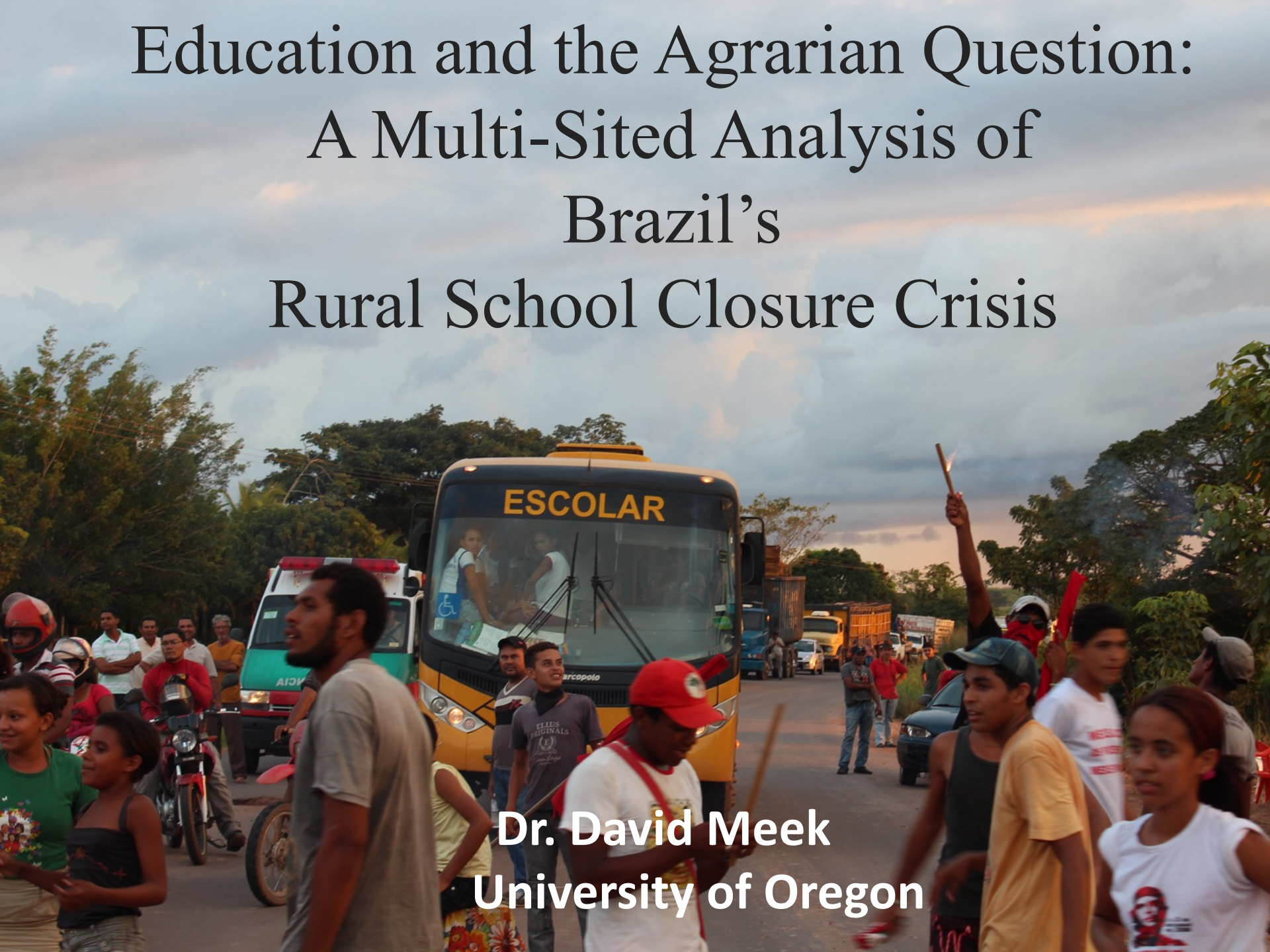
Education and the Agrarian Question: A Multi-Sited Analysis of Brazil's Rural School Closure Crisis



