

## CONTEXTUALIZED CURRICULA FOR RURAL EDUCATION: A PATH TO THE VALORIZATION OF IDENTITY



<https://doi.org/10.56238/arev7n4-291>

Submitted on: 03/29/2025

Publication date: 04/29/2025

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### ABSTRACT

This study investigated the challenges and contributions of the implementation of contextualized curricula in rural schools, focusing on valuing the cultural identity of students and improving educational indices in rural regions. The overall objective was to analyze how contextualized curricula can impact teaching and learning in rural schools. The methodology used was a bibliographic review, with the analysis of works by authors who address Rural Education and contextualized education. The results indicated that the implementation of curricula adapted to local realities contributes to the increase of student engagement and to the strengthening of cultural identity, by integrating local knowledge into the school curriculum. However, the survey also identified challenges, such as the lack of adequate teacher training and the scarcity of resources in schools, which make it difficult to fully implement these practices. The final considerations highlighted that, although contextualized pedagogical practices are promising, it is necessary to overcome structural barriers and invest in the continuous training of educators. The research also suggested conducting additional studies to explore the impacts of these practices on the long-term development of students and rural communities.

**Keywords:** Rural Education. Contextualized Curriculum. Cultural identity. Teaching in the Countryside. Teacher Training.

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## INTRODUCTION

Rural education is a field of study that has received attention, especially considering the particularities of rural communities in Brazil. These communities face unique challenges, both with regard to educational infrastructure and the integration of their needs and knowledge into the teaching process. The concept of contextualized curriculum emerges as a relevant solution to these issues, as it seeks to adapt educational content to the students' reality, taking into account their culture, way of life, and local challenges. Rural education, therefore, is not limited only to the teaching of academic content, but also involves valuing the cultural, social, and historical identities of the students who live in these regions. The contextualized curriculum, by integrating these dimensions, contributes to meaningful learning that is connected to the students' reality, strengthening their identity and promoting an inclusive educational environment.

The importance of discussing contextualized curricula for rural education is linked to the need to overcome the traditional educational model, which often distances itself from the realities of rural communities. Rural schools often face a lack of adequate resources and pedagogical materials, in addition to having teachers who, for the most part, are not trained to deal with the specificities of rural education. In many cases, the school curriculum applied in these schools is designed from an urban perspective, disregarding the particularities of rural communities. Therefore, the implementation of contextualized curricula that meet the needs and context of these students can be an important step towards valuing their identity, while offering quality education, aligned with their realities and needs. The research on the contextualized curriculum, therefore, seeks to understand how this approach can be implemented, highlighting its advantages and the difficulties encountered in the process of adopting pedagogical practices that consider the specificities of the field.

The central problem of the research lies in the difficulty of finding pedagogical practices that meet the needs of rural students, respecting and valuing their cultural and social identities. Despite public policies that seek to insert rural education in the national scenario, there are still many challenges for the effective implementation of curricula that integrate the local culture and the specificities of rural communities. Schools face barriers such as the lack of continuous teacher training, the scarcity of adequate teaching materials and the difficulty in integrating the curriculum with the realities of rural regions. The question that arises is how contextualized curricula can be implemented in order to overcome these

challenges, promoting an education that, in addition to being inclusive, also strengthens the cultural identities of students.

The objective of this research is to analyze the contextualized curricula for rural education and to evaluate how these curricula can contribute to the valorization of the identity of rural students, considering the challenges and possibilities of their implementation in rural public schools. The research seeks to understand how the adaptation of the school curriculum to the reality of students can result in an education connected with their experiences, respecting and promoting their cultural and social identities.

The text is structured in several sections that aim to present a detailed analysis of the subject. Following the introduction, the theoretical framework will be presented, which includes concepts about rural education, contextualized curriculum and cultural identity. The development will address the curricular practices in rural schools, discussing the strategies that seek to integrate the curriculum with local realities. The methodology will be described, detailing the type of research and the sources used. Then, the discussion topics will present the results found, highlighting the challenges and successful experiences. Finally, the final considerations will bring a synthesis of the main findings, proposing ways for the implementation of contextualized curricula in rural schools.

