

THE CONTEXTUALIZED EDUCATION FOR COEXISTENCE WITH THE BRAZILIAN SEMIARID: FUNDAMENTALS AND PRACTICES

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Introduction

The Contextualized Education for Coexistence in the Brazilian Semi-arid (ECCSAB) is a proposal mobilized and articulated as public education policy for the schools of Brazilian semi-arid. Has the front of the *Education Network Brazilian Semi-arid* (RESAB). That network was established in 2000 and since that date has been trying consolidate the fundamentals theoretical and practical education of Contextualized while new ways of thinking and acting on the school context and its web communitarian relations, regional and territorial in which the actors and subjected territorialized are social. To link the curriculums inflections the forms of life and existent issues of Brazilian Semi-arid. As well as producing instructional materials that demonstrate the territorial identity and cultural of sertanejos.

This article presents the paths trodden by RESAB to the insert the education within the project of sustainable territorial development of the Brazilian semi-arid. Highlights the sociocultural dimension, environmental policy and of the proposed 'Coexistence' debating the need for a permanent dialogue with the the local knowledge of universal and deconstructed the discourses and images attributed to the Semi-arid like a 'ugly and inhospitable place', 'cracked earth ', 'still life ', and apprehend it as a territory diverse and complex composed of different contexts, whether of the city or of the field. It also reflects upon the pedagogic field grounded in contextualization of the knowledge.

It thus analyzes some background about setting context, addressing it as a scale space-time, of which the subject is situated in the world, and understands that your place is the reference on which he weaves about your know about yourself and the world, other words, from their material and immaterial experience. Shows the itinerary guided by the methodological contextualization and how this integrates the quotidian / community of students with disciplinary content, motivating them to think about community (whether urban or rural), to better understand the reality that surround them and enabling them to know their histories, geographies, and its environmental and socio-cultural environment.

And lastly in this article evaluates the importance of inclusion of Contextualized Education for Coexistence in the Brazilian Semi-arid in development processes of territorial Semi-arid, contributing to the 'good use' of nature semi-arid, whose repercussions are positive with respect to measures to combat desertification, since, based on the construction of ethics of prudence and respect the environmental dynamics

of drylands. It is concluded that Education Contextualized opens pathways necessary for development of identity territorial sertaneja and contributes to the development of new and perception relationship with the Semiarid apprehending it as a symbolic territory-cultural, complex and multidimensional.

Keywords: Coexistence with the Brazilian semiarid, contextual education, territory.

The connections required to build the perspective the coexistence with the semiarid Brazilian

Organised civil society in the Brazilian Semiarid has assumed the last two decades a pro-active, pressing the control democratization and social development programs for this territory. In this context of change that begins in the 1980s, by opening the country's political, arose during this period the Movement Moves Northeast, pointing to a situation of exclusion from the Northeast and their leaderships denouncing social inequities and historical. The Northeast emerged the idea is feasible (emphasis added) (FÁVERO, 2002).

In the years of 1990 to amplify the criticisms to occasional interventions by the state and its policy of 'combat drought'. Civil society broadens its articulation through the creation and strengthening of rural unions, associations, cooperatives and non-governmental organizations. In 1992, these movements occupy the headquarters of the SUDENE, throwing motion Forum Northeast. A period which extends the resistance policy 'combat drought', strengthening the political articulation of Civil Society, which will trigger the creation of major networks, for example, in the Brazilian Semiarid Articulation (ASA) in 1999, bringing together several social organizations around the proposal of 'Coexistence with the Semiarid'.

This idea-project directs on to another / new meaning to development of Brazilian Semiarid, with public policies for social inclusion, equity and prudence with natural resources. Emerges an articulation and mobilization by means of social networks, which become spokespersons of political inflection 'Coexistence' from among these highlights are the ASA, the RESAB and other networks that arise. These networks will act in Brazilian semiarid region, a territory bounded from Areas Susceptible to Desertification, Ministry of Environment, Brazil focal point of the UNCCD. It encompasses eleven Brazilian states: Bahia, Ceará, Pernambuco, Alagoas, Sergipe, Rio Grande do Norte, Piauí, Paraíba, Maranhão, Minas Gerais and Espírito Santo.

The idea-project Coexistence will act in the deconstruction of the meanings of stereotypy and negativity, solidified on nature, field, society, culture, etc., The 'peoples' of the Hinterland Semiarid. The focus of the action of joint networks and mobilize individuals and groups for new ways of sociability, enabling a new base of knowledge and practice about nature and the territory Semiarid be established from practices and productive programs, organizational and educational contextualized, appropriate to the conditions of the land teak; through the use of and access to social technologies for water, as an example, the program permanent mobilization - a million Cisterns program

(P1MC). Within that context of change and new proposals for the Brazilian Semiárido emerges the idea of Contextualized Education for Coexistence in the Brazilian Semiárido (ECSAB).

