

THE CHALLENGES TO ACHIEVE INCLUSIVE AND QUALITY EDUCATION IN THE MUNICIPALITY OF COSTA RICA – MS, BRAZIL

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ABSTRAT

The economic, political, social and cultural transformations in the present time enter the classroom, bringing to light some instruments to be incorporated in pedagogical practices, emphasizing the perspective of overcoming the “knowing by heart” prevalence to transmitting knowledge to a more versatile student. It is known that the teacher is an indispensable element in the development of learning, proposing a dynamic theoretical understanding. This requires planning and articulation of the relationship between school and student, establishing connections with the context lived outside and inside the classroom by all social actors. An asymmetrical perspective to neoliberal rationality and high-risk capitalism, promoting a critical look in the perspective of stimulating actions in a world going through transformations, with fair and solidary relationships, emphasizing exchanges of opinions and learning in the service of those in social vulnerability, converting them into a point of action aimed at transformation. In this context, this study sought to emphasize the process of scientific literacy in Geography through the application of a case study with geography teachers and students from Elementary School II in the reality of the Municipality of Costa Rica – MS, Brazil; and in this way stimulate the teaching and learning process that contributes to the internalization of meaningful learning for the student, breaking the ideology of the survival entrepreneur.

INTRODUCTION

As defined in the Law of Directives and Bases of National Education (LDB, Law No. 9.394/1996), the Common National Curricular Base should guide the curricula of the education systems and networks of the Federal Units, as well as the pedagogical proposals of all public and private schools of kindergarden, primary and secondary education throughout Brazil. This document establishes the knowledge, competencies, and skills that all students are expected to develop throughout their basic education.

In this way, the managing institutions emphasize that this normative document is guided by the ethical, political, and aesthetic principles outlined by the National Curricular Guidelines for Basic Education.

In this sense, the advance in the understanding of the mechanisms involved in the curricular component Geography in basic education and the reflection on the challenges

imposed by the contemporary world indicate the need to consider more systemic and complex conceptions, regarding the provocations unleashed in the teaching and learning processes of this discipline.

Thus, teachers are instigated to deal with the issue of Geography Teaching, needing to be prepared/capable, and updated with the changes that have occurred in education, in order to build more meaningful teaching and learning, synchronizing information and knowledge necessary for the student's inquiry and knowledge.

Contextualizing what is lived outside the classroom by the students to the context that will be imposed or questioned to them, in terms of syllabus content, is the harder task for the teacher, because, in this way, the critical thinking will make it possible to act in the transformations of a fairer world with more solidary relations, emphasizing exchanges of opinions or learning.

The educational phenomenon is going through deep transformations and the social function of the school needs to be rethought, demanding the education actors to assume themselves as protagonists of the human, social and political criteria.

The Municipal Education Network - REME ,in the Municipality of Costa Rica, is composed of 5 teaching institutions in the urban area and 2 schools in the rural area. All organizations serve the following levels of education: Kindergarten, Elementary School I and II, also offering the Youth and Adult Education (EJA) modality in the evening. The REME is of full classes, interspersed annually, in descending order, enrolled in the morning shift, from the second year of elementary school I to the ninth year of elementary school II, for who lives in the urban area. In this paper, we will highlight the Fábio Rodrigues Barbosa Municipal School, which was integrated to the analysis of the research developed, for presenting a singularity in the clientele served: students from rural areas.

This school offers activities inserted in the project created by REME, called "Searching for New Dreams" for regularly enrolled students. It is offered free of charge and its goal is to promote the integral development of children and adolescents between the ages of 6 and 15, as a factor in the formation of citizenship and improvement in their quality of life. These actions are developed in the school's extra-shift period and include 14 modalities, such as karate, guitar, dance, ballet, theater, swimming, capoeira, soccer, futsal, basketball, lego robotics, athletics, band and fanfares.

The Fábio Rodrigues Barbosa Municipal School has a heterogeneous clientele under the social, economic and cultural aspects, formed by children and teenagers from the urban and rural areas. The classes are from the first year of elementary school I to the ninth year of elementary school II in the morning, and in the afternoon shift from the first year of elementary school I to the sixth year of elementary school II. The school does not offer full time education, due to the large number of students who live in rural areas. In the beginning, the school was only intended for the rural area public in the morning and afternoon shifts. However, with the expansion of the urban network, originating neighboring neighborhoods, associated with the closing of classes in the schools of the state education network, the regulation of attendance of specific customers by this

institution needed to be reviewed.

