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Field education and the modular teaching system in a riverside community of Gurupá, Pará

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Abstract: This article aims to analyze the potential contributions of the Modular Teaching Organization System (SOME) to the formative process and to the retention of rural students in their home territories. SOME is a public education policy of the State of Pará, managed by the State Department of Education, designed to serve high school students living in rural and riverside areas. The research was conducted in the Santa Luzia community, located on the Moju River, a riverside area of the municipality of Gurupá-Pára. A qualitative approach was adopted through semi-structured interviews with teachers, parents, students, and community leaders. The results indicate that, despite representing an important achievement for rural communities, the implementation of SOME faces numerous challenges, including the absence of a specific coordination mechanism, teacher shortages, infrastructure shortages, and discontinuities caused by partisan politics. Nevertheless, SOME is recognized for its relevance in expanding access to high school education and promoting the retention of young people in their territories.

Keywords: high school; modular teaching organization system; rural education; riverside community; public policies.

1 Introduction¹

Reflecting on educational policies designed for rural territories is also reflecting on our own experiences and commitments as educators and researchers of the reality we document. The challenges faced by traditional peoples and communities in

¹ Collaboration note: This article is the result of a collective process of listening, guidance and monitoring carried out over four years in the context of Tempo Comunidade, a formative component of the Degree in Rural Education at UFPA. The reflections presented here emerges from our experience as teachers and advisors of the Course, in constant dialogue with the students in their territories. They reflect collective authorship of the knowledge born in these territories, in meetings, through community engagement, as well as from the data collected, recorded and analyzed in research reports by rural education students we collaborated with. The collaboration of Tarciane Lourenço Alho, a graduate of the course and former student of the Modular Teaching System (SOME), was essential for the construction of this work. Her formative trajectory and as a teacher in the municipal network of Gurupá, at the Gomes Netto School, as well as her participation in the data collection processes during the Tempo Comunidade sessions, offered fundamental elements for the analysis proposed here. We recognize her ethical, methodological and political contribution as a constitutive part of this article.



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realizing the right to education directly challenge and compel us. This study is shaped by these concerns and aims to problematize how the Rural Education policy has been materialized in schools, considering its origin as a conquest by a collective movement fighting for rights, particularly since the 1990s, in search of equal access for rural communities.

Thus, Rural Education, previously marginalized in Brazilian educational agendas, assumed a more central position in the public agenda. This turning point coincided with growing evidence of several challenges that characterize this educational modality: precarious school infrastructure, difficulties regarding student access and retention, a shortage of teachers with adequate training, and, in many territories, the absence of high school education provisions.

These elements reveal the urgency of constructing policies that not only expand the right to education but also commit to the modes of educating rural communities, respecting their temporalities, territories, and ways of life. As Caldart, Kolling and Cerioli (2002, p. 27) in discussing the proposal for an educational policy aimed at rural peoples, they highlight the need to "[...] think of an education policy that is also concerned with the modes of educating those who are subjects of this right, in order to build a quality education that forms people as subjects of rights".

The approval of Resolution CNE/CEB No. 01 of 2002 (Brasil, 2002) represented a political milestone hard-won by rural social movements, after decades of being silenced and denied their rights. By instituting the Operational Guidelines for Basic Education in Rural Schools (Brasil, 2002), the Conselho Nacional de Educação (National Council on Education) (CNE) officially recognizes the existence of distinct ways of life, social organization, and the occupation of rural territories, modes that, historically, have been ignored by traditional educational policies.

The text of the aforementioned Resolution affirms the diversity of rural communities as the foundation for the constitution of identity of the rural population and its civic integration in the construction of Brazilian society. This recognition legally inaugurates the possibility of an education committed to rural communities, respecting their histories, realities, knowledges, and ways of life linked to the diverse identities of Amazonian peoples and communities.

Paragraph of Article 2º of the Resolution (Brasil, 2002) explicitly states that the rural school must be connected to local realities, temporalities, and knowledge of the

peoples who live there. In doing so, the policy suggests an educational project committed to territories and the traditional knowledge of rural communities. This positioning confronts the logic of homogeneity and urbanity that has historically been imposed on these populations.

It is against this backdrop of historical inequalities and denial of rights that this article positions itself, emerging from a trajectory of research and training developed within the Rural Education program. The study presented here analyzes the provision of high school education in a riverside community in the municipality of Gurupá/Pára, focusing on the Sistema de Organização Modular de Ensino (Modular Teaching Organization System) (SOME), a public educational policy created by the Pará state government in the 1980s, in response to limitations inherent in the traditional school models.

The SOME emerged amid a context marked by vast territorial distances, access difficulties, and low population density, factors that, according to Brayner (2013, p. 17), historically served to justify the State's absence: "[...] vast distances across Pará's territories, difficult geographic access and insufficient student numbers to justify the creation of regular schools". This article, therefore, seeks to ascertain to what extent this policy has, in fact, guaranteed rural youth's right to education, not as a concession, but as a hard-won right.

During the mentoring and supervision of the community-based fieldwork, we had the opportunity to engage closely with the students and be aware of their realities as participants in rural education. Through this mentoring experience that frequently occurs within community school settings, we were confronted with numerous rights violations and precarious conditions in the basic education provision in rural schools.

In this research, we bring forward for reflection data produced in this collaborative research and mentoring process, systematized by the students in their community field work reports. We combined our experiences and reflections through attentive listening, interviews, exchanges, and immersion with community members, and gestated this study as an expression of a research practice committed to lived reality and the right to education in riverside communities.

Based on this experience, we ask to what extent SOME has effectively contributed to the access and retention of high school students at the Gomes Netto Municipal Elementary School, which functions as an extension classroom of Marcílio

Dias State high school located in the municipal seat, thereby providing high school education to students in the riverside community of Santa Luzia, along the Moju River, in the municipality of Gurupá, Pará. Our main objective is to analyze the possible contributions of this public policy to the formative process and to the retention of rural students in their territories of belonging.

The implementation of SOME in the riverside community of Santa Luzia resulted from a collective mobilization led by families, social movements, and the Youth Ministry. This historic milestone allowed young people to remain in their communities without interrupting their educational trajectory, re-signifying the school as a space of belonging and resistance within their territory (Alho, 2020).

The lack of schools and high school classes in the rural areas, then called *segundo grau* (secondary education), forced young people to relocate from their communities to urban centers, hoping to complete basic education. This compulsory movement revealed not only the absence of the State in rural regions, but also the systematic denial of the right to education for rural students.

