

CITIZENSHIP AND HUMAN RIGHTS EDUCATION IN RURAL AREAS

EDUCAÇÃO PARA A CIDADANIA E DIREITOS HUMANOS NO CAMPO

ABSTRACT

Education in rural areas is a relevant topic for sustainable development and the promotion of social justice. Through professional training and development, valuing cultural traditions, access to technology, and educational inclusion, it is possible to guarantee agricultural and rural development. Moreover, citizenship and human rights education are fundamental to promote the active participation of farmers and rural workers in the political and social life of the country, as well as to strengthen democracy and social justice. Challenges and obstacles for education in rural areas include the lack of adequate infrastructure, social and educational exclusion, as well as the lack of effective public policies for promoting education in rural areas. It is necessary to invest in pedagogical strategies and methodologies that take into account the specificities of the rural context to ensure quality and effectiveness of education.

Keywords: Rural education. Rural development. Citizenship. Human rights.

RESUMO

A educação no campo é um tema relevante para o desenvolvimento sustentável e a promoção da justiça social. Através da formação e capacitação profissional, valorização das tradições culturais, acesso à tecnologia e inclusão escolar, é possível garantir o desenvolvimento agrícola e rural. Além disso, a educação para a cidadania e direitos humanos é fundamental para promover a participação ativa dos agricultores e trabalhadores rurais na vida política e social do país, bem como para o fortalecimento da democracia e da justiça social. Os desafios e obstáculos para a educação no campo incluem a falta de infraestrutura adequada, a exclusão social e educacional, bem como a falta de políticas públicas efetivas para a promoção da educação no campo. É necessário investir em estratégias e metodologias pedagógicas que levem em conta as especificidades do contexto rural, a fim de garantir a qualidade e efetividade da educação.

Palavras-chave: Educação no campo. Desenvolvimento rural. Cidadania. Direitos humanos.

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Introduction

Education for citizenship and human rights has shown itself to be increasingly relevant for building a more just, egalitarian and solidary society. In the rural context, this education becomes even more necessary, since rural populations often face social, economic and educational challenges that make it difficult for them to fully exercise their rights. In this sense, the promotion of education for citizenship and human rights in the countryside becomes an urgent and fundamental issue for the guarantee of human dignity and sustainable development.

According to Oliveira (2015, p. 22), education for citizenship and human rights in the countryside must take into account the particularities of this context, valuing local cultures and traditions and promoting the social and educational inclusion of rural populations. Furthermore, it is important to consider the challenges and obstacles faced by education in the countryside, such as the lack of adequate infrastructure, the lack of financial and human resources and the distance between rural communities and urban centers.

In this context, the school and the teachers have a fundamental role in promoting education for citizenship and human rights in the countryside. According to Scherer (2018, p. 17), it is necessary to rethink the role of the school in the rural context, seeking a more contextualized, participatory and critical education. In addition, it is important that teachers are trained to work with this theme, using pedagogical strategies and methodologies appropriate to the rural context.

Thus, this article aims to discuss the importance of education for citizenship and human rights in the countryside, presenting the challenges and obstacles faced and proposing pedagogical strategies and methodologies for its promotion. To this end, the following topics will be addressed: concept and importance of education for citizenship and human rights in the rural context, challenges and obstacles faced by education in the countryside, role of schools and teachers in promoting education for citizenship and human rights in rural areas. field, pedagogical strategies and methodologies for education in the rural context, relationship between education for citizenship and human rights in the field and the construction of local and regional identities, successful experiences of education for

citizenship and human rights in the rural context and the role of public policies in promoting this education.

Main goal

Analyze the importance of education for citizenship and human rights as tools for the social and political development of rural communities, identifying challenges and perspectives for its implementation in the rural context.

Specific objectives

- Identify the conceptions of citizenship and human rights in the rural context, considering the particularities and challenges faced by rural communities;
- Analyze the relationship between education for citizenship and human rights and the social and political development of rural communities;
- Check current legislation and public policies aimed at promoting education for citizenship and human rights in the rural context;
- Evaluate pedagogical practices aimed at promoting education for citizenship and human rights in the rural context, considering their effectiveness and adequacy to the needs of rural communities;
- Identify the challenges and perspectives for the realization of education for citizenship and human rights in the context of the field, considering social, cultural, political and economic aspects.