According to the school management, in 2020, the school had 620 students enrolled from 1st to 9th grade, distributed in the morning and afternoon shifts. A significant differential is the way the classrooms are organized; the students sit in circles or semi-circles, a social-interactionist option - adopted by the board and the coordination, which proposes to the student to participate in his/her own learning by experimenting the new, of stimulus, doubt and reasoning, focusing on interaction, valuing what the student brings with him, a starting point for them to acquire other knowledge.

The school must fulfill its social function, which is to teach with quality, and the teacher, the mediator of the teaching and learning process, must arouse curiosity and the desire to learn the syllabus in the Geography discipline. Thus, it is essential to use playful activities, with varied teaching resources, whether in the form of educational games, to reduce the barriers to learning, incorporating dynamic classes, producing teaching materials that favor student learning.

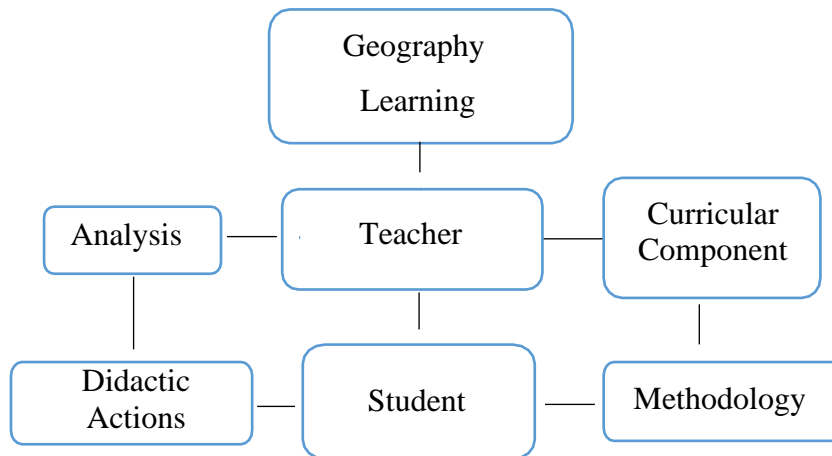
By inserting these teaching possibilities in varied ways, the so-called "new methodologies" in the teaching and learning processes, we can see how they also raise the rates of students interested in the classroom, since the use of playful activities goes beyond simply playing, but enables a series of hidden or undiscovered abilities by the student himself, such as attention, motor coordination, logical reasoning, oratory, gestures, postures, memorization, talents, and a pleasurable learning.

As Freire (2006) says "the critical teaching practice, implying the right thinking involves the dynamic, dialectical movement between doing and thinking about doing". For the teaching of Geography, it is essential to articulate procedures and methods that make connections between content and students' everyday knowledge, prioritizing activities that allow the formation and expansion of concepts in their construction and reconstruction, because it runs the risk of soon, everything that is taught to the student will be forgotten, especially when it has no meaning for him.

In this sense, the dynamism of the discipline needs to accompany the advances, in the construction of different thoughts that lead to different reflections, a closer look at interpretation, constituting the key to different learning analyses. However, the quality of the school's performance cannot rely only on the will of one teacher or another; it is necessary that all teachers are committed to reflecting on their practices and on the most appropriate teaching strategies.

Therefore, it is necessary to have a connectivity between Geography Teaching, Teacher and Students, associated with the diversity of views, experiences, methods and techniques in the learning path, as represented in the following flowchart (figure 1).

Figure 1: Connecting Learning



Source: Author himself, 2020.

To achieve a significant learning in Geography, the process goes through cycles, and the teacher is in the center promoting connectivity, adapting the content to the norms established by the higher management, associating with analysis and skills according to the local or regional specificities, and triggering strategies of action to work with interactive and dynamic activities which awakens and permeates a more significant learning to students. The teacher may promote reflections about governmental propaganda, especially political parties, about the formation that educational institutions must offer in the current conjuncture to establish a connection with the globalized world.

It is from this amalgam this research emerged, thinking about the reality of the Municipality of Costa Rica - MS, involving students from 6th to 9th grade, with the application of a case study with rural area students from Elementary School II, in the perspective of reflecting and contributing with social actors involved in the process giving the power to communicate their lived experience.