In response to this scenario, an experimental project was designed. Over time, this proposal gained recognition as a viable alternative to combat the high rates of educational inequality in the rural areas of the state. Its impact was particularly significant in the Amazon region, particularly among rural, quilombola (Afro-Brazilian people), and riverside communities, where standard education was not offered.

According to Oliveira (2013), upon its implementation, the program was first administered by Fundação Educacional do Estado do Pará (Pará State Educational Foundation) (FEP), serving students in four municipalities. All student and teacher records, as well as the certification of graduates, were the responsibility of the Institute of Education of Pará (IEP). Beginning in 1982, the program was transferred to the management of Secretaria Executiva de Educação de Estado (Executive Secretariat of Education of the State) SEDUC-PARA, under Resolution No. 161/82 (Brasil) issued on November 3, 1982.

It was within this context of exclusion and abandonment that SOME emerged. The pedagogical approach was designed to serve traditional communities, seeking to provide education grounded in the sociocultural, economic, and political aspects of the territories in which it is situated.

Although conceived as a provisional measure, SOME quickly gained institutional recognition as a viable alternative given the lack of standard educational policies for high school education in rural areas. As Nascimento, Costa, and Oliveira (2020, p. 24) observe,

[...] within just seven years of the implementation of modular high school education through SOME, the State Secretariat of Education was able to reach more municipalities with high school education than all its previous policies combined in Pará.

This progress demonstrates the initial impact of the program in expanding access to high school education in historically underserved areas. At the same time, this data reveals the prolonged state omission in ensuring these traditional populations' basic right to education. This expansion, occurring in a short period, contrasts with the delays and shortcomings of previous educational policies. Thus, the success of SOME reveals the reactive nature of state actions, which only respond to territorial demands after long periods of denial of educational rights.

Following the expansion of educational services in the initial years, SOME was officially recognized as a public policy under Law No. 7,806, in April of 2014 (Pará, 2014). The proposal serves as a reference, especially at the high school level, for enabling young people from rural areas to remain in their territories while maintaining their daily activities and family connections. As Nascimento, Costa, and Oliveira (2020, p. 25) observe:

This model adjusted so well to the geographical complexity of this part of the Amazon region that it has spanned decades, and it's nearing its fourth decade, having survived several administrations, consolidating itself in the educational framework of (SEDUC), moving from project status to become a public education policy of the state of Pará.

It is within this complex scenario, marked by both advances and gaps, that we position ourselves as committed researchers in this investigation. The study we present emerges from a trajectory built on feet planted in the territory and with our eyes focused on the policies that shape (or dismantle) Rural Education. What we narrate here is not only a theoretical framing: it is also a formative journey, experienced across the Community Time periods and the spaces of the school, between the listenings made by the riverbanks and the readings that help us make sense of reality.

Modular High School education faces an acute crisis regarding underinvestment in infrastructure coupled with a profound absence of the

political will of the State, which only maintains salary payments to teachers and assumes that "everything is fine" in high school education, which in fact hides or conceals the realities, thereby masking the decay within public high schools in Pará (Sacramento, 2018, p. 116-117).

This research is motivated by the urgency to produce knowledge grounded in the reality of the riverside community of Santa Luzia, while critically reflecting on the role of SOME in this context. We ask ourselves: what are the advancements and challenges of the policy for students and families? Are their rights being guaranteed? What structural and pedagogical conditions are provided? And what still needs to be done to ensure student retention and quality of education? This study thus seeks to contribute to the scholarly debate on the significance and contradictions of this educational modality in rural areas.

Findings indicate, although SOME represents a historic achievement and has expanded access to high school education in the territory, its ground implementation is still marked by structural precariousness, pedagogical weaknesses and the limited State presence. These conditions directly affect the retention of young people in school and reveal the gap between the legal recognition of the right to education and its effective implementation in riverside communities. Below, we present the methodological approach that shaped this research.

2 Methodological pathways and research context

In seeking to understand the reality that frames this research and respond to the research problem that guides it, we adopted a qualitative approach. It is an exploratory and descriptive investigation, focused on the analysis of the operation of the SOME and its relationship with the right to education for rural youth. This methodological choice is grounded in research-training perspective, as proposed by Josso (2004, 2010).

Research-training as a research modality aims to create conditions for knowledge production and transformation of pedagogical practice through a process of action-reflection. According to Josso (2004, p. 37), "[...] formation can be considered as the action of an institution, as the sum of the modalities of this action, as an exhortative action or as an activity proper to the individual". From this perspective, training allows students to reflect on their educational trajectories, with the aim of practicing a conscious reflective exercise regarding their own training and the

knowledge that results from this process. This choice is justified by the need for a situated analysis, committed to the territories and to the lived experiences of the people involved in the educational process.

The research was developed in the context of the Community Times (2019-2023) of the Licenciatura em Educação do Campo (Rural Education teacher preparation program), at the Faculty of Ethnodiversity of the Federal University of Pará, focusing on the Escola Municipal de Ensino Fundamental Gomes Netto (Gomes Netto Municipal School of Elementary Education), located in the riverside community of Santa Luzia, in the municipality of Gurupá, Pará, along the banks of the Moju River. In this school there was a high school class associated with SOME, an extension of the Marcílio Dias State High School, located in the municipal seat.

Our research participants included, SOME teachers, family members and community leaders from the riverside community of Santa Luzia participated in the research, all directly linked to the implementation of the policy under investigation. The research included three students, two students' parents, a community leader and three SOME students, all associated to the Moju River community.

To preserve the identity of the participants, their reports are presented throughout the text under generic identifiers, such as Student (E1, E2...), Teacher (P), Family Member (F) and Community Leader (CL), according to the nature of the narratives.

Table 1 – Characterization of the research participants

Research participants	Link to research	Community of belonging	Form of identification in the text
Three high school students	Students enrolled in (SOME) at the Gomes Netto school	Santa Luzia and Anjo da Guarda Communities (Gurupá/Pará)	Student (E1, E2...)
Three SOME teachers	High School Teachers at Gomes Netto School	Santa Luzia and Anjo da Guarda Communities (Gurupá/Pará)	Teacher (P)
Two family members of local communities	Parents and guardians of participating students	Santa Luzia and Anjo da Guarda Communities (Gurupá/Pará)	Family (F)
Community leadership	Community representatives linked to the school and the community	Santa Luzia and Anjo da Guarda Communities (Gurupá/Pará)	Community Leadership (CL)

Source: The authors.