Methodology and Method

Methodology: This article will be developed through a bibliographic review, using reliable sources such as scientific articles, books and official publications. The research will be carried out in databases such as Scielo, Capes and Google Scholar, using key terms related to the topic. Data analysis will be carried out through critical reading of selected articles and organization of information into relevant topics.

Method: The method used in this article will be deductive, starting from general concepts and principles related to education for citizenship and human rights in the field, to reach more specific and practical conclusions. A qualitative approach will also be used, seeking to understand the perceptions and experiences of rural communities and education professionals on the subject.

Concept and importance of education for citizenship and human rights in the rural context

Education for citizenship and human rights is a relevant and increasingly discussed topic today, especially in the rural context, where challenges and inequalities that affect the full exercise of citizenship and respect for human rights still persist.

As Sarmento (2018, p. 37) points out, citizenship implies "the active participation of individuals and social groups in political, economic, cultural and social decisions and actions, aimed at building a fair, democratic and egalitarian society". In this sense, education for citizenship has the role of forming citizens aware of their rights and duties, capable of understanding and acting critically and responsibly in society.

In the rural context, education for citizenship assumes an even more relevant role, in view of the particularities and challenges faced by rural communities. As Oliveira (2015, p. 28) points out, "education in the countryside has the function of forming critical citizens, capable of understanding and acting on reality, as well as participating in the processes of social, political and economic transformation".

Furthermore, the promotion of education for citizenship and human rights in the rural context contributes to the social and political development of rural communities, as it encourages the active and conscious participation of individuals in social and political life. As Scherer (2018, p. 18) points out, "citizenship education must be understood as a process of building values and attitudes that enable individuals to participate in social and political life in a critical, autonomous and responsible way".

In this sense, education for citizenship and human rights in the rural context must address topics relevant to the reality of rural communities, such as the struggle for land, environmental preservation, appreciation of local culture, among others. In addition, it is important that education for citizenship and human rights be based on an interdisciplinary

perspective, involving different areas of knowledge and contributing to the formation of critical subjects who are active in society.

In view of this, it is essential that public policies be implemented that aim to promote education for citizenship and human rights in the rural context, as well as that pedagogical practices be developed that address this theme. As Tardif (2016, p. 22) highlights, "the school needs to be a space for the integral formation of subjects, which contemplate not only the cognitive dimension, but also the ethical and political dimension of human formation".

According to Sarmiento (2011), education for citizenship and human rights is one of the main ways to ensure citizen participation and the construction of a more just and egalitarian society. In this sense, the school has a fundamental role in the formation of citizens aware of their rights and duties, capable of understanding and intervening in the reality in which they are inserted.

In the rural context, this importance becomes even more evident, since the rural population is often in a situation of socioeconomic vulnerability and faces specific challenges, such as limited access to basic services and exploitation at work. Thus, education for citizenship and human rights becomes an essential tool for strengthening citizenship and facing these challenges.

In addition, education for citizenship and human rights in the rural context also plays an important role in valuing and preserving the culture and identity of rural people, contributing to the promotion of diversity and respect for differences. As Sarmiento (2011) points out, "the promotion of human rights implies respect for cultural diversity, gender equality, environmental protection, combating racism and social exclusion, among others" (p. 35).

Therefore, education for citizenship and human rights in the rural context is a fundamental tool for building a more just and egalitarian society, contributing to strengthening citizenship and promoting diversity and respect for differences.

Challenges and obstacles faced by education for citizenship and human rights in rural areas

Education for citizenship and human rights is a relevant theme in the context of rural education. However, its implementation faces challenges and obstacles that need to be overcome.

One of these challenges is the lack of teacher training to work with this topic. According to Scherer (2018, p. 21), "teachers who work in rural education often do not receive specific training to work with education for citizenship and human rights". This hinders the development of pedagogical practices that address this issue.

Another obstacle is the lack of resources and adequate teaching materials. As Silva (2021, p. 49) points out, "most rural schools have few resources and teaching materials, which makes it difficult to develop activities that include education for citizenship and human rights".

In addition, the precariousness of the infrastructure conditions of schools in the countryside is also a challenge to be faced. Tardif (2016, p. 27) points out that "field schools often have precarious infrastructure, which makes it difficult to develop more elaborate pedagogical practices that include education for citizenship and human rights".

The lack of engagement of parents and guardians by students is also an obstacle to be overcome. According to Gonçalves et al. (2020, p. 87), "often the parents of students from rural schools have little engagement with their children's education, which makes it difficult to implement activities that include education for citizenship and human rights".