MATERIAL AND METHOD

To achieve the objectives set out, the work went through a literature review, in order to address the issue involving the processes of teaching and learning in Geography, covering research of nature in theoretical references that address the central theme of this investigation, research in normative instruments that address the guidelines concerning the proposed study.

According to Lakatos and Marconi (2001, p.66) the bibliographical research is the survey, selection and documentation of all bibliography already published on the subject being researched in books, magazines, websites, monographs, thesis and dissertations. It intends to put the researcher in direct contact with all the material already written about the same subject, knowing that any kind of research in any area of knowledge supposes and demands previous bibliographic research, either for the survey of the situation in question, or for the theoretical foundation.

Every scientific investigation demands a guideline to examine a given problem, which, in turn, is known as the analysis method. According to Alves (2008, p.229), the method

"is an organized instrument that seeks to achieve results being directly linked to the theory that underlies it". Thus, this research considers the hypothetical deductive method with analysis in dialectics, as pointed out by Marconi and Lakatos (2003, p.106).

Hypothetical-deductive method - which begins with the perception of a gap in knowledge, about which it formulates hypotheses and, by the process of deductive inference, tests the prediction of the occurrence of phenomena covered by the hypothesis.

The research was conducted with 120 students from 6th and 9th grade, from the countryside of Mato Grosso do Sul State, in the geography curriculum component.

The steps of the research involve qualitative analysis which, according to Minayo (2001 p.19), "(...) is concerned with the level of reality that cannot be quantified, that is, it works with the universe of meanings, motivations, aspirations, beliefs, values and attitudes".

The life stories, the lived reality, the subjective presentation of events seen from the perspective of the participants in this research constitute the object of study. The perception of these subjects made it possible to get to know the social relations and the dynamics that are of interest to the analysis developed. In this sense, anchored in Oral History, a survey was carried out about the historical path of the students regarding their experience itineraries in the school environment and their particularities, giving space for speech of these subjects who are not always heard. It brought to light information obtained through oral reports, conversations with the research subjects.

In this sense, it evidenced the reality of the social actors, making known the *sui generis* aspects of these subjects, cultural factors, social structures, and their daily ties. The group researched focused on their personal memories, making it possible to visualize the dynamics of their trajectories in the social group to which they belong, highlighting the importance of the facts in their lives.

According to Cassab (2009, p.44-51):

Oral history, as a research methodology, is concerned with getting to know and deepening knowledge about a certain reality - the cultural patterns - social structures and historical processes, obtained through conversations with people, oral reports, who, by focusing on their personal memories, also build a more concrete vision of the functioning dynamics and the various stages of the trajectory of the social group to which they belong, weighting these facts by their importance in their lives.

Basing the investigation on the production of a thought about the lived experience means focusing it on the subjects' representations, which constitutes the option of studying a social and collective reality through individual narratives and singular lived experiences. Thus, it is about the reproduction of the social fact in the lived experience and in the reflection that reports it, and each report is a personal way of expressing the group or the social, what each person reports, and the way he or she reports it, are constructions that are determined in life in society (Schairraiber, 1995).

Thus, this research may clarify the reality of everyday life of students from the countryside, associated with the discipline Geography in the Municipality of Costa Rica - MS, weaving a reflection and outlining a profile of their perspectives and indicate paths that emphasize the potential of students from their life context.

RESULTS AND DISCUSSION

The Fábio Rodrigues Barbosa Municipal School, located in the Jardim Imbirussú neighborhood, in the northwest region of Costa Rica city, Mato Grosso do Sul State, has its population base a heterogeneous clientele under various aspects encompassing social, economic and cultural factors, since it serves students from the rural area, as well as the surrounding neighborhoods, in constant rise, driven by population growth due job provision, goods and services in the local municipal context.

The institution is located approximately 3000 (three thousand) meters from downtown, it appeared in 2015, through Law No. 1.266, September 30th 2015, which called it " Fábio Rodrigues Barbosa Municipal School " and as a result of Law No. 1.452, February 19th 2019 was renamed Fábio Rodrigues Barbosa Municipal School. The act of creation took place through Law n° Lei n° 1.457, March 19th 2019.

About the origin of the name, Fábio Rodrigues Barbosa Municipal School, it was so named as a tribute to Mr. Fábio Rodrigues Barbosa (07/07/1920 - 11/11/2003), who worked as a farmer. According to the reports of his children, Mr. Fábio Rodrigues Barbosa, worried about their school education, as well as of his nephews and neighbors' children, built a school in the backyard of his house, in the Santo Antônio Farm (part of the Imbirussu Farm) and hired a teacher, Manoel Eustaquio, to teach these children. The school was deactivated with the foundation of the Costa Rica village and thus the children continue their studies in a new school, founded by the government.

