

YOUTH AGRICULTURAL ENTREPRENEURSHIP AT FIELD SCHOOL WITH INNOVATION AND SUSTAINABILITY

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INTRODUCTION

Field school is a differentiated space, considering its breadth and ability to combine theory with practice, it is a page full of possibilities, both in terms of physical space, human resources and the involvement of the district community and surrounding areas.

It is committed to enabling access to knowledge and the student's permanence at school, making them the subject of their own history through accessible, meaningful, contextualized and effective knowledge, contributing to the definition of their identity as Field school, aiming for a society of fair, participatory and critical beings, ensuring their permanence in the environment in which they were born.

This way, education will be able to fulfill its function of forming and transforming citizens. The rural area urgently needs a transformative approach, so that it can continue fulfilling its role as a food provider. At this school, families are made up of small and medium-sized producers who work with livestock, dairy production; planting soybeans, corn, wheat; fruit and vegetables; rural and urban workers.

In this context, we work for the integral development of individuals, making them citizens aware of their participation and responsibility in preserving the environment in which they live, aiming at their training to remain in rural areas, which are embittered by the problem of labor shortages due to exodus rural, which is due to the lack of incentives for small producers. Using statistical data from IBGE\EMATER-RS, it can be seen that in some years there will be no labor available in rural areas, unless alternatives are created that attract young people to settle in the countryside with new productive projects. According to Douglas Régis Iske, based on IBGE data, "Since the 1970s, rural areas have been losing population to urban areas and this decline raises concerns regarding the

continuity of rural communities and rural production, which is dependent on labor. for the development of activities”.

The rural environment of Ijuí, in the 1960s, reached its peak in rural population with more than 50,000 people residing. Subsequently, many changes occurred and this population gradually fell, reaching just over 7,000 people in 2023.

Between 2019 and 2022, improvements were made to the building, organization of spaces, restructuring and activation of the school garden, compost bin, orchard, garden and the apiary with stingless bees (jataí) was started. Each year the spaces expand, always focusing on sustainable organic production, in accordance with the principles of consortium production and permaculture, when the entire ecosystem talks to each other, without the need for insecticides or pesticides, always thinking about preservation and sustainability. In 2022, a rainwater collection system and an irrigation system were installed for the vegetable garden and cultivation and care continued.

The school is well equipped in terms of technology and internet access, which enables research and development and accessibility in the technological area, so much so that our students remained in online classes and with the support of physical materials throughout the Pandemic. It is worth mentioning that the project ranges from pre-school to 9th grade students, all of whom are engaged in some way in all activities. All planned spaces, all crops are intended to create self-sustainable habitats and the school as self-sufficient as possible.

In 2023, it was decided to develop a broader entrepreneurial project, seeking partnerships, aiming for financial return, resulting from productivity for students and the school community. This way, the aim is to attract the attention of urban students and families, who aspire to return to their roots or envision new perspectives, and also of authorities and

entities focused on agriculture, as without support for the countryside and small and medium producers, Cities will swell more and more, increasing the rate of unemployment, hunger and crime. The school is the means for the countryside to regain population to continue the production of food that sustains the cities. As it stands, in 2050, there will not be enough food for the global population.

The project is developed simultaneously with the class period, as the school only operates in the afternoon, and this is where the first objective begins: increasing the number of students to expand the school's operation to two shifts.

It also aims to integrate knowledge, values and skills into formal and non-formal education to build a sustainable and healthy way of life. Sustainability requires well-trained citizens, who are able to transform information into knowledge for practical life. Environmental education can change habits and build a society capable of sustainable development. Integrating it across education is the path to transformation.

Envision effective education for sustainability, providing everyone with educational opportunities that allow them to play a leading role in local and regional sustainable development; ensure the implementation of the theme of sustainability across pedagogical proposals; encourage the role of mass media in raising awareness about socio-environmental challenges and the cultural changes necessary for sustainability; emphasize the importance of ethical education, based on principles and values for a sustainable living condition; guarantee the universalization and quality of education at all levels, ensuring community participation in school management; and encourage the teaching of educational sports. Promoting education for sustainability means working to integrate teaching and life, knowledge and

ethics, across society.

METHODOLOGICAL PATH

As a school project, we involve rural school students in applying the theoretical knowledge of the curricular components in practice. Starting with the explosion of ideas, elaboration and writing of projects, statistics, calculations, tables and measurements, studies and research that develop and improve the practice of production and cultivation, search for solutions to problems related to production and soil improvement, fertilization, irrigation, plant diseases, visits from beneficial or predatory insects and animals. It encourages the practice of observation in relation to the use, among others, inherent to the production process in the school garden, in the orchard, garden, forest, in sunflower cultivation, in the mandala of teas and spices, in addition to the exchange of experiences, as students apply knowledge brought from home at school and vice versa. It encourages the student to seek scientific and systematization knowledge, when planning, executing and describing the activities carried out and subsequently applying them to their properties. In this project, the student feels like they belong and are protagonists of the environment and learning, as they see meaning in what they study.

