dates we always celebrated together with the community, today we no longer have that.

Resident I: There was a change in the distance and transportation, because after the nucleation of the Odil Pontes school, there was no transportation from the Espírito Santo community to the Odil Pontes school.

According to the data obtained, the distance was one of the challenges faced by students with the nucleation of the Odil Pontes school, because, as reported by parents, this distance generates concerns and dependence on a transport that sometimes did not exist, making it impossible for these students to arrive at school. Thus, the "nucleation of rural schools and the displacement to schools far from their community disconnects the subjects from the way of living and from their culture, that is, from their roots" (RODRIGUES et al., 2017, p.710), being important to maintain the cultural specificities of the people who live in the countryside.

The same author also says that "disengaging children and young people from the community and school can cause the uprooting of the local culture and belonging to the group. The school cannot deny the local culture and belonging to a social group with its particularities" (RODRIGUES et al., 2017, p.710). The need for school transportation was a consequence of the nucleation, due to the distance that this new school has from the community.

4.2.2 Mudanças de rotina familiar com a nucleação da Escola da Comunidade Espírito Santo.

Resident A: Yes, because of the fact that we have to go to another school far away from home depends on the bus and sometimes the bus breaks down and we don't get to school.

Resident B: Yes, it has changed, because the deactivation of the school, which was inside the community, now the students need to leave their community and go in search of education elsewhere.

Resident C: Yes, because the students had to move further away from their homes.

Morador D: Yes, both we parents and our children have to get up early to go to the bus stop, as there is no way to pick up children at home.

Resident E: There were changes in the routine, because after the deactivation of the school in the Espírito Santo community, it was difficult for the students to adapt to another school and in the parents' routine, because without school transportation they had to accompany their children to school.

Resident F: Yes, the distance.

Resident G: Yes, due to the fact that they have to go to another school, they spend more time away from home depending on transportation to go to another school and sometimes the bus breaks down and they end up not going to school.

Resident H: Yes, the core school is far away, we have to take buses to get to the other school, being far from the family's home.

Resident I: Yes, after the deactivation of the school in the Espírito Santo community, there was a change in the routine of the students in adapting to another school and other ways and other forms of learning changed the routine of the parents in having to accompany their children to school, because there was no School transportation for the students.

As for the change in the family routine, all responded that there were changes where the distance causes a reorganization, because in some cases the parents needed to accompany their children to the new school, and the adaptation of these students to the new school, which could imply in their learning. The reason for parents to take their students to school is linked to the difficult access to transportation in the community. The picture (Figure 8) illustrates a stretch of the road that gives access to the community, because on the way there is a wooden bridge that in the winter period becomes dangerous for traffic.

Figure 8: Difficulty of access for school transport to the community



Source: The Authors

The pictures (Figures a, b, c and d) better illustrate the situation that represents the difficult access of the school transport to this community. It will be verified, later, that this problem forces the families to make the journeys from the community to the place where the transport passes

Figure 9: a), b), c) and d) represent the current reality that prevents school transport from reaching the community.



Source: The Authors

4.2.3 The nucleated school and improvements in teaching quality

Resident A: Yes, all the teachers are trained in regular education and in the little school of the Espírito Santo community it was multigrade.

Resident B: Yes, the changes were in the aspect of the quality of the teachers and the workload that increased, thus giving a better learning experience to the students..

Resident C: Yes, because with the changes in schools there was more quality in the studies and teachers and also increased the teaching hours making learning better for students.

Resident D: Yes, the teachers are qualified, each class has a specific classroom and does not need to study multigrade.

Resident E: It is always looking to improve the quality of student learning by providing more teachers, more classrooms, and much more space for students and sports.

Resident F: Yes, in learning, in feeding.

Resident G: Yes, all teachers are trained and in the previous school the teaching method was multiserial and in the nucleated school it is regular teaching.

Resident H: Yes, the teaching staff of the school is qualified and together with the coordination are always seeking improvements for our learning.

Resident I: Yes, because it offers more teachers, more classrooms, and much more space for students and sports, and many other improvements.