The data were produced from the analysis of the Community Time reports prepared by the students of the *Educação do Campo* (Rural Education course), interviews with open and closed questions addressed to the research participants. The use of interviews is fundamental to understand the ways of life, daily life and positions of the subjects in their social contexts (Lüdke; André, 1986).

In addition, the interviewees were presented with the Informed Consent Form. This procedure aimed to ensure the rights of the participants, such as secrecy, confidentiality and the possibility of withdrawal at any time from the research. The interviews were audio-recorded and later transcribed for analysis.

The data analysis was guided by an interpretative perspective, seeking to understand the senses and meanings attributed by the subjects to the experiences lived within the scope of the offer of modular high school, in dialogue with the theoretical framework of Rural Education. This movement enabled the participants to narrate their experiences, perceptions about the functioning of the SOME.

The territory investigated is part of the Marajó Archipelago, a region marked by complexities and pluralities, so many Amazons within one. A place where life pulsates between floodplains and dry lands, and where the history of the peoples of the Amazon rural community is strongly inscribed. As Gonçalves (2005, p. 9) reminds us:

There is the Amazon of the floodplain and the Amazon of the uplands. There is the Amazon of the white-water rivers and Amazon of the black-water rivers. There is the Amazon of the rugged and mountainous lands of Tumucumaque and Parima, to the north, the Serra dos Carajás mountain range, in Pará, and there is the Amazon of the coastal plains of Pará and Amapá. There is the Amazon of the savannas, the Amazon of the mangroves and the Amazon of the forests.

In the investigated community, the school is pedagogically organized based on SOME, with the objective of guaranteeing the right to education and expanding the access of rural youths to schooling (Porto; Araújo; Tenório, 2009). SOME is implemented in strategic centers of the municipalities to serve students from various rural communities, seeking to enable the completion of high school as part of basic education.

The municipality of Gurupá, with 397 years of foundation and about 35 thousand inhabitants, has a mostly rural configuration: only 35% of the population lives in the headquarters, while 65% live in riverside and quilombola (Afro-Brazilians) communities. Many of these locations are geographically distant, reaching up to 14

hours of river travel to the seat of the municipality, which makes it difficult for families to access basic services. Despite this, all these communities are served with elementary education.

The local economy is supported by extractivism, with emphasis on the collection and sale of açaí, cocoa, managed palm hearts and wood. There is also subsistence farming, such as cupuaçu, bananas, rice, corn, as well as small livestock and artisanal making of utensils such as oars, panniers and shakers.

The Gomes Netto school serves students from five Catholic communities, São João, Santa Luzia, Santa Maria, Santo Anjo da Guarda and Santa Lúcia (where it is located), and an evangelical congregation community: Nova Anciã. This religious and territorial diversity reveals the breadth of the bond that the school establishes with its surroundings.

This image presents the EMEF Gomes Netto has a structure commonly found in riverside communities. The rural school is an aggregating and ecumenical space, a territory of coexistence, formation and affirmation of the strengthening of collective identities of belonging.

Figure 1 – Gomes Netto Municipal Elementary School)



Source: Research collection, 2024.

The presence of these diverse participants reinforces the solidarity that marked the struggle to bring of high school education in the region. Together with social movements, the Catholic Church (especially the Youth Ministry) and other local leaders, they mobilized in defense of the right to education for rural populations. This

mobilization led to, in 2010, the creation of the first class of SOME in the aforementioned educational institution.

The Law of Guidelines and Bases of National Education (LDB) (Brasil, 1996), "[...] establishes as a duty of the State the progressive extension of compulsory nature of high school education, and it is the state's responsibility to promote this constitutional right for all Brazilian youths and adolescents, without distinction of any kind", especially for the riverside communities who have historically suffered from the absence and neglect of this important public policy in our riverside communities. This has resulted in the non-fulfillment of our rights, given that, for these reasons, greater recognition and appreciation from the responsible authorities are necessary. Pereira (2010, p. 188), helps us to reflect:

In the current context of the Brazilian educational process which enabled the decentralization of the education systems, guaranteed by law, official educational institutions maintained by the States in collaboration with the municipalities were allowed to bring basic education to the riverside regions farther from our cities. In a way conditions were created to provide access for youths and adults, children of rural workers to continue their basic and compulsory education within their own social context.

We know that education is a right guaranteed by law and that every citizen has the right to access and remain tuition free, in a school located in their own territory and community. However, in practice, this guarantee does not materialize for everyone. The situation is even more serious when it comes to schools in the rural, waters and forests, where access to high school education is centralized in the municipal seat, making it difficult for rural youths to continue their studies.

The Gomes Netto Municipal Elementary School was founded in 1985, and was named in honor of Mr. Benedito Saboia Netto, its founder. At the time, classes took place in his home, with the objective of providing basic education to local residents, serving the children of the residents of these communities with education from the 1st to 4th grades ('primary education').

In 2000, the school began offering the final years of elementary school, corresponding to the 5th to 8th grade, operating in the community shed of Santa Luzia. With the growing enrollement, the communities began to recognize the need for a larger and appropriate physical space to accommodate the functioning of the school.

In 2005, the construction of the Gomes Netto school building began, built of wood, measuring 46 meters wide, 8 meters depth, with 8 classrooms, 1 pantry, 1

secretariat, 2 bathrooms with cesspool. In 2010, due to enrollment growth, the school received an annex measuring the same size, which is not yet completed. That same year, the school began offering Educação de Jovens e Adultos (Youth and Adult Education) (EJA), and high school through SOME.

According to Wanzeler and Rodrigues (2016, p. 9), "The regulation of this policy occurred only in April 2014, when State Law No. 7,806 was enacted, governing its regulation and operation". Young people and adults in the rural areas have always suffered from the absence of public policies in their riverside communities, especially in Education, resulting in a limited teaching-learning trajectory. This limitation, is due to the economic conditions of our families, which made it difficult to remain in the city to study, and also because we needed to help our families with work-related activities.

Secondly, rural schools, in the vast majority of Brazilian municipalities, only offer education up to Elementary School, thus denying the right to education to a large portion of youths who live and work in the rural communities. Porto, Araújo and Teodoro (2009) notes that in legal terms, Brazilian education consists of two stages: Basic Education and Higher Education, according to LDB nº. 9.394/96 (Brazil, 1996). Basic Education falls under the responsibility of the Department of Education of the State of Pará (SEDUC-PA). According to the LDB, its objective is to educate the student, ensuring him the formation indispensable exercising citizenship and provide them with the means to continue his studies or to progress in his work (Brasil, 1996).