Dr. David Meek
University of Oregon

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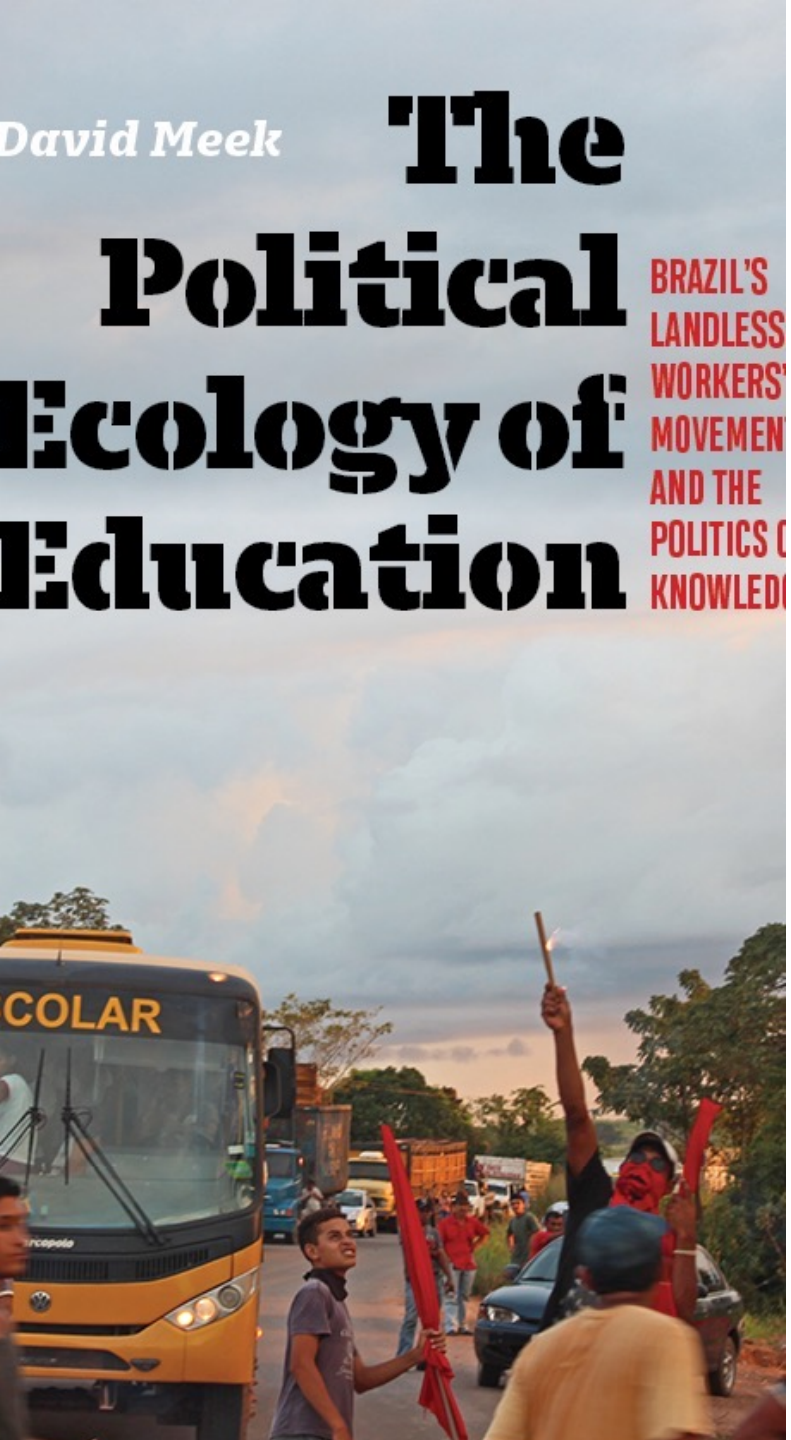
Introduction: Rural School Closures and Agrarian Change

PREFEITURA MUNICIPAL
PARAUAPEBAS
E.M.E.F
IRMÃ DULCE
INAUGURADA EM JUNHO DE 2000
BRASIL 500 ANOS
ANA ISABEL SALMEN
PREFEITA
MILTON MARTINS
VICE-PREFEITO

Presentation Overview

- Geographic and theoretical context
- Phase 1: Geospatial analysis
- Phase 2: Case study
  - Agribusiness and territoriality
  - Importance of social organization



Professional Trajectory

- Active field research since 2009
- 2 years of ethnographic fieldwork (2009-2013)
- Member of national coordination of FMST
- Movement hypothesis: Origins for this project
- Participatory research with other agrarian social movements