The infrastructure of the Odil Pontes school meets the students' needs, "the structural issues of schools are presented as an important element in the educational quality agenda" (ANDRADE E

RODRIGUES, 2020, p. 8). . Regular schooling is cited as an improvement, because it allows students to learn better, as this type of teaching is used in the nucleated school, and the multigrade teaching model has difficulties. According to LIMA, AZEVEDO, and SANTOS (2019), the difficulties existing in the context of multigrade classrooms place a greater effort on the teacher's part to develop varied activities that can serve several grades simultaneously. Thus, as the nucleated school has a more complete and qualified teaching staff, the full development of education can be achieved.

4.2.4 The change of school and the difficulties in the students' learning

Resident A: No, because even amidst the unforeseen things that happen we try harder to learn.

Resident B: Yes, because with the displacement it takes time, and the students lose time in the displacement from one community to another and the same time could be used to study more.

Resident C: Yes, because with the change of school the students lose more time to get to the other school.

Resident D: No, on the contrary, I observe that the children end up working a little harder.

Resident E: There were difficulties with the students going to school, because without transportation, they had to walk many times. Today the school is looking for more improvements to facilitate the students' learning.

Resident F: No, because the learning is of good quality.

Resident G: No, because even in the midst of the unforeseen things that happen we try harder to learn.

Resident H: No, we end up trying harder.

Resident I: In my opinion there was difficulty only in the part where the students didn't have transportation to school, today we already have transportation, and the school always tries to improve the students' learning.

Based on what was reported, the vast majority did not identify any difficulties in the teaching and learning process, but they report problems related to the distance and travel time. According to them, the distance from the nucleated school to the community is about 4 km, which represents obstacles due to the lack of transportation. They also attest that although there has been an improvement in teaching, as a result of a larger number of qualified teachers with a collection of teaching materials made available, there are still more classrooms available and adequate recreational space.

According to the Law of Directives and Bases of National Education (LDB 9394/96), which states about Rural Education in order to develop a proposal capable of guaranteeing and valuing a teaching and learning process where there was knowledge that considered the culture that the students emanated from the community, raised in everyday life and brought from parents to children. Under this aspect, article 28 of the LDB, proposes that,

In offering basic education to the rural population, the educational systems will promote the necessary adaptations to suit the peculiarities of rural life and of each region, especially: I - curricular

content and methodologies appropriate to the real needs and interests of students in rural areas; II - proper school organization, including adaptation of the school calendar to the phases of the agricultural cycle and weather conditions; III - adaptation to the nature of work in rural areas. (BRASIL, 1996).

It is verified that according to the LDB the need to consider an education that considers the local culture, the peculiarities in which the families of the community experience in the daily life of their culture and their customs, valuable and unquestionable. Thus, it becomes necessary and sufficient that the methodological adjustments that take place in the school environment, never configure a knowledge that does not touch on this culture that is an inherent part of rural communities.

4.2.5 The Structure of Odil Pontes School and the Students' Needs

Student A: Yes, it is well structured, with a room for each grade, computer lab, library, sports court, etc...

Student B: I think so, because the structure is good and the space is satisfactory and thus giving a better quality of education.

Student C: Yes, it meets the needs.

Student D: The school has a very good structure.

Student E: Not all needs are met, although the school is always looking for improvements, there are many rooms where the fans don't work and other student needs are not met.

Student F: Yes.

Student G: Yes, different from the old school, the Odil Pontes is well structured, with many classrooms, computer lab, sports court, etc...

Student H: Absolutely.

Student I: Not all of the students' difficulties are met, because in many classrooms the fans don't work and other difficulties, but the school mostly meets the students' needs.

When asked about the structure of the nucleated school, most respond that it has sufficient infrastructure to serve all students, Andrade and Rodrigues (2020) say that:

"The physical structure of schools, according to the legal provisions presented above, must be designed with accessibility and functionality in mind; as well as, be a space that seeks to contemplate the identity of the school community and stimulate teaching and learning activities" (ANDRANDE AND RODRIGUES, 2020, p.9)

The fundamental rights and guarantees covered by the 1988 Federal Constitution condense and declare on individual and collective rights (art. 5), references to social rights, clearly emphasizing the right to education (art. 6 and art.193 and s.). Thus, they are essential to the security of a quality education, imposing on them all the necessary requirements for education to happen effectively, expanding knowledge in the construction of a fair, egalitarian, and socially harmonious society.