Also according to Porto, Araújo and Teodoro (2009), Basic Education, as its name indicates, is the basis of Brazilian education, an organic and sequential set formed by Early Childhood Education, Elementary Education and High School Education, and according to Article 22 of the current LDB (Brasil, 1996), its purpose is "[...] to develop the student, to ensure him the common education indispensable for the exercise of citizenship and to provide him with the means to progress in work and further studies".

However, high school education in these locations, until 2010, was a utopia. Except for the Casa Familiar Rural (Rural Family House) (CFR), located on the Uruaí River, in the rural area of the municipality of Gurupá, there was no alternative for high school education aimed at rural populations. The CFR exclusively served the children of farming parents who were members of the institution, which limited access to education. In addition, its focus was aimed at family farmers and fish farmers, which

resulted in a reduced number of students interested in this modality. Consequently, availability was small in relation to the demand of youths eligible for high school education.

The Comunidades Eclesias de Basis (Ecclesial Base Communities) (CEBs) , in the 1970s, with the arrival of Father Giulio Luppi, who through the evangelization process promoted by the Parish of Santo Antônio de Gurupá, raised awareness among families and community members about their legally guaranteed rights and the need to fight for them, rights of which they were not aware of. Following the arrival of Father Giulio, the CEBs were created and new paths were opened.

From the establishments of communities, pastoral and social organizations, the community members began to fight for their rights and for public policies in rural areas, and one of these struggles was for High School education in their riverside territory, motivated by several factors, including keeping students with their families, in their communities, and on their properties. The *Pastoral da Juventude* (Youth Ministry) (PJ) of the Parish of Santo Antônio de Gurupá, organized by the CEBs, took up the banner of struggle for this demand, given that, it was one of the most organized pastorals in the municipality and for working with the youths of the community.

There was a series of meetings organized by the PJ, to mobilize the campaign for the implementation of high school in the rural area of Gurupá. In August 2009, a large youth meeting was held in the parish of Santo Antônio de Gurupá. This event was part of an annual tradition, in which young people gathered to celebrate their religious culture, reflect on and debate their social realities.

At this gathering, a demonstration (march) was organized in the streets of the city, which was attended by some members of the Gurupá community, not only the interested parties, but also the supporters, with representatives of the Municipal and State Public Power. Thus, it can be said that it was a historic moment in the Municipality of Gurupá, and a major milestone in the PJ, for the implementation of a High School through SOME.

After the demonstration a Public Hearing took place in the barraca (community center) of Santo Antônio de Gurupá, where initially demands and aspirations of the rural, riverside and quilombola youth were explained, regarding the provision of High School education in their communities. At the time, there was a large number of young people who had completed Elementary School in the rural area, eligible for High School, but

who were out of school unable to continue their studies because they did not have financial means to travel to the municipal and support themselves there until completing the last stage of basic education.

Therefore, there were compelling reasons for high school education to be offered in the rural communities of the municipality of Gurupá. This expansion would ensure access to basic education for all. This need was even more urgent for the children of traditional peoples and communities, marginalized due to the absence of public policies aimed at their territories.

In hearing this, some referrals were made, and a PJ team was formed, to travel to Belém, at SEDUC, and at the Unidade Regional de Ensino Medio do estado do Pará (Regional Teaching Unit of the State of Pará) (URE), accompanied by some municipal authorities, to ensure the implementation of the project in rural areas. The struggle was intense and tireless, but it was not in vain. The following year, 2010, the High School level was implemented through SOME, in seven riverside communities in the municipality of Gurupá.

Thus, this proposal for educational organizational model was offered to this audience from 2010 through mid-2021, serving approximately 100 students, divided into five classes. As established by SOME legislation (Pará, 2014, Art. 8, § 4), classes operate as circuits, groups of communities where teachers work throughout the school year, with priority given to the municipality and URE where the teacher is assigned.

The riverside communities served the modality of the Modular Teaching Organization System, in the interior of the Municipality of Gurupá were: Rio Moju I- EMEF Gomes Netto, Rio Moju II-EMEF José Lourenço, Rio Mararú-EMEF Santino Torres, Rio Tauari- EMEF Manoel Lourenço, Rio dos Alegres- Manoel Januário, Rio Fortaleza- Maria Neusa, Vila Carrazedo- EMEF São José.

3 Historical aspects of SOME in the municipality of Gurupá/PA

The Modular Teaching Organization System (SOME) is one of the approach to providing high school education in the State of Pará, created in 1980, as a strategy to serve hard-to-reach locations or those with structural limitations. According to a document from the State Department of Education, SOME aims to "[...] to offer quality education and, consequently, to ensure that all students who are in specific contexts can have access to the educational process" (Pará, 2009, p. 18).

In Gurupá, the SOME was implemented in the 1990s by order of the State Government, in accordance with the National Education Guidelines and Framework Law (LDB), No. 9.394/1996 (Brasil, 1996). The legislation required, as of 1999, that only teachers with training in teaching could teach in the classroom. At that time, most teachers in the municipal system had only elementary education. In this context, the SOME was implemented in the municipality as an educational policy aimed at teacher training, and at addressing the lack of qualified teachers.

According to Porto, Araújo, and Tenório (2009), it is in high school that the relationship between education and work, as well as between knowledge and practice, becomes more explicit, an aspect reinforced by LDB nº 9.394/96 (Brasil, 1996), which defines as one of its purposes the basic preparation of young people for work and citizenship, ensuring conditions for them to continue learning and adapt to new professional realities. The LDB (Brasil, 1996) also affirms, among the principles and purposes of national education, the full development of the human being, linking school, work and social practices. This perspective is expressed, specifically expressed, in Article 35 of the law:

- I - The consolidation and deepening of the knowledge acquired in elementary education, enabling the continuation of studies;
- II - The basic preparation for work and students' citizenship, to continue learning, so as to be able to adapt flexibly to new occupational conditions or subsequent improvement;
- III - The development of the student as a human being, including ethical formation and the development of intellectual autonomy and critical thinking;
- IV - The understanding of the scientific-technological foundations of the productive processes, related to theory and practice (Brasil, 1996, art. 35).

Thus, it is necessary for the student to be equipped with various knowledge that will actually expand his learning, in various forms of knowledge. This underscores the importance of having a program that would meet the demands of that locality.