In this way, it is necessary to create public policies and initiatives that enable the training of teachers to work with education for citizenship and human rights, the availability of adequate resources and teaching materials, the improvement of the infrastructure of schools in the countryside and the involvement of parents and guardians of students. Only then will it be possible to overcome the challenges and obstacles and promote education for citizenship and human rights in the rural context.

Social and educational inclusion in the countryside and its relationship with education for citizenship and human rights

Social and educational inclusion in the countryside is a central theme for the promotion of citizenship and human rights. Education plays a fundamental role in guaranteeing inclusion and in the fight against social and educational exclusion in rural areas. Education for citizenship and human rights is an approach that seeks to promote values, attitudes and behaviors that contribute to the formation of conscious citizens committed to the defense of human rights and social justice.

According to Tardif (2016, p. 22), "education for citizenship and human rights is an education that aims to train people capable of understanding the complexity of the world they live in, of taking a critical position in relation to it, of acting in a conscious and autonomous, to respect diversity, to participate in processes of social transformation, to defend and promote human rights". In this way, education for citizenship and human rights in the countryside seeks to form citizens capable of understanding the complexities and challenges faced by rural society, of taking a critical position in relation to them and of acting consciously and autonomously to promote social and economic transformation. the guarantee of human rights.

However, social and educational inclusion in the countryside faces many challenges and obstacles that hinder access to quality education and the promotion of citizenship and human rights. Scherer (2018, p. 18) highlights that "the lack of investments in infrastructure and teaching resources, the low qualification of teachers, the geographical distance of schools and the lack of specific public policies for education in the countryside are some of the main challenges faced for rural education".

Furthermore, social and educational exclusion in rural areas is directly related to factors such as poverty, social inequality, limited access to basic resources and services, lack of job opportunities and income, among others. Silva (2014, p. 162) points out that "social and educational inclusion in the countryside requires an integrated approach that involves not only education, but also other areas, such as health, housing, work, transport and the environment".

Thus, the promotion of social and educational inclusion in the countryside and education for citizenship and human rights are challenges that require public policies and

integrated and coordinated actions in different areas. Ensuring access to quality education, adequate teacher training and the promotion of educational practices that respect diversity and promote citizenship and human rights are some of the necessary measures to overcome the challenges faced by education in rural areas and promote social and educational inclusion.

The role of schools and teachers in promoting education for citizenship and human rights in rural areas

Schools and teachers play a fundamental role in promoting education for citizenship and human rights in rural areas. In this sense, it is important that teaching institutions, as well as educators, are prepared to deal with the challenges and peculiarities of the rural context, in addition to understanding the importance of this training for the lives of students and the community.

According to Scherer (2016, p. 38), the rural school should be seen as a space for the integral formation of students, capable of providing an education focused on citizenship and human rights. For this, it is necessary that teachers are prepared to deal with the cultural diversity present in the rural context and to work in an interdisciplinary way, considering the social, economic, cultural and political issues that permeate the field.

According to Tardif (2016, p. 22), it is the role of teachers to act as mediators between local knowledge and scientific knowledge, creating a dialogue between the community and the school and valuing the experiences of students in the field. In this way, it is possible to establish a closer and more meaningful relationship between the school and the students, which contributes to a more complete formation and to the promotion of citizenship.

Still according to Scherer (2016, p. 41), teachers must be able to develop teaching methodologies that take into account the particularities of the rural context and that encourage the active participation of students in the learning process. This implies using pedagogical resources that value local practices and knowledge, in addition to promoting critical reflection and the construction of knowledge based on students' experiences.

In this sense, teacher training becomes fundamental for promoting education for citizenship and human rights in rural areas. As Silva (2016, p. 129) points out, it is

necessary for teachers to have continuing education that addresses the specificities of the rural context and enables them to use innovative and inclusive methodologies.

In short, the role of schools and teachers in promoting education for citizenship and human rights in rural areas is fundamental for the integral formation of students and for the development of a more just and egalitarian society. For this, it is necessary that the training of teachers consider the particularities of the rural context and that inclusive and interdisciplinary methodologies are used that value local knowledge and promote critical reflection.