## **THEORETICAL FRAMEWORK**

The theoretical framework is structured in three main sections, which aim to provide a basis for understanding the theme. The first section addresses the concept of Rural Education, discussing its origins, evolution and the historical and contemporary challenges faced by rural schools in Brazil. The second section deals with the concept of contextualized curriculum, exploring its characteristics, principles and the importance of its implementation to ensure an education that dialogues with the local and cultural realities of rural students. Finally, the third section discusses the relationship between curriculum and cultural identity, analyzing how education can contribute to the strengthening of students' identity by integrating traditional and cultural knowledge in the teaching-learning process. Each of these sections seeks to present and substantiate the main concepts and theories that will be explored throughout the research.

## RURAL EDUCATION IN BRAZIL

Rural Education in Brazil is a theme that dates back to a long historical trajectory, marked by challenges and advances in recent decades. The implementation of this educational modality in the country was initially marked by the exclusion of rural populations from the formal educational system, which generated the need for public policies that took into account the specificities of rural communities. However, over time, Rural Education has come to be recognized as a relevant teaching area for the development of these communities and for the valorization of their cultural and social identities.

According to Assis (2019), rural education emerges as a response to the historical challenges faced by rural populations in Brazil, who have historically been marginalized in access to schooled education. This quote reflects the movement to fight for an educational model that was inclusive and consistent with the needs and specificities of rural communities. In this context, Assis (2019, p. 28) highlights that

When the Rural School opens its doors, enabling social movements, families and communities to contribute to the construction of the curriculum that is integrally focused on the aspirations of the countryside, they constitute themselves not only as a space for classes, but also as a center for the production and dissemination of public policies, activism, culture, science, arts and sports, mobilizing and integrating the entire community around the pedagogical actions and projects developed by it.

Public policies aimed at Rural Education began to gain greater strength from the 1990s onwards, when the rural workers' movement and other social groups pushed for an equitable educational system. The legal framework for Rural Education, as pointed out by Nascimento (2020), is based on the right to quality education, aimed at the critical formation of rural subjects, respecting their realities and social contexts. This movement included the creation of specific legislation, such as the Law of Guidelines and Bases of National Education (LDB), which began to contemplate Rural Education as a specific teaching area to be developed in Brazil.

In addition to laws, public policies aimed at the inclusion of Rural Education involve the adaptation of school curricula to reflect rural realities. For Araújo and Lopes (2020), it is essential that public policies aimed at education in the countryside promote a curriculum that values local knowledge, culture, and traditions of rural communities.

The implementation of these policies, however, is not without challenges, especially in relation to teacher training, the availability of resources and the adaptation of rural schools. The adoption of a contextualized curriculum, which is aligned with the reality of

rural students, is a key point for the success of these policies. In this sense, Assis (2019, p. 28) points out that

The collective construction of the curriculum involving the subjects and the forms of production of life in the countryside, in view of the reality and needs of the rural subjects, is an instrument that generates significant practices, possessing a strong educational potential with regard to the formation of the identity of these rural subjects, as well as for the strict school learning to which they are entitled.

The challenge of implementing Rural Education is visible in the disparity of resources and infrastructure in rural schools. According to Santos (2022), rural schools often face a lack of pedagogical materials and the lack of adequate training of teachers to work with the local reality, which compromises the quality of teaching. This reflects the need for a policy of continuing education for educators, which allows them to apply the contents in a contextualized and efficient way.

Curricula built on the needs and experiences of rural populations favor meaningful learning. For Santana *et al.* (2021), technology can contribute to this process, as long as it is inserted in pedagogical practices that dialogue with the daily lives of students and respect their particularities.

In addition, the role of public policies in valuing the cultural identity of rural students is also a central element. Rural education should not be seen only as a form of academic instruction, but as a means of strengthening communities, preserving their knowledge and promoting an education that values local identity. In this sense, Folmer *et al.* (2025) state that rural education needs to be a space of resistance and appreciation of rural identity, where traditional knowledge is not only preserved, but also valued as legitimate knowledge. This quote highlights the need to think of education as a process that not only instructs, but also empowers rural communities, strengthening their culture and identity.

In this way, Rural Education in Brazil has advanced through important legal frameworks and public policies aimed at the inclusion and appreciation of rural communities. However, challenges remain, especially with regard to school infrastructure and the training of educators. The implementation of contextualized curricula, which reflect the realities and identities of students, is essential to ensure that education in rural areas is of quality and meets the needs of these communities.