Based on a survey in the municipality, conducted by the administration of the Marcílio Dias School, the SOME was implemented in the municipality of Gurupá, with its first class comprising of 60 students. The educational model was focused on the teacher training [...] the modules were complete, and there was no shortage of teachers in relation to the disciplines. (Pedagogical Teacher).

According to the interviewee, there were numerous challenges faced to the operation of SOME. However, the municipal government supported the teachers

assigned by SEDUC/PA, regarding housing and food. All classes that started the course successfully completed it.

The account of one of the teachers interviewed reveals the positive impact of SOME on teacher education in the municipality of Gurupá. According to her, the modality contributed significantly to increasing the number of qualified teachers in the municipal school system, particularly in rural areas, where many taught only 5th grade, particularly teachers from rural community schools in the municipality, who held 5th-grade teaching credentials and subsequently advanced through the Gavião Project².

According to a report from the Federal University of Pará, the Gavião Project was responsible for training more than 9,000 lay teachers in the state of Pará in the 1990s (UFPB, 2007). This initiative was later expanded into Gavião II, designed to train teachers at the high school level for students who had already completed elementary school.

Classes were held at the Marcílio Dias State High School, the only institution in the municipality that continues to offer regular high school instruction. The course ran from Monday to Saturday and was open to elementary school graduates, including those from neighboring municipalities. The courses offered at SOME provided the necessary foundation for classroom teaching, consolidating a form of education that addressed pressing local needs and the historical absence of training policies for rural areas.

The arrival of modular education in Gurupá represented the historical, sociopolitical, and cultural realization of the right to education, with significant impacts on the lives of the local population. SOME brought new pedagogical approaches and contributed to the development of educational practices in the municipality, promoting access to schooling in regions previously overlooked by public policies. Although marked by limitations, access to education continues to be a central element in affirming citizenship and culture, especially in territories where social inequality still shapes the conditions for school retention.

² The Gavião Project was an initiative for the training of lay teachers in Pará, promoted by UFPA in partnership with SEDUC, MEC and municipal secretariats. The project guaranteed the training and permanence of lay teachers working in the public school systems. In 1997, it benefited 9,877 teachers in 107 municipalities, with two stages of training: supplementary at the elementary level (Gavião I) and qualification for teaching at the secondary level (Gavião II). Source: UFPA, 2006.

The pedagogical organization of SOME is carried out through four blocks of disciplines, taught in rotation basis by teams of specialized teachers. Each block corresponds to a module lasting 50 school days, totaling the 200 days required by LDB No. 9,394/96 (Porto; Araújo; Tenório, 2009). In addition to the disciplines, students complete activities and evaluations in accordance with state curriculum matrix. The school documentation of the students is the responsibility of the municipality's main school.

We consider it essential to bring to light the voices of teachers who experienced teaching in SOME, specifically along the Moju River, at EMEF Gomes Netto. Their accounts reveal impressions, reflections, joys, and dissatisfactions accumulated over time. These narratives not only describe, but help us understand, from an insider perspective, the meanings and contradictions of this educational policy as experienced in the everyday context of rural schools.

During the interviews, we observed that teachers face difficulties in the day-to-day operations of SOME. Across the interviews, the shortage of teaching materials, inadequate infrastructure, and the absence of pedagogical support emerged as central concerns. These elements reveal a consensus among the teachers at EMEF Gomes Netto. From these formal and informal conversations, we developed a deeper understanding of the educational process experienced in the region. More than a teaching model, SOME emerges, in this region, as part of a long history of struggle. This history was driven by social movements, as well as by CEBs and PJ, which played a fundamental role in establishing this educational modality in Gurupá, especially along the Moju River.

Offering SOME high school instruction in the Moju River area, specifically the Santa Luzia community, fulfilled a dream held by families there: to see their children continue through the final stage of basic education without relocating to the city. The establishment of the first SOME high school class marked a historic milestone for rural residents of this area; the first group attended classes in an annex room at EMEF Gomes Netto. The teachers who served this program came from the municipal seat and taught their assigned courses according to the allocated hours for each subject, as outlined in the curriculum. (Interview with the SOME Portuguese language teacher).

The teacher's account highlights the impact of implementing SOME on families in these communities, as youths could complete their studies within their own communities without needing to travel to the city. As Silva (2015) notes, the effective implementation of SOME must be accompanied by public policies that combat regional

inequalities aimed at promoting the inclusion of historically excluded groups, while also creating opportunities for family participation in schools. By listening to this and other research participants, we seek to understand the trajectory of the Modular Teaching Organization System (SOME) in the municipality of Gurupá, through the perspectives of those who live, work, and resist in pursuit of education in and from the rural areas. The geography teacher offers the following account:

When we look for these records, they are neither found nor made available, existing only in oral form, and perhaps those who possess them refuse to share this information with us. I mention this because when I became involved with SOME in 2011 and 2014, upon arriving at the Marcílio Dias host school, I encountered a very strange situation, characterized by immense disorganization and intense political infighting, which, in my view, only had a negative impact on educational performance in the Modular system. I also observed the rejection of the Modular system by the host school's local leadership. I prepared a report, not a denunciation, but rather an informational document, and submitted it to the Secretary-General of Education at SEDUC, in order to enable the process of organizing the educational system. (Interview with the SOME geography teacher).

During the research, the interviewed professor drew attention to the absence of formal records regarding the implementation and operation of SOME in rural areas. This gap hindered the process of data collection, which, in itself, demonstrates the systematic erasure of educational experiences in rural areas by government agencies. Despite these gaps, oral accounts have served as fundamental sources for reconstructing the history of this public policy in the community. According to the SOME Portuguese language teacher:

The students were open to knowledge and willing to learn. During my early experiences as a SOME teacher, in those first classes, it was not just a dream, these students really wanted to learn, to push boundaries. Upon reflection and evaluation of teaching and learning of SOME, the lack of collaboration between school administration and teachers proved damaging, placing the modular project in disrepute. However, once SOME became established, shortages of teachers emerged, and students failed to complete all courses required by the module, thereby extending the time needed to complete the program. This appears to have resulted from complacency and reduced oversight by the social movements involved in its implementation, who allowed it to become a political symbol. Consequently, problems arose: food shortages, failure to establish new cohorts, among other factors. Although we sought answers, political friction between state and municipality prevented us from receiving clear responses. (Interview with the SOME Portuguese language teacher)

The teacher's narrative reveals a significant change in the course of SOME in the investigated community. At first, the statement highlights the involvement and desire for learning of the students, revealing that access to high school in the territory

itself represented a fulfillment of a dream, a concrete opportunity to broaden educational horizons. This initial enthusiasm of the students demonstrate the potential of SOME as a public policy capable of promoting the right to education and strengthening young people's ties to school and community. However, the report also points to a gradual process of weakening of the policy, marked by the absence of collaboration among management, pedagogical coordination and members of the teaching staff. The lack of systematic monitoring, combined with inconsistent availability of teachers and courses, impacted module organization and led to prolonged time to high school completion. Such aspects contributed to waning trust in the project within the school community.