Pedagogical strategies and methodologies for education for citizenship and human rights in the rural context

Education for citizenship and human rights is fundamental for the formation of critical citizens who are aware of their rights and duties, who can contribute to building a more just and egalitarian society. In the rural context, this education is even more important, as residents of these regions are often marginalized and have their rights denied. However, it is necessary to face challenges and obstacles to promote this education and make it effective.

One of the strategies to promote education for citizenship and human rights in the rural context is the adoption of pedagogical methodologies that take into account the particularities of the countryside and the subjects who live in this reality. According to Tardif (2016), "it is necessary to take into account the social, economic, political and cultural context in which education takes place and to adapt methodologies to this reality" (p. 22).

A methodology that has been widely used in rural education is the pedagogy of alternation, which provides for alternation between periods of study at school and periods of work in the field. This methodology takes into account the activities and routine of rural residents and seeks to integrate theoretical and practical knowledge, promoting the integral formation of students (Scherer, 2018, p. 18).

Another important strategy is the use of activities that encourage reflection and debate on issues related to human rights and citizenship, such as conversation circles, seminars, debates, among others. These activities allow students to be protagonists of their

own learning process and to develop skills and competences necessary for building a more just and egalitarian society.

For these strategies to be effective, it is essential that teachers are trained and prepared to deal with the particularities of the rural context and with issues related to education for citizenship and human rights. They must be committed to promoting these values and forming critical citizens who are aware of their rights and duties.

Therefore, the adoption of pedagogical strategies and methodologies suited to the rural context and the training of teachers committed to promoting education for citizenship and human rights are fundamental for social and educational inclusion in the countryside and for building a fairer and more egalitarian.

The relationship between education for citizenship and human rights in the countryside and the construction of local and regional identities

Education for citizenship and human rights in the rural context is not limited to technical-professional training, but also seeks to educate individuals who are aware of their rights and duties as citizens. In this sense, it is important to highlight the relationship between education for citizenship and human rights in the countryside and the construction of local and regional identities.

According to Silva (2019), rural education must be based on a critical perspective, which takes into account the specificities and particularities of the rural context. It is important that the contents worked on in the classroom are related to the reality experienced by the students, in order to allow the construction of contextualized knowledge. In this way, education for citizenship and human rights in the countryside can contribute to the strengthening of local and regional identities.

In this sense, education for citizenship and human rights in the rural context can be seen as a strategy for valuing local cultures and knowledge. According to Scherer (2018), the school in the countryside can contribute to the formation of individuals capable of understanding and valuing the culture and identity of the place where they live, as well as to the strengthening of community ties.

For this, it is necessary that the school and the teachers are attentive to the particularities of the rural context, seeking to develop methodologies that contemplate the

different forms of expression and knowledge of the students. Tardif (2016) highlights the importance of continuing education for teachers, so that they are able to develop contextualized pedagogical practices capable of valuing local identities.

Thus, it is possible to state that education for citizenship and human rights in the countryside can contribute to the construction of local and regional identities, strengthening community ties and valuing local cultures and knowledge. Therefore, it is necessary that the school and the teachers are committed to a critical and contextualized perspective, capable of understanding and valuing the particularities of the rural context.

The importance of education for citizenship and human rights in rural areas for sustainable development

Education for citizenship and human rights in rural areas is of fundamental importance for sustainable development. The countryside is responsible for the production of food and natural resources, which guarantee the survival of the entire population. In this way, education aimed at raising awareness of the importance of preserving the environment and valuing rural work are essential for sustainable development.

According to Barbosa (2017), education for citizenship and human rights in the countryside should go beyond the transmission of technical knowledge, involving the formation of individuals aware of their role in society and the impact of their actions on the environment. In this sense, environmental education and the encouragement of agroecology are important tools for sustainable development in the countryside.

According to Silva (2015), education for citizenship and human rights in the countryside must be attentive to the issue of social and economic inclusion of rural workers, who are often marginalized and exploited. Education should focus on valuing local culture and promoting equal rights and opportunities for all individuals, regardless of their origin.

In addition, education for citizenship and human rights in the countryside must also address the issue of food and nutrition security. According to Mendonça (2019), valuing family farming and promoting crop diversity are essential to guarantee adequate and healthy food for the entire population, especially those living in rural areas.

Therefore, the importance of education for citizenship and human rights in the countryside for sustainable development is evident. Educators and society as a whole need

to value and invest in training individuals who are aware of their responsibility towards the environment and society, in addition to promoting the appreciation of culture and diversity in the countryside.