This educational institution is based on the social interactionist thought that is based on the formation of the human being as a whole, with the human being himself being the co-author of his formation. With this in mind, the school seeks to offer its students a quality education focused on critical thinking, aiming to develop in them a critical sense so that they can later become conscious and participatory citizens in society.

The school's clientele is made up of children and teenagers from the rural area, as well as from the surrounding neighborhoods. Today, it has 589 students from the age of 4 and up in Kindergarten, according to the according to the legislation in force, going on until the age of approximately 18, at the end of the 9th grade of elementary school.

In the context of the school unit, considering its genesis and apogee, there is a sociocultural interaction, related to family, political and educational factors, which are preserved in their specificities at the same time that they intertwine in new configurations, seeking to appropriate what is common to all, integrating themselves to new groups, forming habits for the development and improvement needed for the engagement in society.

The school community can be considered part of the middle and lower economic class. Approximately 23.1% are part of a social context, where the economic situation leads families to enroll in various Federal, State and Municipal assistance programs, such as

Bolsa Família, which contributes to reducing school dropout.

According to information from the Municipality of Costa Rica website, although it is quite young, the occupation of the region is older. The colonization starts from 1838 with the coming of Major Martim Gabriel de Melo Taques, born in Itú-SP, married to Ana Fausta G. de Melo Taques, with whom he goes to live in Rio Grande do Sul. In 1835, with the advent of the Farrapos war, as a paulista, he flees to Uruguay, Argentina, Paraguay, goes up the Paraguay river to Corumbá - MS and, through the Taquari river, to its sources on the borders of the Chapadão de Baús, crosses the Chapadão, reaching the banks of the Sucuriú river where he takes possession (today the Capela do Baús), called Fazenda Santo Antônio dos Dois Córregos.

Baús has a fundamental role as a passage and supplying point for those who were heading to the fields of Vacarias and to Coxim, coming from Goiás and the Triângulo Mineiro region. The District of Baús experienced both the Paraguay war episode and the passage of the Prestes Column.

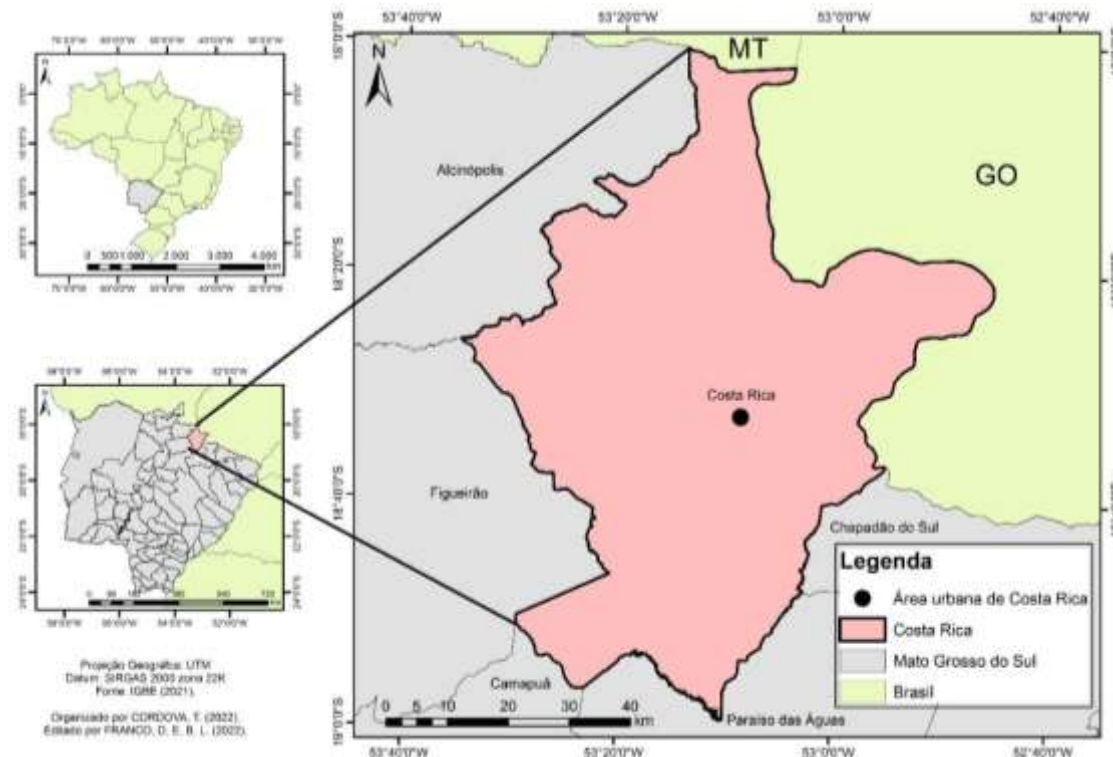
The settlement of Costa Rica started around 1926, when José Ferreira da Costa, coming from Nioaque, founded the Imbirussú farm. In 1958, with the construction of the bridge over the Sucuriú river, connecting the Imbirussú and São Luiz farms, a house was built to shelter the workers.