The project is developed by the school as a whole, from pre-school to the 9th year, in an interdisciplinary way, throughout the year and subsequent years in the afternoon shift, concomitantly with classes, as the school operates in a single shift and the State does not provide teachers with hours to develop projects.

As it involves crops and caring for the soil and plants, it is continuous work. Within their specificities, each teacher plans their classes following the BNCC and the References and applies them in practice.

Practical work is carried out through a curricular component at each stage, such as soil preparation, planting, weed cleaning, irrigation, pest control, harvesting, processing. When this manual work is necessary, in the vegetable garden, orchard, garden, in short, wherever necessary, shifts are made so that it does not overload any one discipline. When there is work with machines, parents and people around them carry out the tasks, as well as heavier tasks, which require adult work. According to what Paulo Freire says: "Only to the extent that men create their world, which is the human world, and create it with their transforming work, do they fulfill themselves."

The desired changes are, firstly, the consolidation of specific learning, as the student is able to abstract what they learn in theory, secondly, to bring new perspectives of life to students and families, so that they perceive a movement towards family farming more organic and respect for the environment that sustains them, thirdly, motivating other students to seek our school, as many end up moving to other schools due to transport problems, as well as those in urban areas.

Assessment takes place continuously at each stage. Tables are created containing items to be evaluated during the process, providing support for quantitative and participatory evaluation. In addition to the note, dividends acquired from the sale of products will be distributed, according to the notes and merit of each student in the process. (participation in research work, teamwork, practical work, data tabulation, autonomy, pragmatic knowledge, demonstration of skills worked in each discipline).

RESULTS AND DISCUSSION

In 2019, the vegetable garden was rebuilt, the orchard was revitalized, and the internal and external school spaces were renovated. In 2020, even with the pandemic, classes continued remotely, when all students were attended to and developed sustainable projects on their properties.

In 2021 and 2022, the vegetable garden, garden and orchard projects were resumed. In 2022, a Rainwater Collection System and an Irrigation System were implemented for the vegetable garden. Which ended up helping production a lot. First-year student Kemily G. Schraiber da Silva wrote the book *The Backpack of Time*.

In 2023, in March, during the community Thanksgiving lunch at the beginning of the School Year, the book *The Backpack of Time* was launched, and taking advantage of the bounty of the pumpkin harvest.

The “Cutting sunflower field” project was carried out, led by students in the final years, the land was prepared to receive the seedlings sown in September. The harvest took place in December 2023/January 2024. The flowers were sold to companies that promote events.

Another project, “Exchange the leaflet for the teapot”, led by the 4th and 5th year classes, with the construction of the Mandala of Teas and Seasonings in the shape of a flower, demarcated with plastic bottles for use in snacks and for sale.

Preschool and first to third grade students are responsible for the landscaping and the forest.

All products sold have the profit going back to the students, making them entrepreneurial protagonists in agriculture and thus having one more reason to stay at Field school and in the countryside.

It is worth mentioning that through this project, Escola 6 de Agosto was chosen by SEDUC-RS to represent the 36th CRE at

Expointer- Esteio, RS at Expofest – Ijuí,RS , Registered, selected and presented at MoEduCitec – Universidade Unijuí, Ijuí-RS, Brazil.

In 2024, planting projects will resume, with cultivars suitable for each season and innovations in the orchard, garden and forest.

The aim is to renovate Galpão Campeiro to further promote integration between school and community. The space will be used for school practices and district community meetings, the Mothers’ Club, the Ouro Verde Sports Club, among others.

The community is also seeking the implementation of a high school class in the school with Alternation Pedagogy to meet the demand of the school and the interior locations of the municipality and neighboring municipalities, or at least the EJA – Youth and Adult Education.

CONCLUSION

The rural area urgently needs a transformative look, so that it can continue fulfilling its role as a food provider, and Field school is committed to directing this look so that society understands that if it closes, these students will go to the city, thus increasing the Rural Exodus and swelling the peripheries. In this sense, the School must enable access to knowledge and the student’s permanence at school, making them the subject of their own history through accessible, meaningful, contextualized and effective knowledge, contributing to the definition of their identity as an entrepreneurial citizen in the countryside.

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