PINK FLOYD

Case Study Locations

HADORES RURAIS

Landless Workers' Movement

MST

Education and the Agrarian Question

Education and the Agrarian Question

(-) creating space devoid of peasantry

Education and the Agrarian Question

(-) creating space devoid of peasantry

(+) creating space for the peasantry

Educação do campo

Emphasizes:

Agrarian identity

Agroecology

Food sovereignty

Rural School Closings in Brazil

Rural School Closings in Brazil

-Spatially extensive and intensive

Rural School Closings in Brazil

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-2014→ 4000 schools closed

Rural School Closings in Brazil

-Spatially extensive and intensive

-2014→ 4000 schools closed

->37,000 schools closed

Rural School Closings in Brazil

-Spatially extensive and intensive

-2014→ 4000 schools closed

~~->37,000 schools closed~~

>140.000 schools closed

Approx 80%...

The Spatiality of Rural School Closings

-Nucleation

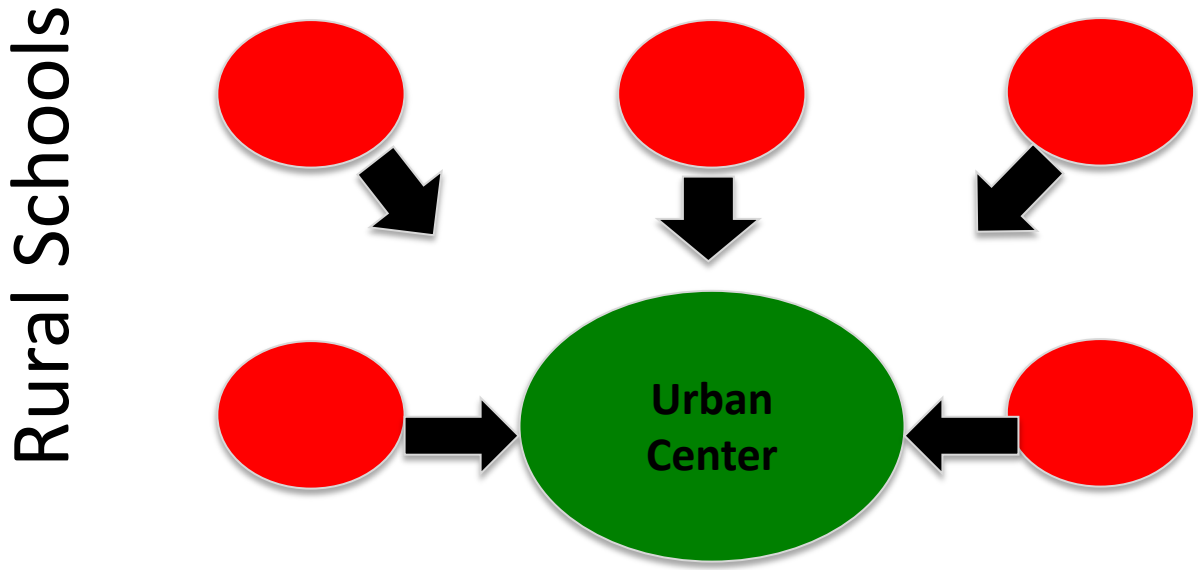
The Spatiality of Rural School Closings

-Nucleation

Rural Schools {

The Spatiality of Rural School Closings

-Nucleation



Nucleation and the Agrarian Question

Rural School Closings in Brazil

Rural School Closings in Brazil

1. What is the spatial nature of this phenomenon?