Around 1961, José Ferreira da Costa decided to establish a settlement, allocating an area of a little over 236 hectares on the Imbirussú farm for subdivision. The surprising acceptance soon led to the appearance of some buildings on the right bank of the Sucuriú river. The village became District of Camapuã on January 21, 1964 (Law 2,132) and was elevated to the category of municipality (Law 76, of May 12th 1980), with the dismemberment of portions of the municipalities of Camapuã and Cassilândia. Today it is considered the State Capital of Cotton and Adventure Sports, for it has a great tourist potential in exploration.

Today Costa Rica's population is formed by the families that participated in its foundation and also by descendants from all over the country, thus constituting a population rich in knowledge and culture.

Located in the Northeast of the Mato Grosso do Sul State, bordering the States of Goiás and Mato Grosso, 339 km from the capital Campo Grande with 60 km of land or 390 km by paved road to Chapadão do Sul, having limits - to the North with the State of Mato Grosso, to the East with Goiás and the municipality of Chapadão do Sul, to the South with the municipality of Água Clara and to the West with the municipalities of Camapuã and Alcinópolis (Figure 2).

Figure 2: Location Map of the Municipality of Costa Rica - MS



Seeking to strengthen and give opportunity to the students' speech, this study brings an essay in the perspective of joining the knowledge to educommunication and, from them, contribute to a more effective communication within the school environment in the perspective of the rural student giving power of voice to these subjects.

According to Soares (1997, p.9) educommunication can be defined as "all communicative action in the educational space, carried out with the objective of producing and developing communicative ecosystems."

However, every day it is observed that educommunication has been making itself present in the construction of the new educational change dialoguing in the pedagogical process, expanding expression capacity of students and teachers stimulating critical thinking above all in front of the laws of the market in the current conjuncture.

Freire (1999:2020) highlights the importance of education so that people do not receive communications, but rather communicate their own messages, so that education becomes a practice for freedom. "Freedom is a central concept in Paulo Freire anthropology, around which he builds his pedagogical theory" (SUNG, 2019, p.288). It is this belief that education has the power to liberate that strengthens the precept of an educate to be free. The research conducted in a school in the municipality of Costa Rica - MS, with students from the rural area, as a way to value their communications of human existence.

Soares (2011, p.47) reveals that:

(...) by educommunication we mean an articulated set of initiatives aimed at facilitating social dialogue through the conscious use of information technology. The development of communicative ecosystems would allow for educommunication education by proposing strategies to improve communication relations between individuals, toward a better quality education that is closer to the aspirations of today's youth.

The routine of the students from the Fábio Rodrigues Barbosa Municipal School begins at the rooster crowing, most of them wake up at 4:00 a.m., others wake up even earlier, they are children who take care of younger children inside a bus, a mixture of age and dreams.

According to the student's speech "I wake up and it's dark", the time that the bus passes by varies according to the location of each farm, "I just get up, take my backpack and go", most of them do not organize or look at the materials that are in the backpacks, "ah! I put even a little powder and a little lipstick on my crumpled face, otherwise I will scare people on the bus", the issue of vanity is present in the girls, a way of awakening sleep, according to them.

The schoolgirls are the ones who take the greatest care of the younger students, especially those who live on the same farm. They take care from they get on the bus until they leave for the return trip, they take care as if they were a family member, after all, most of the school year they are on the same route. The schoolboys take care, but in a reserved way, observing and when necessary, they use force to pick up the little ones in their laps, on the shoulder, or wherever they feel safe, to walk or take them somewhere safely.