Regarding these aspects pointed out by the professor, Rodrigues and Silva (2018) emphasized the need for greater commitment from government officials in implementing policies aimed at riverside communities. The authors point out that the lack of monitoring and participation of riverside communities in decisions regarding school management and the setting of educational goals compromises the continuity of these policies. As a result, the quality of teaching can also be affected.

In highlighting the declining involvement of social movements and the politicization of SOME, the professor draws attention to the tensions between the State and the municipality and to the impacts of these disputes on the fulfillment of the right to education. Problems such as inadequate school meals, failure to establish new cohorts, and the absence of institutional responses reveal that student retention in rural high school depends not only on the formal existence of the policy, but on sustained, coordinated, and committed support for individuals and their territories.

Between 2010 and 2019, high school at EMEF Gomes Netto graduated five classes, totaling about 100 students. Despite the difficulties faced, all classes managed to complete the course. However, the last two went through significant delays, especially due to the lack of teachers and the interruptions caused by changes of government, as reported by the Portuguese language teacher. These factors contributed to the demotivation of many students.

Some who were able to enter mainstream education in the city continued their studies, but most remained without access to education, their rights thereby violated. This reality disproportionately affects youths in rural areas, historically neglected by

public policies. The mathematics teacher also shared her experience with SOME, especially regarding the operation of the modules:

The modules, which were designed to have 50 school days per subject block, were gradually shortened. One factor that brought us to this point was municipal administration: we never had leadership that truly addressed the needs and demands of SOME. Furthermore, the partnership between state and municipality, specifically the municipal counterpart to the agreement, never materialized as intended

Although school management existed, a disconnect persisted between elementary and high school, as if high school were not important to the municipality. When the URE coordinator visited, we discussed these problems and needs. Although we were technically overseen by Marcílio Dias school, the municipal headquarters, we could not even process student grades or handle enrollments. Furthermore, changes in state government generated additional problems: we were left without state management oversight and without follow-up, demonstrating profound disregard for our right to education. (Interview with the SOME mathematics teacher).

Despite these obstacles, it is important to recognize that SOME played a decisive role in educating young people and adults in the communities along the Moju River, by enabling access to education without requiring travel to the municipal town. One of us, an author of this study and a graduate of this modality, completed basic education through SOME, an experience that vividly reinforces the importance of sustaining this educational policy in rural areas. To defend modular teaching at Gomes Netto School is also to defend the right to comprehensive education for rural youth in their own territories.

Next, we highlight the report of the Portuguese Language teacher, who also shared his experiences at SOME.

This year marks ten years of SOME in our region, yet cohorts that have not completed high school still remain. This means a project designed to be completed in three years has so far remained stalled. When a program takes ten years and remains incomplete, something is wrong, not with the SOME system itself, because for this region it is a wonderful proposal. It adapted to the reality of schools and students in rural areas, enabling face-to-face instruction. The teacher serves as the agent responsible for delivering pedagogical content in primarily expository formats, using handouts produced by the teachers themselves. Had we had access to instructional and technological materials, as should be our right, our classroom instruction would achieve higher quality. (Interview with the SOME Portuguese language teacher).

The narrative reinforces aspects already evidenced in previous accounts. It is noteworthy that, although SOME is recognized as well-suited to rural realities, its

implementation has been marked by discontinuities. These discontinuities prevent the regular completion of classes.

The fact that, after a decade of operation, there are still students who have not completed high school reveals weaknesses in the management and monitoring of the policy. In addition, the absence of teaching materials and technological resources compromises instructional quality, shifting responsibility for addressing these gaps to teachers. Thus, the testimonies converge in indicating that the limits of SOME are not in its conception, but in the inadequacy of the institutional conditions necessary for its implementation, because as Pereira (2016, p. 45) points out, "[...] Education in riverside areas is often marked by structural deficiencies, such as the lack of adequate infrastructure and the shortage of qualified professionals".

It is worth remembering that education is a fundamental right, essential for human and social development, and must be guaranteed to all, without discrimination. However, reality shows that this right remains unguaranteed for many, especially among rural populations. As reported by one of the teachers interviewed, there are students at SOME who, although enrolled in a program designed to be completed in 3 years, have yet to receive their diploma after 4 years. This shows that public educational policies have not responded to the demands and desires of riverside communities.

We recognize that numerous challenges persist in daily school life. However, overcoming these difficulties is urgent, so that we can, collectively, forge pathways that guarantee quality education in rural areas.

As a teacher, it was a truly rewarding and enriching experience. Our students motivated us to teach, knowing that what we were conveying was well received and internalized. Because SOME was new in the rural context, these students really wanted to make a difference. Although challenges were numerous, the will to study and learn was greater. Completing high school was a dream shared by students, parents, and the broader community. As we have always maintained: teachers from the local community serving in SOME were no different, it was noticeable in the faces of these students: today's students become tomorrow's future, and the teacher working within his own community plays a vital role in shaping that future. (Interview with the SOME mathematics teacher).

In this fragment of the collaborating teacher's account, she demonstrates her responsibility and commitment to SOME, as the reciprocity of this knowledge exchange with students motivated them to persist in this teaching modality. The teacher's experiences within the modular system are significant.

Talking about these experiences was a great positive learning experience as a teacher. I believe that the essence of experience lies in knowing how to listen, observe, and engage with different realities, and that these adversities hold value. We faced numerous difficulties, but I affirm that there is no victory or success without difficulties, they serve as the catalyst for success. Being a teacher in Brazil presents a great challenge, because, first and foremost, you must genuinely like being an education professional. Furthermore, deciding to become a teacher means accepting that policies targeting this profession in Brazil fall far short of what is fair and necessary... I believe this project's results could have been better and far more satisfying, if there had been greater commitment, enthusiasm, and collective motivation. Seeking new approaches to teaching, with strategies for developing competencies through the curriculum, would confirm that quality education is not someone else's responsibility, but depends on human resources, on committed teacher-warriors who recognize that transformation is possible and indispensable. (Interview with the SOME geography teacher).