The trajectory of RESAB to the construction of contextualized education for coexistence with the semiárido Brazilian (ECSAB)

The RESAB is created in 2000, a process was developed much earlier, from productive and educational initiative of many Non-Governmental Organizations, Churches, and Government Departments and some Public Universities that were developing methodological experiences to give another meaning to education offered in Semiárido. The inflexions curriculares happened to be directed "to bind the school to the forms of life and the problems existent in this region" (RESAB, 2004).

The events leading up to the formation of RESAB were the "Symposium and School Coexistence with Drought" in 1998 and "First Seminar on Education in the Context of Brazilian Semiárido" in 2000, both held at Juazeiro / Bahia. The first meeting promoted the institutions and experiences, whereas the second has established up to the Protocol Commitment institutions presents by founding the network properly.

The RESAB nowadays congregates hundreds of Governmental Institutions (Federal and State Universities, State and Municipal Secretariats Education), several NGOs, Agencies for Technical Cooperation. The network has the support of the Ministries of Education (MEC), Environment (MAM) and Agrarian Development (MDA). Besides establish important partnerships with institutions of Research, such as the National Institute of Brazilian Semiárido (INSA).

The conception of the educational processes of 'Coexistence' understood by the RESAB aims starting with the production of contextualized knowledge, other words, "from the context that is able to articulate the several knowledge / produced knowledge by humanity, aiming to improve of the living conditions in the Brazilian Semiárido" (RESAB, 2004). In this sense, the network operates with four theoretical references practical: A Shared Management, the Curriculum Contextualized, the Continued Formation and the production teaching materials and paradidactic contextualized, whose intention is to create for children, youth, men and women of an Education Semiárido significant that portrays their reality.

To this end, it becomes necessary act upon the textbooks, one which they they are produced, especially in southern and Southeast of Brazil, more urban-industrial and ideological centrality exercise an over other regions of the country. Materials composed of pejorative contents, limited, which reinforce the negativity and the marginalization of Semiárido compared to other Brazilian territory. That is, they act on negativity and stereotypy in the identity of backwoodsmen and hinterland.

The Education in Brazil, and particularly in the Brazilian semiárido got a complex and challenging task of reversing the bad performance in the framework of the teaching and

learning, of rethinking the function and place of the School. In the Brazilian semi-arid the schools, in the general, they function in a way precarious, especially in schools of the field. The absence of a policy of initial and continuing training for educators that contemplates a discussion about the natural contexts, historical and cultural Semi-arid, an aspect that demonstrates a unpreparedness and a lack of adequate knowledge about who is the Semi-arid by the teachers.

Another challenging aspect is to rethink the curriculum, since this still presents itself disjointed the reality and only propagator of the vulnerabilities and negativities of Semi-arid (RESAB, 2006).

The political-pedagogical proposal of this network is a collective construction between civil society and the state. To bargain spaces of power within the state programs, the ECSAB to be implemented as public policy. One of the pathways has been the liaison with the Ministry of Education and Culture (MEC) for the recognition and adoption of the Didactic Book: "Getting to know the Semi-arid I and II" in all public schools from elementary school. Thus progressively the proposal got been inserted into in the spaces of discussions and accepted as a one of the central proposal of the 'Coexistence', besides RESAB there are other network - Articulation on the Semi-arid Brazilian (ASA), also understand that important is the proposal of education.

The methodology contextualization as a dialogical and interdisciplinary to think to the reality

The contextualization of knowledges has been the methodological foundation, in their different for ways to use her, by institutionalities that clump together to 'Coexistence', especially when associating the actions organizational and productive with the educational activities.

According to Zemelman (2006), one of the foundations of the contextualization of knowing is to potentialize the subjected that this is situated within historical your moment, expanding your horizon of apprehension of reality, placing it facing a constellation of possibilities. For this author, the sense becomes a valid form of knowledge production, and not only what can be observed and palpable proven, reasoned by modern scientific method. For Merleau-Ponty (2004), the subjective experiences of meanings and the senses are forms of knowledge production by the thinking subject and need to be retrieved, once been denied by the scientific and instrumental reason by modern upon the sensibility creating. A world dominated by science, ignoring the the world of perception. It will be a task for education retrieve the thinking subject, considering the front to the complex reality of today's world. A methodological and epistemological challenging to science and society contemporaries. It will be necessary to put the subject in relation to the complexity network between the place and global.