Most of the drivers are relatives or friends of some of the students' relatives, and this, in a way, calms the hearts of the mothers or guardians, according to a mother: "I pray when they leave and when they arrive.

The students wait for the bus in a specific and strategic point, which facilitates the driver and the students that use this transport, there is a point with only one student, another with four, this varies according to the production and location of the farm, there are situations that the drivers enter in the farmhouse in a way that the family members feel safe, but when they can't enter due to locational issues of difficult access the students wait by the gate.

As we are talking about children and teenagers from the rural area, their clothing is typical of their reality, not all of them, but most of them wear hats, belts, buckles, and, of course, their brand, the boots, which come in several models and colors.

Because they leave home very early and because of the heat of their beds, they bring small blankets, once they sleep on the bus, they use the blankets to feel comfortable and also use them as a way to book the seat they have used early in the morning for their return in the afternoon

On the way they meet other colleagues; at each bus stop a new hope because a student gets on the bus and with him dreams of living, the students who are more friendly even save a seat for a friend.

When the route ends, the final stop is at school, they get off the bus, some say "whew

we've arrived, let's go there for a snack", the school serves breakfast to the students, some bring from home their snacks like: cakes, pies, fruit or some food to eat during the route, but most of them have their meals at the institution.

Another says "putz! I saw the teacher and remembered the assignment, but I didn't do it, let's find the person who did it and copy it", and so they go out looking for the students that they themselves label as nerds.

When they enter the institution, the students bring their personal objects to do their hygiene, "I bring my toothbrush, towel and perfume", objects that some of them need to bring.

The bell is programmed to ring initially at 7:00 a.m. and to end at 11:20 a.m. for Elementary I and 11:30 a.m. for Elementary II. When they leave the classrooms, they go to the cafeteria for a snack and then return to their homes.

These are students that despite the daily difficulty of displacement are not limited or inferior to other students in the municipal network; due to this reality the pedagogical proposal must be adapted in the perspective of providing well-being to them, for example: research tasks must be assigned in advance or if possible done with them in the institution itself, due to the difficulty in accessing these technological resources.

There is a lot of difficulty in accessing technology and in the support of this tool, when carrying out tasks that need to be researched with little feedback, because not everyone has access.

When they return to their homes, most of them know about their obligations, activities related to agriculture and cattle-raising: planting, dealing with the animals, and the routine activities of the home. Being aware of this reality seeks to minimize the activities back home and work with the students in person.

During the period of remote classes, the workbooks delivered always appeared with traces of dirt (or mud) and crumpled according to reports from some teachers, because most of them perform school activities in the midst of their duties.

On the first day of school a conversation circle is held to establish some agreements and hear their perspectives on school and the school year. Many emphasize their desires, reporting expressions such as: "I want to improve my life", others say "if I lived in the city, life would be easier", always with these looks that living in the city will be the solution, they are always questioned with situations that often make them reflect with these thoughts. Being stimulated by the teachers to rethink this "golden dream".

Most of the students and their families come from other municipalities, usually accompanying their families in search of better living conditions, which for many is not so good. The women are more participative when they ask to be called to school, and they always say "I miss my family and I miss being able to help with the budget, because here everything is expensive. When they return, they always send something back through their children in recognition and affection for the conversation, for the attention provided.

During the school year and according to the seasons of the year, they always present the teachers with some fruit, such as: avocado, pequi, acerola, mango, guava, lemon, tangerine, blackberry, orange, jatobá, marolo (pinha, araticum) among other fruits. I got it for you, I even climbed the stalk so that I wouldn't get it from the ground".

Time goes by, they grow up in the school environment and, due to the influence of the entrepreneurship promotion developed by the educational system and public policies nowadays, they incorporate attitudes from the financial market laws. The most offered products are cheese and sweets. They even know the date of payment of the public servants, and before the positive or negative answer to make the purchase they say "I can wait until Friday, that's the day you get paid, right?"

It is observed that students present a communicative competence, making it necessary to think about the Geography that one wants to work in the classroom and how its teaching will influence the formation of the learner, the citizen. Thus, it is necessary to reflect on the role of Geography as a discipline that forms thinking beings capable of critically interacting with what is passed on to them.

The results indicate it is necessary to invest in continued training for teachers in order to enhance the skills inherent in learning to know, learning to do, learning to live together and learning to be, since they require methodologies that place the students as subjects of their learning.