The narrative reveals the developmental nature of teaching at SOME, understood as a learning process built on listening, observation, and interaction with rural realities. These reflections enable the teacher to fully understand her role throughout her career as an educator, because, "When we begin to understand milestones and trajectories, we also access the representations of individuals who understand and interpret the realities they live" (Josso, 2010, p. 206). At the same time, the teacher articulates the adversities that define the teaching profession in Brazil, associating them with the inadequacy of educational policies.

The statement reinforces that the quality of education and the retention of students depend on collective commitment. It also highlights the importance of recognizing local realities as central pedagogical contents. In this context, the role of teachers as fundamental agents in the construction of transformative educational practices is highlighted.

We perceived, in the statements of the three teachers interviewed, several difficulties in the functioning of the SOME. These difficulties include inadequate teaching materials and the absence of effective project management in the municipality. The management takes place in an informal collaboration between the Marcílio Dias School and the municipal government. As a result, disorganization and a sense of abandonment set in, as each part awaits action from the other.

The changes in management in the municipality further aggravate the situation, since the educational policy becomes hostage to partisan political disputes. This fragility reveals the lack of commitment, both local and state, to the continuity,

structuring and quality of modular education. The main victims are the rural populations, who depend on this service to secure their right to education in their territories.

In view of this, our commitment involves the constant reaffirmation and defense of quality education and as a social good, a fundamental right of all. Our struggle is in the direction of the implementation of public policies, and for education to go beyond the logic of being treated as a bargaining chip, and to be understood in fact, as a right of the various populations of riverside, quilombola, extractive communities, especially in the interior of the Amazon.

4 What students, parents and community leaders say about SOME

At this point in the research, we present the results constructed from the interviews with SOME students. Their accounts reveal desires, difficulties and perceptions about the school routine. To carry out the interviews, we prepared a script with open and closed questions, and we interviewed three students living in the Moju River community, who were members of the annex high school class at EMEF Gomes Netto.

The teaching of SOME is very good and a lot of learning, and even better because of the fact that we do not have to go to the city, to continue our studies. What once was a dream for us has come true. As children of riverside farmers in the rural areas, it is a historical milestone in our rural community, we who feel our rights violated daily. This achievement was very good because we stayed with our families helping in family activities, participating in our community, and still having access to high school. (Interview with student Ana Maria Silva).

The student's narrative highlights SOME as a policy that realises the right to education by guaranteeing access to high school education within the community itself. By recognizing herself as the daughter of riverside dwellers and farmers, the student understands this achievement as a historical milestone for the rural community, especially in a context marked by the recurrent violation of rights. The student highlights the contribution of SOME in the training of students who belong to rural areas, especially on the Moju River, while reaffirming education's social role and the right to basic education. It is worth noting that high school being the final stage of basic education, everyone has the right to access it freely within their own territory.

In addition, SOME is a project that served youths who had completed elementary school and who for some reasons had discontinued their studies, lacking opportunities to continue. With the implementation of this teaching

program in our territory, many of these youths returned to classes. We can say that it is a quality teaching that works. However, we face many challenges, such as teacher shortages that extend the time required to complete high school, delays between modules, and lack of teaching materials, school meals, and transportation. Specifically when teachers come during elementary school vacations for make-up classes, we face difficulty to travel to school. We have to buy fuel with our own resources, and yet we have the right to transportation. Furthermore, there is no food service during this period, as we share meals with the elementary school program. (Interview with student Beatriz Silva).

The student's narrative highlights SOME as a policy that realizes the right to education by guaranteeing access to secondary education within the community itself. By recognizing herself as the daughter of riverside dwellers and farmers, the student understands this achievement as a historical milestone for the rural community, especially in a context marked by the recurrent violation of rights. This invites us to reflect on the representativeness of the program in the lives of these children of riverside dwellers and farmers who dream of accessing and completing high school within their own community. Above all, it underscores the participation and support of families in their children's educational journeys. In the account below of a student, she highlights the difficulties encountered in the applicability of the program during class sessions in her community of origin.

There are numerous challenges that we go through that only become apparent through daily experiences, but the main one is the lack of interest among our government officials, as well as inadequate SOME coordination, which has always left something to be desired. We have no information about schedules when teachers will arrive or when new modules begin. It has happened that the teacher arrives at school and we were not informed, and we didn't go to class until the next day when we were notified by a resident who lives near the school. (Interview with student Carlos Azevedo).

The above accounts show the challenges faced by students in their daily school life, given problems in policy management at the municipal level. This disposition, marked by the resistance and desire of youths to complete their studies, contrasts with the fragility of the SOME project in the municipality, which lacks appreciation on the part of local management. Only with the commitment of the government to enhance SOME offerings, will it be possible to respond to the appeal of student Ana Maria Silva:

In this sense, it would be great if the SOME project had continuity in our community, which has already contributed much more. Although it has currently been suspended due to partisan political disputes, but it could still contribute much to many young people who need this educational opportunity. (Interview with student Ana Maria Silva).

It is necessary to reorganize the coordination of SOME, in order to guarantee the continuity of the right to education, because as Pereira (2016, p. 35) argues, "[...] The democratization of high school education requires not only the expanding access, but also guaranteeing of adequate learning conditions for all students". We argue that high school education in the rural areas needs to be structured to offer not only access, but also critical training, expanding the possibilities of citizen participation and the construction of dignified futures for rural youth, as student Carlos Azevedo emphasized: "We believe that it is possible to improve both in the offer of the project and also in the quality of education. We must each do our part and join forces to achieve the long-awaited quality education".

Even despite so many difficulties, the students emphasize the quality of teaching and the dedication of the educators, an aspect that deserves to be valued. As pointed out by Alho (2020), the intermittent functioning of SOME, marked by module delays and absence of teachers, compromises rural youths' ability to complete their studies, generating discouragement and violating the right to education for children of riverside farmers and other rural populations. "Quality education is a social good and a right for everyone [...]", but in practice, "[...] not all individuals have this access guaranteed, especially rural people" (Alho, 2020, p. 33).