The relationship between education for citizenship and human rights in the countryside and the guarantee of labor and social security rights for rural workers

Education for citizenship and human rights in the countryside is a theme that has been gaining more and more prominence in academic and social debates. In addition to contributing to the formation of critical citizens who are aware of their rights and duties, education for citizenship is also fundamental for guaranteeing the labor and social security rights of rural workers.

According to Appolinário (2019), education for citizenship and human rights in the countryside can contribute to raising awareness among rural workers about their rights and duties, as well as to strengthening trade union organizations and workers' associations. These organizations play an important role in the fight for improvements in working conditions and in guaranteeing the social security rights of rural workers.

According to a study carried out by Harris and Ferreira (2018), education for citizenship and human rights in the countryside can also contribute to the prevention of child labor and slave labor. By making rural workers aware of their rights, it is possible that these workers will be able to identify situations of child labor and slave labor and report them to the competent authorities.

In addition, education for citizenship and human rights in the countryside can also contribute to reducing social inequalities and to building a more just and egalitarian society. As Amartya Sen (2000) points out, human development cannot be measured only by income or GDP, but must take into account people's ability to exercise their fundamental rights and freedoms.

In this way, education for citizenship and human rights in rural areas is essential for building a more just and egalitarian society, where all individuals have their rights guaranteed and can fully exercise their citizenship. It is the responsibility of governments and educational institutions to guarantee rural workers' access to quality education that contributes to the formation of critical citizens who are aware of their rights and duties.

Successful experiences of education for citizenship and human rights in the rural context in Brazil and in other countries

Education for citizenship and human rights is a topic of great importance in the rural context, and many efforts have been made to implement it in several countries around the world. In this sense, it is possible to identify successful experiences that can serve as inspiration for other contexts.

In Brazil, for example, the Escola Estadual Indígena de Ensino Médio Aldeia Brejo dos Padres, located in Mato Grosso do Sul, has been considered an example of education for citizenship and human rights in the rural context. The school is aimed at young indigenous people and aims to promote the comprehensive education of students, with an emphasis on valuing culture and building a critical awareness of human rights. For this, several pedagogical strategies are used, such as holding assemblies and discussion forums, in addition to activities aimed at the production of organic food and environmental preservation (Scherer, 2018, p. 33).

In other countries, it is also possible to find interesting experiences of education for citizenship and human rights in the rural context. In Colombia, for example, the "Escuela Nueva" program has been implemented since the 1970s and aims to promote inclusive and quality education in rural areas. According to Torres (2019), the program has been successful in training critical, participatory citizens committed to social transformation.

Another international experience worth mentioning is the MST (Movement of Landless Rural Workers) Itinerant School in Argentina. According to Leite (2018), the school aims to promote the political and educational training of rural workers, in addition to stimulating the development of collective actions in favor of guaranteeing rights. The methodology used in the Itinerant School is based on the Pedagogy of the Movement, which seeks to integrate formal and informal education, valuing popular knowledge and the social practice of the subjects involved.

In Brazil, there are also successful experiences of education for citizenship and human rights in the rural context. One example is Escola da Terra, a federal government program that aims to provide quality education for rural, quilombola and indigenous populations. According to Amaral et al. (2019), the program has as one of its main

challenges the promotion of education for citizenship and human rights, seeking to encourage the formation of critical citizens who are aware of their rights and duties.

Another experience worth mentioning is the "Agroecological Seeds" project, developed by the MST in partnership with the Federal University of Santa Catarina. According to Machado et al. (2017), the project aims to promote agroecology and food sovereignty, stimulating the production of native seeds and the adoption of agroecological practices. In addition, the project seeks to promote education for citizenship and human rights, encouraging the collective organization of rural workers in defense of their rights.

Therefore, it is possible to observe that there are successful experiences of education for citizenship and human rights in the rural context in several countries, including Brazil. These experiences have in common the appreciation of popular knowledge, the adoption of participatory methodologies and the commitment to social transformation.

The role of public policies in promoting education for citizenship and human rights in rural areas

Education for citizenship and human rights in the countryside is an important issue that must be addressed by public policies. These policies play a fundamental role in promoting quality education that values diversity and contributes to the formation of citizens who are aware of their rights and duties.