Rural School Closings in Brazil

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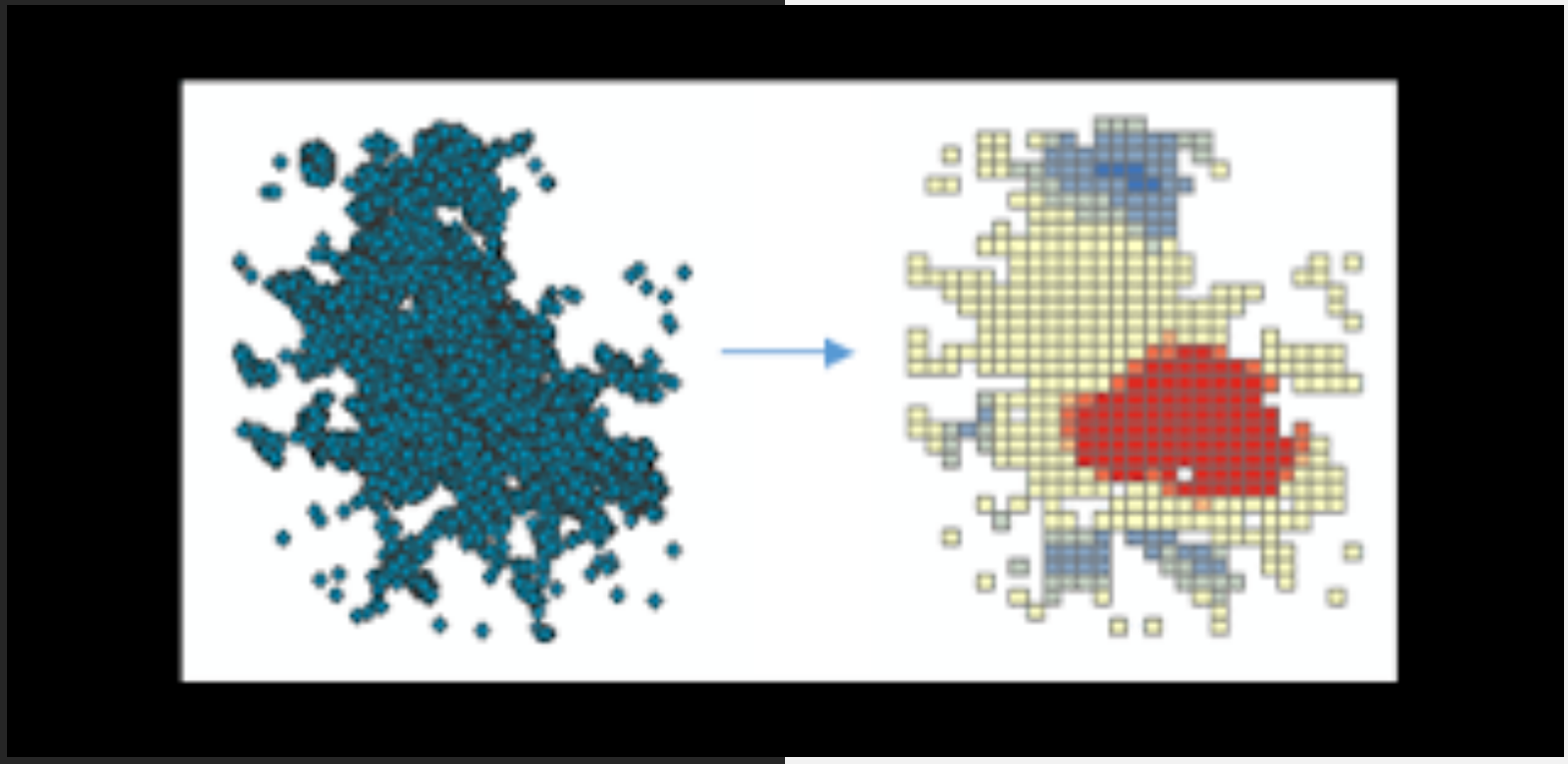
2. What are the factors driving the closures?

Rural School Closings in Brazil

1. What is the spatial nature of this phenomenon?

2. What are the factors driving the closures?

3. How are local communities resisting?



Phase 1: Geostatistical Analysis of Rural School Closures

Methods

- Brazilian educational census data (*Censo Escolar*-INEP)
- 1994-2018
- Separated to municipal level; all school types
- # Rural/urban schools (1994, 2018)
- [1994(r)- 2018[r]
- ArcGIS 10.6

Methods

- Hot spot analysis (Getis-Ord)

Methods

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- Distribution of high/low values

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- Not just high values

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- Not just high values
- Relationship between features

Methods

- Hot spot analysis (Getis-Ord)
- Distribution of high/low values
- Not just high values
- Relationship between features
- Output map of Z-scores, P-values

Finding Clusters

- Spatial autocorrelation (Moran's I)
- Significant P-values
- Hot Spot analysis (Getis Ord)

What is driving this process?