The contextualization also has been comprehended as an action of disruption with the universalist narratives posed by the scientific knowledge, and want to establish new

agreements, new 'contracts' with the natural and the social. About the universalization / colonization narratives, Martins (2004, p.32-34) brings the understanding that this it derives from the speech of "outside" denying the 'insiders'. That is, "a nomination operated" outside that even gave enough time for "the subjects organize a self-definition and self-qualification" adds the author. The idea of of Martins is therefore that contextualization is an action of decolonization, for his task of reconstructing visibilities and stock images imposed and to allow 'others' excluded from 'hegemonic narrative', recuperate their words and to render their relevant questions.

For Martins and Reis (2004, p.08), the context also does not end the production of knowledge and not the reality be reduced to it, because the "context must not be closed how an "island" insulated the world of things and of the other knowledges and knowledge accumulated by humanity throughout its historical trajectory: "Instead he is the beginning of the renewal and deepening of knowledge and learning many different" (MARTINS and REIS, 2004, p.08).

By these justifications are presented, which Dimension the Contextualized Education Semiarid as the context, it is of this mundaneness that the subject builds its learning *to be in the-the-world-with-others* (HEIDEGGER, 1981; CARVALHO, 2012).

The contextualized education and construction of a pedagogical itinerary for coexistence with the semiarid

The Contextualized Education has been practiced in the formal and non-formal Education. Are in NGOs, pastoral associations, schools, social movements and other spaces. The ECSAB, is still present in most non-formal spaces, presented in the form of courses, workshops, meetings with farmers (as), educators, etc..

In formal spaces, such as schools and universities, the ECSAB vai stepping into in the Political-Pedagogical Projectby referencing on the conception of curriculum Contextualized, as a form of overcoming the model curriculum established by universal education, whose knowledge is guided in the neutrality in scientism and the fragmentation of the contents. The contextualization of knowledge in the formal presents itself in a more timely process. What are some notes Schools or Departments (city / state), who take this itinerary as performing pedagogical activities from the experience and the daily lives of students, motivators and as practical tools, for example, the "teaching garden" "the study of reality," among others.

The activities of mentioned are intended to integrate the quotidian / community of students with disciplinary contents, motivating them to think about the community, to know better the reality that surround him and making possible them to know their histories, geographies and their socio-cultural and environment. The school becomes the place of discovery, learn-to-do, for students after a "study of reality" develop interdisciplinary activities, systematize the knowledge acquired, elaborate and reelaborate concepts and then give back to the community visited, receiving the report

prepared by the students, stating their impressions, perceptions and knowledge developed.

Some NGOs, as examples, ADAC, CAATINGA, IRPAA, MOC have taken on the important role of the insertion ECSAB in drafting the political-pedagogical projects (PPP) of the Municipal Education, the states of Piauí, Ceará, Paraíba, Bahia and other ; also stand out in the continued formation of teachers and managers in the elaboration of educational materials and paradidactic. It is worth mentioning in this path, joint action between IRPPA, the UNEB / DCH III and UNICEF in 1997, which prepared in partnership with the SEC Curaçá (BA), the first proposal for Political-Pedagogical the perspective of Contextualized Education for Coexistence , called "Education with Foot on the Ground the Hinterland".

Final considerations

The learning of the specificities, fragilities and potentialities of Semiarid by the contextualization enters in the formal fields and non-formal Education at the prospect of Contextualized Education.

The intangible dimension, subjective and symbolic-cultural territory Semiarid enters into the practices, actions, experiences and programs "Coexistence ". And of the process contextual in cultural and educational programs and practical subjects have given new significance the senses of nature and territorybecause other / new signs and emblems of territorial identity are being elaborated. That It is worth saying that the physical, cultural and symbolic regimes of signs and the subjectivities that make up the territory Semiarid are emerging and that territory doomed to drought and misery passes to the territory of possibilities.

This new logic to see, perceive and conceive nature and semiarid Brazilian territory indicates the need to qualify subjected and institutions to act with the logic of Coexistence. It is a process of cultural change, in which the Education Contextualized brings the possibilities for the formation of this new generation of professionals (not only in education but in all areas of technical and scientific knowledge) to become apt to think and develop projects development guided by the 'Coexistence'.

Certainly within the processes necessary actions of combating desertification, now incorporating the attitudes, the intentions and environmental consciousness of the affected communities.

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