Considering the comments of the interviewees, it is worth considering what Caldarte states when they show the need to build a quality education capable of forming subjects with rights, able to make a difference and permanently fight for the conquest of their moral values (CALDARTE, 2003)

It is verified at this point that the authors argue that it is necessary to have a special look at rural education, because it is necessary to concretize and assure the rights to quality education and guarantee the physical structure, as well as paradidactic materials to every rural school.

4.2.6 School transportation from one community to another and the quality of education

Student A: Yes, sometimes a little problem happens, but the transportation department tries to solve it in the best way possible.

Student B: Yes, taking into account that this is public transport and it is in normal condition.

Student C: Yes, because he has good conditions.

Student D: Yes, sometimes it breaks, but it is difficult.

Student E: Not all parts of the bus are in good quality, as there are broken chairs and windows in bad condition.

Student F: Yes.

Student G: Yes, sometimes there is a little problem, but the transportation directorate sends another one to replace it.

Student H: Yes, as far as possible.

Student I: Many parts of the bus that transports the students are not of good quality such as the chairs and the windows in poor condition.

As for school transportation, it is argued that it has the necessary support and meets the needs of the community, but needs to undergo improvements regarding the bus structure. A quality school transportation is a right that students and the community have, Evangelista et al. (2017) states that:

“The Public Policy of scholar transportation exists to ensure the guarantee of rights already conquered and to ensure the permanence of the countryside students enrolled both in the countryside schools and in the city schools that receive students from the countryside” (EVANGELISTA, 2017, p. 2075).

It is observed that the author refers to the public policy that must ensure the rights and preserve the safety of students in school transport. Another issue that must be observed is the transportation situation in which the students are taken, because it is necessary that there is a sense of security so that the route leads all safely in addition to the transport, present and offer a good physical structure to students.

5 FINAL CONSIDERATIONS

Given the context applied, it was verified with the research conducted that the distance was one of the challenges faced by students and parents with the nucleation of the Odil Pontes school, generating

concerns due to the dependence on transportation that was the necessary link for the student to reach the other school located in the municipality. This concern stemmed from the fact that with the lack of transportation, the family had to assume the commitment of driving the child to attend class.

Besides this challenge that happened once in a while, the family considered the distance as another problem, because the distance from the school to the community caused a change in the way of living, in the culture, and in their roots, as cited by Rodrigues et al. They believe that it is essential to maintain the cultural specificities of the people who live in the countryside and that the permanence of youth and children in the locality contributes to the cultural appreciation, which could ensure their roots from generation to generation.

However, to disconnect people from the community and even from the school inserted in it, implies in the uprooting of the local culture, which, in a way, brings a significant loss for a local knowledge for the enrichment of local culture, always seeking to perpetuate it through teaching methodologies with content inserted in the experience of students.

Another fact obtained from the research was that the change in the family routine represented a worrying factor, because it is believed that the distance caused a reorganization in the context of the family routine, due to the lack of transportation, the difficult access to the community to the new school, causing inconvenience and concern both for families and for the children-students who must adapt to the daily routine.

Regarding the teaching process, as well as the infrastructure of the school, the interviewees considered that the school was able to offer an effective teaching process, with adequate infrastructure to meet the needs of the students. The teaching process in the nucleated school, as Andrade and Rodrigues stated, contemplates an improvement for the students with access to didactic material, resource room, and interdisciplinary laboratory, being far from happening in a rural school, as it happened with the case study in the aforementioned community where there was the multigrade teaching model (Figures 3 and 4).

Under this aspect of multigrade system, it was verified that in this teaching modality, as tested in that context by Lima, Azevedo and Santos, the existing difficulties arise for the simple reason that in multigrade classrooms, the teacher should know how to articulate the teaching methodologies, which is not an easy task, since the teacher should make a greater effort in the elaboration of varied activities, specifying the different grades in the same classroom.

It was also verified under the issue of fundamental rights and guarantees that it would be the duty of the educational policies to provide transportation for the educational process to happen, since the Federal Constitution of 1988 condemns and declares the individual and collective rights provided in art. 5th and in art. 6th and art. 193 that give references to social rights and education. In this way, these rights must be based on and concretized, enabling a quality education where knowledge must be broad to promote the necessary means for the construction of knowledge to be synonymous with a society that is fair, egalitarian,

and socially harmonious. For this, it is necessary to unite public policies, educational policies, and other competent bodies to solve the issue of free access of school transportation to the interior of the community.

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