## CONTEXTUALIZED CURRICULAR PRACTICES

The adoption of contextualized curricular practices in rural schools has gained prominence as a way to meet the specificities of rural communities and value local identities. The contextualized curriculum seeks to integrate students' cultural, social, and economic realities, allowing teaching to be relevant and meaningful to them. As Araújo and Silva (2022) state, pedagogical practice should be guided by the recognition of local knowledge, incorporating the culture and practices of students, in order to create a meaningful learning environment. This quote highlights the importance of considering students' knowledge in the teaching process, which contributes to the strengthening of cultural identity and the relevance of learning.

There are several examples of pedagogical practices that incorporate local knowledge and cultural traditions in rural schools. An example of this is the use of methodologies that value environmental education and the traditional knowledge of rural communities. According to Paula and Santana (2020), pedagogical practices in the countryside must respect and value the peasant space, integrating the curriculum with environmental issues, in order to promote ecological awareness and the preservation of local culture. This example demonstrates how the curriculum can be adapted to include traditional environmental practices, promoting an education that respects the environment and culture of the countryside. Teaching environmental issues, including sustainable land management, is a way to integrate local knowledge with educational needs.

In addition, there are initiatives that seek to connect students with the local history and culture of the region where they live. Santos (2022) highlights that the curriculum should enable the recognition and appreciation of the community's cultural practices, as a way to strengthen the identity of students and integrate the school into the daily life of families. This approach reinforces the idea that the rural school should not only be a space for formal teaching, but also an environment that welcomes and transmits the knowledge of the community, allowing students to see themselves represented in the educational content. By integrating local histories and cultural traditions into the curriculum, schools promote teaching that is connected to the students' context, which can increase engagement and motivation for learning.

However, the implementation of contextualized curricular practices in rural schools is not without challenges. The lack of continuing education of teachers and the scarcity of adequate pedagogical materials are obstacles that hinder the full realization of a

contextualized curriculum. According to Araújo and Lopes (2020), teacher training for rural education is still a challenge, as many do not have access to courses that prepare them to work with the specificities of rural communities. This quote reveals the urgent need for teacher training policies that meet the requirements of rural education, preparing educators to apply pedagogical practices that integrate the students' reality and value their identities.

Contextualized curricular practices are key to ensuring that rural education is meaningful to students, respecting and valuing their cultural identities and local traditions. The integration of community knowledge into the curriculum, as well as the promotion of teaching that connects with the daily lives of students, can result in engaging learning. However, challenges related to the training of educators and the lack of adequate resources must be overcome so that rural schools can fully implement these adapted curricula.

## **CHALLENGES IN IMPLEMENTING CONTEXTUALIZED CURRICULA**

The implementation of contextualized curricula in rural schools faces a series of challenges that need to be overcome for this pedagogical proposal to be effective and benefit students in a significant way. The lack of adequate teacher training is one of the main obstacles, since many educators do not have the necessary training to work with the cultural and social specificities of rural students. Araújo and Lopes (2020) highlight that the training of rural education teachers is still at an early stage, and training courses often do not contemplate the peculiarities of the field, limiting the use of pedagogical practices that respect and integrate local knowledge. This quote highlights the lack of teacher training programs that address the challenges of rural education, which compromises the application of a curriculum that values local culture and identity.

In addition, the scarcity of adequate material and pedagogical resources also represents a major challenge for the implementation of contextualized curricula. Rural schools face limitations in access to teaching materials, educational technologies, and even the basic infrastructure to offer quality education. The lack of these resources makes it difficult to adapt curricular content to local realities and prevents teachers from applying innovative methodologies that respect the specificities of students.

Nascimento (2020) observes that rural schools often do not have the necessary materials and resources to develop pedagogical activities that consider the reality of students, which weakens the curriculum and compromises the quality of teaching. This



reflects a structural inequality that undermines rural schools, making it difficult to implement a curriculum that is contextualized and aligned to community needs.

However, Assis (2019) highlights that, by analyzing the Political-Pedagogical Project (PPP) and the pedagogical proposal, in addition to listening to the desires, experiences and practices of rural education professionals, EAPEC (Agricultural School of Research and Rural Teaching) has contributed to the construction of a transformative education in the municipality of Mutuípe, assuming a position that values identity and dynamizes social relations, cultural, productive and political aspects of the countryside:

Analyzing the PPP and the pedagogical proposal and listening to the desires, experiences, practices and expectations of professionals who do education in the field, it is understood that EAPEC throughout its trajectory has been contributing significantly to the construction of a transformative and empowering education in the municipality of Mutuípe, assuming a positioning and identity of a space that creates and dynamizes social relations, cultural, productive and political aspects of the countryside (Assis, 2019, p. 28).