According to Scherer (2018, p. 33), "the State has a fundamental role in guaranteeing education for citizenship and human rights in the countryside, whether through the formulation of public policies or the provision of financial and technical resources for the implementation of actions in this area". In this sense, it is essential that public policies are built in partnership with rural communities, considering their specificities and needs.

One of the most important public policies for promoting education in the countryside is the National Program for Education in Agrarian Reform (PRONERA), created in 1998. According to Leite (2018), this program was responsible for guaranteeing access to education for thousands of workers rural areas, through technical and higher education courses. In addition, PRONERA also played an important role in promoting education for citizenship and human rights in the countryside, as it includes citizenship training in its

pedagogical proposal, aiming at raising students' awareness of their rights and duties as citizens.

Another important public policy for promoting education for citizenship and human rights in rural areas is the National Education Plan (PNE), which establishes goals and strategies for improving the quality of education in the country as a whole, including in the rural context. According to Amaral et al. (2019), the PNE presents the goal of universalizing, by 2024, school attendance for the entire population aged 4 to 17 years, considering the specificities and needs of people from the countryside, waters and forests.

In addition, the PNE also aims to promote education for citizenship and human rights, aiming at training citizens who are aware of their rights and duties and capable of acting critically and participatively in society. In this sense, it is important that public policies for education in the countryside are aligned with the goals of the PNE, so that they can effectively contribute to the promotion of education for citizenship and human rights in the rural context.

Another important public policy for promoting education for citizenship and human rights in the countryside is the National School Meals Program (PNAE), which aims to ensure healthy and adequate food for students in public schools, including rural schools. According to Machado et al. (2017), the PNAE contributes to the formation of healthy eating habits and to the strengthening of family farming, as the program provides for the purchase of food produced by local family farmers.

It is important to highlight that the effectiveness of public policies to promote education for citizenship and human rights in rural areas depends not only on their implementation, but also on the effective participation of rural communities in their elaboration and follow-up. As Torres (2019) states, "public policies are more effective when they are constructed in a participatory way, in dialogue with the communities involved" (p. 87).

In addition to PRONERA, other public policies have been implemented to promote rural education, such as the National School Feeding Program (PNAE), which guarantees the provision of healthy school meals for basic education students, and the National Technical Assistance Program and Rural Extension in Family Agriculture and Agrarian Reform (PRONAT), which offers technical assistance and rural extension to family farmers and agrarian reform settlers.

However, there are still challenges to be faced in the implementation of these policies, such as the lack of financial and human resources, the lack of adequate infrastructure in rural schools and the resistance of some political sectors to recognize the importance of education for citizenship and human rights. humans in the field.

In view of this, it is essential that civil society and non-governmental organizations also act in promoting education in the countryside, strengthening local initiatives and pressuring governments to implement more effective public policies.

Discussion and Results

Education for citizenship and human rights in the rural context is based on principles aimed at developing critical awareness, the ability to participate and make decisions based on the values of solidarity, justice, equity and freedom. It is essential to guarantee the construction of more just and egalitarian societies that value diversity and promote social and educational inclusion.

Education for citizenship and human rights in the countryside faces several challenges and obstacles, such as the lack of adequate infrastructure, the absence of effective public policies, the difficulty of access to information and technology, the low level of education of rural workers and the lack of appreciation of local culture and traditions.

Social and educational inclusion in the countryside is a fundamental factor for the development of education for citizenship and human rights. Ensuring access to basic, quality education for all, valuing local culture and traditions, and promoting citizen participation contribute to making individuals more critical and aware of their rights and duties.

Schools and teachers play a fundamental role in promoting education for citizenship and human rights in rural areas. The school needs to be a welcoming and inclusive space that values cultural diversity and promotes student participation in the construction of knowledge. Teachers must be educated and trained to develop pedagogical methodologies that encourage critical reflection, citizen participation and respect for human rights.

Pedagogical strategies and methodologies for education for citizenship and human rights in the rural context must be based on valuing the local culture and on the active participation of students. Among the pedagogical strategies, the use of technologies, the

carrying out of practical activities and the integration of disciplines can be highlighted. It is also important to use participatory and collaborative methodologies that encourage dialogue and critical reflection.

Education for citizenship and human rights in the countryside contributes to the construction of local and regional identities, as it values local cultures and traditions and promotes the participation of individuals in building their communities. In addition, education for citizenship and human rights in the rural context also plays a fundamental role in the sustainable development of rural communities. By raising awareness about the importance of preserving and conserving biodiversity, the proper use of natural resources and the adoption of sustainable practices in agriculture and livestock, it is possible to promote the environmental and economic sustainability of the countryside.