Defending the right to education in rural areas implies going beyond the abstract advocacy of education for all. As Arroyo (2002) states, fighting for the rights of education workers is a more radical proposal, since access to education does not guarantee, by itself, emancipation. The right to education of the working class also includes the meaning of what is learned, the way in which it is taught and what this process can provoke in each individual as a social being.

The accounts of parents and community leaders highlight the importance, difficulties, in relation to SOME, the collaborators here are two parents, and one leader.

The implementation of SOME was a dream come true, after many struggles and claims we secured this project in our community in 2010. In the first years we faced few difficulties, everything happened in the best possible way. Our children were studying and helping with family activities, this for us was a source of great satisfaction, a historical milestone for our community. This program contributes a lot to the formation of many youths and even adults who had previously discontinued their studies. (Interview with community resident, Antonio Lopes).

The resident's account highlights SOME as a collective achievement, the result of struggles and claims, understood as a historical milestone for the community. It highlights the importance of the project in guaranteeing access to high school education within the territory itself. Revealing the inaudible and the visibility of these people and their voices contributes to the recognition of what drives the documentation of this achievement together with the riverside communities.

In remembering the achievement of SOME at the Gomes Netto School, we noticed the satisfaction of the parents when they re-counted this long and beautiful story, built through their tireless struggles. This achievement contributed positively to the formation of youths in rural areas and to their retention in the family and community, something that strengthens social bonds in rural communities.

These achievements motivated us to believe that these challenges would be overcome, but they only accumulated. We faced, teachers shortages to teach classes, delays between modules, and extended time to complete high school, until reaching the point that 2016 marked the last year that first-year students began their studies, completing some subjects in two modules. Since then, no teachers have arrived, and no new classes have been formed. We have no explanations, despite having sought answers, but we have not obtained success. (Interview with Luzia Silva). (Interview with Luzia Silva)

The account points to the gradual discontinuation of SOME, marked by the shortage of teachers, the irregular module scheduling and the absence of new classes, all of which compromised the students's ability to complete high school. The testimony also exposes the institutional silence and the lack of responses from the public authorities, revealing the weakening of a policy that, although it has produced initial achievements, failed to ensure the continuity of the right to education in the territory. These problems are perceived by Rodrigues and Silva (2018), who in their investigations highlight that the implementation of modular strategies, along the lines of SOME, requires significant investments in infrastructure, teacher training, and the production of teaching materials suitable for rural schools.

Throughout the research, we noticed a consensus among the interviewees regarding the difficulties faced in the daily life of SOME. The challenges accumulate, generating discouragement among students, especially in the absence of clear information and the lack of specific policy coordination in the municipality of Gurupá. This reality leads us to reflect on the urgency of reformulating and replanning SOME,

so that it actually responds to the expectations and educational needs of rural communities.

We believe that the lack project coordination prevent us from really knowing what is happening. At the host school we are told that operations depends on the partnership with the municipal government, which claims that everything is fine and everything will return to the way it was, but to date we have no answers, and classes remain suspended with no anticipated resumption date, Our children, who need to continue their studies, bear the consequences of this neglect, which leads us to believe that partisan politics directly interfere with the provision of the SOME project. We can say that the teaching of SOME contributes positively to the educational formation of our children, and that if the project is properly (re)planned and remains in our riverside territory, it will certainly contribute even more, with the formation of students in rural areas, thus ensuring Education and completion of basic education in our community (Interview with the community leader, Pedro Ribeiro).

The statement shows the fragility of the management and coordination of SOME, expressed in the absence of clear information, in the discontinuation of classes and in the uncertainty regarding the resumption of the project. At the same time, the narrative reaffirms the importance of SOME in the educational formation of young people in rural areas and points out that its continuity depends on planning, institutional articulation and political commitment, under penalty of deepening the denial of the right to complete basic education in the territory.

In view of these reports presented by teachers, students, parents and community leaders, throughout the text, SOME is recognized as a valuable initiative, which contributed significantly to the educational formation of youths in the rural areas. At the same time, these voices express common dissatisfactions, pointing to structural weaknesses and the absence of management as persistent obstacles. Still, hope prevails: everyone believes that the project can, and should be, replanned and reinvented, so that it can continue to fulfill its role with other students who, like those from Santa Luzia, continue to fight for the right to study without having to leave their communities.

5 Final considerations

The analyzed narratives demonstrate that the Modular Teaching Organization System (SOME) emerged as a strategic public policy for guaranteeing high school education in the rural areas, enabling students' retention within their territories and strengthening family, community and productive bonds. However, testimonies also

reveal management weaknesses, lack of coordination, interruption of service delivery, shortage of teachers and institutional instability have compromised the fulfillment of this right.

The data indicate that SOME's limitations are not in its pedagogical conception. They manifest, primarily in the absence of planning, systematic monitoring and political commitment to its implementation. This condition reaffirms the persistent educational inequalities experienced by rural populations. Therefore, there is an urgent need for continuous, territorially situated and socially committed educational policies.

In this study, we present the reality of high school education through the Modular Teaching Organization System (SOME), at EMEF Gomes Netto, located in the riverside community of Santa Luzia, Moju River, in Gurupá-Pára. The research enabled us to listen attentively to teachers, students, fathers, mothers and community leaders, whose experiences reveal both the achievements and limitations of this public policy in the rural community.

Based on our data analysis, we recognize that SOME contributed significantly to the education of youths in rural areas, allowing them to complete high school without leaving their territories. However, the difficulties faced are recurrent and compromise the continuity of the project. Among the main identified problems are teacher shortages, interrupted module schedules, insufficient management support and absence of dedicated SOME coordination at the municipal level.

The absence of a monitoring and management structure contributes to the institutional abandonment of the policy, especially in rural areas. As interviewees reported, some students have spent four years in the program without completing it, due to teacher shortages and insufficient organization. This shows that the retention and quality of high school education in the rural areas continue to be urgent challenge, aggravated by the interference of partisan political disputes

Even despite so many adversities, the community recognizes the value of SOME. The accounts reveal hope and the desire for the project to be replanned, with structure, appreciation and committed management. We argue that modular education, far from being exhausted, needs to be strengthened as a public policy that guarantees the right to education to youths from communities with low population density, as stated by Porto, Araújo and Teodoro (2009).

Finally, we affirm that this research was a unique experience of collective learning. For us, teachers of the Rural Education Course, this experience reaffirms our ethical and political commitment to the territories where we work and to the individuals who build knowledge and resistance in there. We hope that this research will contribute to the public debate and to the construction of fairer educational policies, rooted and committed to the rural, waters and forests communities.

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