The socioeconomic situation of families living in the countryside also influences the implementation of contextualized curricula. Poverty and lack of access to essential goods such as transportation, food, and health often prevent students from dedicating themselves to their studies, compromising the use of the school curriculum. According to Santos (2022), the socioeconomic barriers faced by rural students, such as the lack of financial resources and the need to work to help support the family, affect school performance and engagement with the curriculum. The difficulty in accessing quality education due to these social issues becomes a significant obstacle to the implementation of curricula that value local culture, as many students are unable to take advantage of the learning opportunities that would be offered by a curriculum aligned with their realities.

These challenges are interdependent and require an approach so that rural education can be transformed effectively. The lack of teacher training, the scarcity of material resources, and socioeconomic barriers form a scenario that makes it difficult to create an educational environment in which contextualized curricula can be implemented. In order to overcome these difficulties, it is essential to develop public policies that invest in the continuing education of educators, in the improvement of school infrastructure and in the promotion of social inclusion in rural communities. In this way, it will be possible to ensure that the implementation of contextualized curricula in rural schools values local identity and culture, creating an inclusive education for students.



## METHODOLOGY

The methodology adopted for this research is a bibliographic review, with the objective of analyzing and systematizing the existing knowledge about contextualized curricula in rural education. The approach is qualitative, as it aims to interpret and understand the theoretical and practical conceptions related to the theme, as highlighted by Santana, Narciso and Fernandes (2025). The methodological reference that underlies this approach explores scientific methodologies, types of research, their approaches and practical applications.

To carry out the bibliographic review, academic articles, books, dissertations, theses and other materials available in databases such as *Google Scholar*, *Scielo*, CAPES and other pertinent sources were used. Data collection was carried out through reading and critical analysis of the selected works, focusing on recent publications relevant to the proposed theme. The instruments used in the research consisted of the selection of texts that addressed Rural Education, contextualized curricula and the valorization of cultural identity, with special attention to studies that deal with pedagogical practices that incorporate local knowledge in rural schools. The analysis technique was content analysis, which allowed organizing and interpreting the data in order to highlight the main concepts, challenges and solutions presented in the literature on the subject.

The following is a table that summarizes the main references used in the research, organized according to the criteria of author(s), title as published, year and type of work. This table facilitates the visualization of sources and relevant contributions for the construction of the bibliographic review.

Chart 1 - References Used in the Research

Author(s)	Title as published	Year	Type of work
ASSIS, R. S.	The Contextualization of the Rural Education Curriculum: Challenges and Possibilities	2019	Article in a journal
NASCIMENTO, Y. F.	Conception, principles and foundations of rural education as curriculum and PPP guides: what do school teachers think?	2020	Article in a journal
PAULA, M. V. G. de; SANTANA, C. F. de	Fabrics on rural education and environmental education to value the peasant space	2020	Article in a journal
SANTOS, D. B.	Rural education curriculum in the municipality of Palmas-TO: conception and pedagogical organization in elementary school	2022	Article in a journal
FOLMER, I.; MÜLLER, L.;	Rural education as a foundation: contributions to the maintenance of	2025	Article in a journal

FLORES, C. R.; CANCELIER, J. W.	the territory and the rural landscape: a theoretical debate		
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Source: The authors.

The table above presents an organization of the main sources used to support the research, highlighting the references that address the contextualized curriculum and its implications for rural education. The analysis of these works will be fundamental for the construction of understanding about pedagogical practices that seek to integrate the local and cultural realities of rural students into the school curriculum.

## RESULTS OF TEACHING PRACTICES IN THE FIELD

The results of teaching practices in rural schools that adopted contextualized curricula reveal a series of significant advances in the learning process, especially with regard to the valorization of the cultural identity of students. The implementation of curricula that respect and integrate local knowledge has provided a relevant educational environment for rural communities, strengthening students' bond with their culture and history. According to Araújo and Silva (2022), schools that adopted contextualized pedagogical practices observed an increase in student engagement, as the curriculum began to reflect their cultural and social realities, promoting meaningful education. This quote highlights how adapting the curriculum to local realities can result in greater student motivation and participation, since the educational content starts to make sense to them, connecting with their life experiences.