In this way, to propose interconnections between the built knowledge and the lived experience, so that one complements and enriches the other, without allowing the neoconservative tendencies that influence educational policy to promote the curtailment and control of the teachers' work, the students' learning, and the educational institutions through the standardization of teaching materials and the teachers' work and thinking, but rather that resistance prevails.

The teaching and learning process in the municipal school Fábio Rodrigues Barbosa includes students who come from rural and urban areas. With this, the need for an orientation in pedagogical practices with the perspective of sensitizing rural students about their importance and the influence that the countryside reflects on urban lives becomes imperative.

Very elementary initiatives, seeking directions for rural education date back to 1930, permeated by advances and setbacks until 1988, when it became part of the Brazilian Federal Constitution. However, this differentiated education has not been firmly established in the reality experienced by these people.

According to Breitenbach (2011 p.117):

[...] the historical neglect of the education of these people not only justifies the existence of the schools [...] but also shows their importance for the construction of public educational policies consistent with the wishes of rural people.

An approach based on a lived experience, specifically starting from the local reality of these students, highlighting the influence that the countryside has on society, especially on quality food education, can vigorously bring the recognition of the rural environment potential. A promising place of development built with the struggle of its social actors permeated with specificities and in its own way, with diversities and concerns, but of great importance and necessary, especially the activities developed in small properties of family production to meet the basic needs of society.

CONCLUSIONS

Constant changes in the world public education system work have influenced the student's living in the school institution, since it involves factors related to technologies, political, economic, cultural and social context.

In this context, it is plausible to bring up the students' ideals, thinking from the analysis and interpretation of narratives about their *sui generis* life history.

This study sought to approach the history of the students' life trajectories in the Geography discipline at the Municipal Education Network in Costa Rica - MS, highlighting the experiences and situations experienced associating the repercussion of these factors to the performance and construction of their student identity.

In the report of the affective memory of the research participants important events that are part of their life story are permeated by revisited memories composing a trajectory permeated by displacement, loss, resilience, choices, dreams, and experiences.

In these paths, they mirror themselves in influential figures in their lives, especially family members and teachers, in order to find the necessary incentive to be able to face the conflicts and uncertainties, overcome the fears and difficulties in their daily context.

It is opportune to consider that the teaching practice in the researched reality faces a diversity of impacts, such as the lack of time to develop projects that bring together research and teaching, the structure of the school environment, curriculum, professional incentives, the workload, with little time for the implementation of play, added to the impositions and deliberative demands of higher authorities in all administrative spheres to meet regulatory requirements. It is worth pointing out that it is necessary to work knowing the interests and previous knowledge of the students, under the condition and nature of the content to be learned and that it is potentially significant to those who teach and to those who learn.

Thinking about the teaching directed to aspects of the countryside, specifically an overview of how the Geography subject is processed in the Fábio Rodrigues Barbosa school, given the reality of the clientele served has planned the two strands since the teachers live in the urban area and work in the same environment with students from both urban and rural areas. Thus, they use the same methodology leaving in oblivion the special procedure that should be applied to rural education, because it brings in its core an assignment of an educational policy aimed at the development of the specific and diverse peasant territory that has singularity in its organization through family work.

The teachers have spent supernatural effort, trying to contribute with their knowledge, values, and experiences in the complex task of improving the social quality of the schooling of the two types of publics attended, as well as in the improvement of teaching and learning, but the process has followed a disconnection between the social actors involved, a fact that announces the need for change.

The results of the research allowed us to verify that the teaching of geography in the school studied does not correspond in its totality to the principles evoked by the state and municipal secretaries of education specifically about the field, because, from the theoretical to the real plan, these are also disarticulated from the student's local reality.

The human relations established in the particularity of the educational institution and specifically the context of the classroom of the school researched, with educommunicative actions employed, will make possible the appropriation, construction, and production of knowledge, synchronizing human relations and learning.

The students expressed their impressions and points of view about their daily surroundings, having the opportunity to speak and realize the power of transformation that speech and communication allows them to make their wishes, possibilities and dreams come true for their lived singularity. A process of knowledge construction and authorship.

This research became an opportunity for reflection in order to achieve more efficiency in the municipal network of Costa Rica - MS and meet the context of the rural student. The present work also allowed seeking to know the local natural and cultural potentialities, associating agriculture with other activities, so that this set contributes to promote local sustainable development.

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