- Illiteracy?
- Educação do Campo?
- Family farming?
- Land structure?
- Migration?
- Race?
- Social movements?

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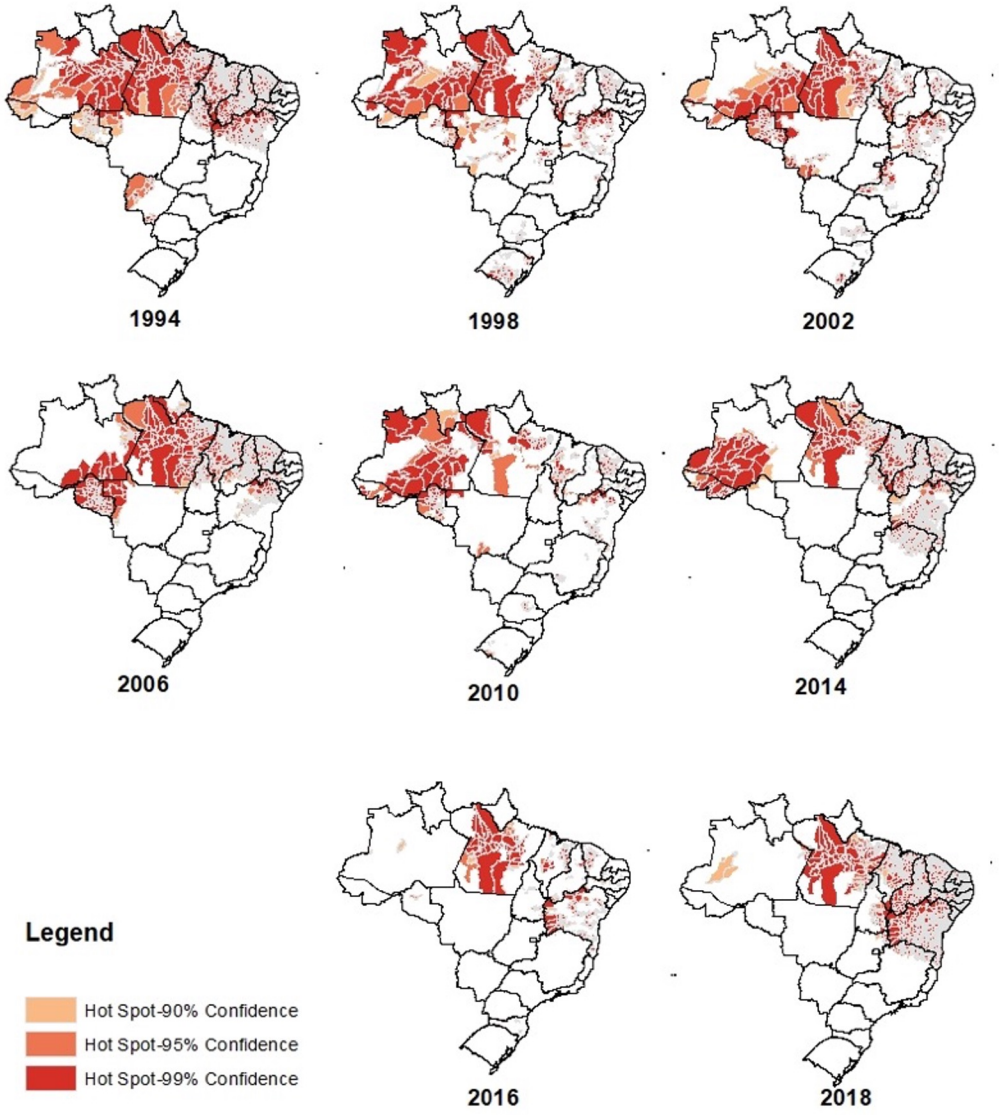
Hot Spots of Rural Municipal School Closures
Grouped by Federal Election Cycles



Phase II: Qualitative Data Collection

Phase II

- Three Case Studies:
  - Pará
  - Tocantins
  - Maranhão
- 30 interviews, 3 focus groups, site visits to schools and sites of env. exploitation

- **The Slow March to Closure: Textbooks and Territoriality**

What Keeps Schools Open?

"The Key is an Organized Community "

Conclusions

- Ongoing process of expansion and resistance
- Cultural erasure and territorial transformation
- The importance of social organization and endogenous education

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Questions?
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