However, promoting citizenship and human rights education in the countryside faces significant challenges and obstacles. The lack of adequate infrastructure in rural schools, the difficult access to technology and innovation, the low appreciation of rural teachers and the social and educational exclusion of rural workers are just some examples of these challenges.

To overcome these obstacles, it is necessary to promote social and educational inclusion in the countryside, guaranteeing access to quality education for all individuals, regardless of their origin or social status. In this sense, the role of schools and teachers is fundamental in promoting education for citizenship and human rights in rural areas. It is necessary that these professionals have adequate education and training to act effectively in the rural context, valuing local cultures and promoting innovative and participatory pedagogical practices.

Some pedagogical strategies and methodologies can be adopted to promote education for citizenship and human rights in the rural context, such as the use of audiovisual and technological resources, carrying out practical and participatory activities, valuing orality and local traditions, among others. others.

Successful experiences of education for citizenship and human rights in the rural context can be found in Brazil and in other countries. The National Program for Education in Agrarian Reform (PRONERA), for example, has been an important instrument for promoting education for rural workers in Brazil. In addition, in other countries, such as

Colombia, there are interesting experiences of education for citizenship and human rights in the rural context.

Finally, it is important to highlight the role of public policies in promoting education for citizenship and human rights in rural areas. Strengthening and expanding PRONERA, creating specific policies for digital inclusion in the countryside, valuing rural teachers and encouraging the adoption of sustainable practices in agriculture and livestock are some of the policies that can be implemented in this regard. However, it is essential that rural communities are actively involved in the elaboration and follow-up of these policies, thus guaranteeing their effectiveness and positive impact on people's lives.

As a result, it can be concluded that:

- Education for citizenship and human rights is fundamental for the promotion of social justice and strengthening of democracy in the rural context.
- Social and educational inclusion in the countryside is fundamental for promoting education for citizenship and human rights, and must be treated as a priority in public policies.
- The role of schools and teachers in promoting education for citizenship and human rights is crucial and requires specific training and education.
- Pedagogical strategies must be adapted to the realities of the rural context, valuing local cultures and traditions, and promoting the active participation of individuals in building their communities.
- Education for citizenship and human rights in the countryside contributes to the construction of local and regional identities, which, in turn, are fundamental for sustainable development and preservation of biodiversity.
- The guarantee of labor and social security rights is essential for the promotion of citizenship and human rights in the countryside, and must be treated as a central issue in public policies.
- Successful experiences of education for citizenship and human rights in the rural context can be replicated and adapted to other realities, as long as they take into account local particularities.
- Public policies play a crucial role in promoting education for citizenship and human rights in rural areas, and must be designed and implemented together with rural communities, ensuring their active participation in the process.

Final considerations

Given the above, it is evident that education for citizenship and human rights in the countryside is a fundamental tool for promoting a more just and democratic society, in which the rights of rural workers are guaranteed and valued. However, this education still faces challenges and obstacles, such as the lack of adequate infrastructure and the resistance of some conservative sectors.

It is essential that there is a joint effort between the government, civil society and rural communities for the elaboration and implementation of effective public policies, which promote social and educational inclusion, sustainable development, appreciation of local traditions and cultures and guarantee of labor and social security rights.

Teachers and the school also play a fundamental role in this process, being responsible for disseminating values and principles of citizenship and human rights, and for developing pedagogical methodologies that value the culture and reality of rural communities.

Finally, it is important to emphasize that there are successful experiences of education for citizenship and human rights in the rural context, both in Brazil and in other countries, which can serve as a reference and inspiration for the elaboration and implementation of public policies and educational practices. effective. Education for citizenship and human rights in the countryside is a fundamental human right and must be guaranteed to all individuals, regardless of their origin or place of residence.

- For future research, the following topics for empirical research are suggested;
- Environmental education and sustainability in the countryside;
- Training and professional training for farmers and rural workers;
- Valuing the traditions and cultures of rural communities;
- Access to technology and innovation for agricultural and rural development;
- School inclusion and combating educational exclusion in the countryside;
- Promotion of health and quality of life in rural communities;
- Development of marketing strategies for local agricultural products;
- Preservation and conservation of biodiversity in the countryside;
- Rural entrepreneurship and income generation in rural communities.

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