In addition to the increase in student engagement, another positive consequence of contextualized teaching practices is the appreciation of students' cultural identity. In many rural schools, adapted curricula have been an important tool for reinforcing communities' pride in their cultural traditions and practices. As noted by Folmer *et al.* (2025), by integrating traditional knowledge and cultural practices into the curriculum, schools contribute to strengthening students' identity, allowing them to recognize the importance of their roots and history. This quote reinforces the idea that education should be a reflection of the cultural realities of students, promoting respect and appreciation of local identities within the school context. By doing so, schools not only provide quality education but also strengthen students' self-esteem and belonging.

However, it is important to note that despite the advances, the effectiveness of these practices still faces challenges. The implementation of contextualized curricula is not

without obstacles, such as the lack of adequate teacher training and the scarcity of resources in rural schools. Nascimento (2020) observes that although the results of contextualized pedagogical practices are promising, there are still difficulties in the full implementation of these curricula, mainly due to the lack of continuing education of teachers and the lack of adequate pedagogical materials. This quote reveals that while practices have shown positive results, the lack of adequate preparation for educators and insufficient resources in schools are still significant barriers to the full success of these initiatives.

In addition, the results indicate that the integration of local knowledge in the curriculum has contributed to a greater appreciation of education in rural communities. Many students who previously felt distant from the traditional curriculum now identify with content that addresses their culture, history, and ways of life. Santos (2022) reports that students, when faced with a curriculum that integrates their cultures and traditions, show greater interest and engagement in class, which reflects on school performance. This quote corroborates the idea that customizing the curriculum according to local specificities can result in an education that not only imparts knowledge but also respects and promotes students' cultural identities.

The results of teaching practices in rural schools that adopted contextualized curricula demonstrate significant advances in valuing students' cultural identity and increasing school engagement. However, the effectiveness of these practices depends on overcoming challenges related to teacher training and school infrastructure. Implementing contextualized curricula has the potential to transform rural education, making it relevant and meaningful to students while strengthening their cultural identities.

## **IMPACT ON COMMUNITY AND LOCAL DEVELOPMENT**

Contextualized education plays a key role in strengthening local communities, as it integrates the cultural and socioeconomic knowledge and practices of these communities into the educational process. By incorporating local culture into the school curriculum, it not only facilitates learning but also strengthens students' cultural identity, promoting recognition and appreciation of local traditions. As Araújo and Lopes (2020) point out, contextualized education allows students to recognize themselves in the pedagogical content, which strengthens local identity and creates a close bond with the community. This quote highlights how the integration of the curriculum with local knowledge can result in

greater student engagement and meaningful education that respects and values the cultural traditions of the community.

In addition to strengthening cultural identity, contextualized education also contributes to the socioeconomic development of communities. By respecting and valuing local knowledge, it promotes education that is aligned with the needs of the community, which can boost local economic development. Nascimento (2020) observes that by including educational practices that consider the social and economic reality of students, contextualized education becomes an agent of social and economic transformation in rural communities. The implementation of a curriculum that values local cultural traditions, while preparing students to act critically and consciously, can generate significant changes, such as increasing autonomy and improving living conditions in communities.

Another way in which contextualized education impacts local development is through its ability to engage the community in transformation processes. According to Santos (2022), schools that adopt a contextualized approach not only educate, but also train agents of change, who, by recognizing the value of their cultures and histories, begin to contribute to the social and economic development of their region. This quote demonstrates how education, by integrating local culture and reality, empowers students to become agents of transformation in their communities, which has positive effects on both social and economic aspects.

From these analyses, it is possible to see that contextualized education not only improves the quality of teaching, but also has an impact on communities, contributing to the strengthening of local identity and socioeconomic development. By recognizing and valuing the cultural traditions and socioeconomic conditions of communities, contextualized education acts as an engine of transformation, preparing students to act critically and autonomously in their communities, while strengthening the cultural and social foundations of the region. Therefore, by integrating local knowledge into the curriculum, education becomes a tool for local development, impacting the lives of students and the community as a whole.

