

FIELD EDUCATION, TEACHERS FORMATION AND THE PROTAGONISM OF SOCIAL MOVEMENTS: TERRITORIAL DIVERSITY IN DEBATE

Abstract

This article is about the protagonism of social movements aiming to ensure education rights for rural population in their struggle for political space, pointing out policies for teacher graduation able to acknowledge multiple territorialities in the Pará Amazon (Brazil) region. In order to show the reality of Basic Education in public rural nets, we used data from School Census 2017 with the objective of showing the evidences of a gap between those who think and plan educational public policies and those who truly experiment the educational challenges in such locations. When the article analyses the consequences of such policies in teachers and students individual and collective living, it concludes that it is necessary initial and continuous formation for docents in the field, based on the perspective of Field Education and the propositions made by social movements, with its political and pedagogical implications in accordance with territorialities of these peoples.

Keywords: *Teachers Formation. Field Education. Amazon. Field Social Movements.*