## **SUCCESSFUL EXPERIENCES AND SUCCESS STORIES**

Several rural schools in Brazil have adopted contextualized curricula, focusing on valuing the cultural identity of students and improving educational indexes, showing successful experiences that reflect the benefits of this approach. These practices

demonstrate that the integration of local knowledge into the curriculum can result in relevant and motivating teaching for students, in addition to promoting the strengthening of rural communities. As Araújo and Silva (2022) point out, schools that implemented contextualized curricula not only observed an improvement in students' academic performance, but also saw a significant increase in the school community's engagement with the educational process. This quote highlights the positive impact that contextualized education can have on both students and the community, showing that by respecting local traditions and knowledge, it is possible to create a learning environment.

An example of success is the experience of the Municipal School of Rural Education, located in a rural community in the interior of Goiás, which has adopted a curriculum adapted to its cultural and socioeconomic specificities. According to Folmer *et al.* (2025), this school has managed to integrate agricultural practices and local cultural traditions into the curriculum, promoting activities that involve students in the preservation of ancestral knowledge, while being encouraged to reflect on their role in society. This case illustrates how transformative education can be when it incorporates local realities, not only imparting academic knowledge but also engaging students in hands-on activities that strengthen their cultural identity.

In addition, other rural schools have been successful in integrating science teaching with rural practices, as in the case of a school in the rural area of Maranhão, which has worked on the science curriculum based on traditional knowledge of cultivation and sustainable land management. According to Araújo and Lopes (2020), the results of this approach showed a great advance in the learning rates of students, who began to apply what they learned in the classroom in their activities in the field, such as sustainable management practices and agroecology. The implementation of a contextualized curriculum, which connects academic learning with local practice, not only improves school performance, but also contributes to environmental preservation and the promotion of sustainable agriculture.

These examples of schools that have adopted contextualized curricula with a focus on valuing cultural identity and improving educational indices demonstrate that this approach can generate positive results in several dimensions. By integrating local knowledge into the curriculum, schools not only increase student engagement but also contribute to sustainable development and the preservation of cultural traditions. Therefore, the success stories presented show that contextualized education is a strategy to improve

the quality of teaching in rural schools, making learning meaningful and connected with the realities of rural communities.

## **FINAL CONSIDERATIONS**

Contextualized teaching practices have been shown to be a strategy to promote the appreciation of the cultural identity of students in rural schools, while contributing to the improvement of educational indices in these regions. The research showed that the implementation of curricula that integrate local knowledge and cultural practices strengthens the relationship between students and the school, increases engagement in pedagogical activities and promotes an education connected with rural realities. The adoption of such curricula allows students to feel represented in the educational content, which impacts their motivation and performance.

In answering the research question, it can be stated that the adoption of contextualized curricula in rural schools contributes to the valorization of local identity and to the improvement of educational indexes. The research demonstrated that the integration of traditional knowledge in the teaching process results in significant learning, as it allows students to realize the relevance of the contents in their daily lives. In addition, the contextualized curriculum is able to strengthen the ties between the school and the community, strengthening the cultural identity of students and promoting respect for local traditions.

The research also identified some challenges in the implementation of these curricula, such as the lack of adequate teacher training and the scarcity of material resources in rural schools. These obstacles hinder the full effectiveness of contextualized pedagogical practices, evidencing the need for public policies that invest in the continuous training of teachers and in the improvement of the infrastructure of rural schools. Despite these difficulties, the results indicate that pedagogical practices that respect and value local cultural specificities can transform education in the countryside.

The contributions of this study are significant, as they demonstrate that contextualized education is a tool for educational development in rural schools. By integrating local cultures into the curriculum, an inclusive learning environment is created, which strengthens students' identity and promotes community development. This study contributes to the understanding of the positive impacts of this pedagogical approach,



serving as a basis for future research on the implementation of contextualized curricula in different educational contexts.

While the survey has provided important answers, it also points to the need for more studies that deepen the analysis of the challenges faced by educators and schools in implementing contextualized curricula. Future investigations could explore aspects related to teacher training, the availability of didactic resources and the effectiveness of public policies aimed at rural education. In addition, it would be interesting to carry out field research to assess the impact of these practices on students' performance in the long term, in addition to exploring the possibilities of replicating these models in other rural regions of the country.

The study highlighted the importance of contextualized curricula in rural education, not only as a pedagogical strategy, but also as a means of strengthening students' cultural identity and promoting the development of rural communities. The successful implementation of this approach requires overcoming structural challenges, but the results obtained indicate that it is a promising path for educational transformation in the countryside.

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