

Corporate Social Responsibility with Child Education in the Sertão Pernambucano: The Case of Agrodan

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Abstract— Data published by the Organization for Economic Cooperation and Development - OECD (2021), which took as a reference the Integrated System of Financial Administration of the Federal Government - SIAFI, indicate that, unlike the other members of the group, Brazil has reduced its investment in education among the years 2019 and 2020 (MEC, 2021). As if the particular way in which education has been administered in Brazil were not enough, the effects caused by the COVID-19 pandemic, a disease caused by the coronavirus (Sars-Cov-2), negatively marked the history of national education. Against this movement, the school teacher Olindina Roriz Dantas, implemented by AGRODAN in Pernambuco, has been standing out as an example of responsibility and social commitment in the field of irrigated fruit, recognized as a national leader in mango exports. Socializing the ideals that made this teaching unit an example to be followed was the challenge of this study, which demonstrates that it is possible to reconcile successful business practices with social commitment to the inclusive and sustainable development of a region located in the Brazilian semi-arid region.

Resumo— Dados publicados pela Organização para a Cooperação e Desenvolvimento Econômico - OCDE (2021), que tomaram como referência o Sistema Integrado de Administração Financeira do Governo Federal - SIAFI, indicam que diferentemente dos demais membros do grupo, o Brasil reduziu seu investimento em educação entre os anos 2019 e 2020 (MEC, 2021). Não bastasse a forma particular como a educação vem sendo administrada no Brasil, os efeitos causados pela pandemia de COVID-19, doença causada pelo coronavírus (Sars-Cov-2), marcaram de forma negativa a história da educação nacional. Na contramão deste movimento, a escola professora Olindina Roriz Dantas, implantada pela AGRODAN em Pernambuco, vem se destacando como exemplo de responsabilidade e compromisso social no ramo da fruticultura irrigada reconhecida como líder nacional na exportação de manga. Socializar os ideais que fizeram desta unidade de ensino um exemplo a ser seguido, foi o desafio deste estudo, que demonstra ser possível conciliar práticas empresariais bem sucedidas com compromisso social para o desenvolvimento inclusivo e sustentável de uma região localizada no semiárido brasileiro.

Resumen— Datos publicados por la Organización para la Cooperación y el Desarrollo Económicos - OCDE (2021), que tomó como referencia el

Sistema Integrado de Administración Financiera del Gobierno Federal - SIAFI, indican que, a diferencia de los demás miembros del grupo, Brasil ha reducido su inversión en educación entre los años 2019 y 2020 (MEC, 2021). Como si fuera poco la forma particular en que se ha administrado la educación en Brasil, los efectos provocados por la pandemia de la COVID-19, enfermedad provocada por el coronavirus (Sars-Cov-2), marcaron negativamente la historia de la educación nacional. Frente a este movimiento, la escuela maestra Olindina Roriz Dantas, implementada por AGRODAN en Pernambuco, viene destacándose como ejemplo de responsabilidad y compromiso social en el campo de la fruta irrigada, reconocida como líder nacional en las exportaciones de mango. Socializar los ideales que hicieron de esta unidad didáctica un ejemplo a seguir fue el desafío de este estudio, que demuestra que es posible conciliar prácticas empresariales exitosas con compromiso social por el desarrollo inclusivo y sostenible de una región ubicada en el semiárido brasileño. región.

Resumée— *Les données publiées par l'Organisation de coopération et de développement économiques - OCDE (2021), qui ont pris comme référence le Système intégré d'administration financière du gouvernement fédéral - SIAFI, indiquent que, contrairement aux autres membres du groupe, le Brésil a réduit ses investissements en éducation entre les années 2019 et 2020 (MEC, 2021). Comme si la manière particulière dont l'éducation a été administrée au Brésil ne suffisait pas, les effets causés par la pandémie de COVID-19, une maladie causée par le coronavirus (Sars-Cov-2), ont marqué négativement l'histoire de l'éducation nationale. Contre ce mouvement, l'institutrice Olindina Roriz Dantas, mise en œuvre par AGRODAN à Pernambuco, s'est imposée comme un exemple de responsabilité et d'engagement social dans le domaine des fruits irrigués, reconnu comme un leader national des exportations de mangue. Socialiser les idéaux qui ont fait de cette unité d'enseignement un exemple à suivre a été l'enjeu de cette étude, qui démontre qu'il est possible de concilier des pratiques commerciales réussies avec un engagement social pour le développement inclusif et durable d'une région située dans la zone semi-aride brésilienne Région.*

I. INTRODUCTION

In the first verse of the poem “O Infante” (1934), the Portuguese poet Fernando Pessoa (1888-1935), coined one of the most representative epigraphs of Portuguese culture, when, in greeting the saga of Infante D. Henrique, he sentenced: “Deus quer, man dreams, the work is born” (PESSOA, 1972, p. 57). Moved by a similar thought, Celso Furtado and, later, the first 16 settlers of the Public Irrigated Project (PPI) managed to materialize the dream of creating the Bebedouro Project, which became the embryo of the largest irrigated fruit growing pole in the Brazilian semiarid region (BESERRA, 2020). , p.42).

Half a century later, the phrase consecrated by Pessoa (1972) is remembered by those who pass through the thresholds of the school teacher Olindina Roriz Dantas, located in the Rural Zone of the Pernambuco municipality of Belém de São Francisco, because, in the midst of a

semi-arid region, in a city that, according to data from the National Institute of Educational Studies and Research Anísio Teixeira - INEP (2020), in 2017 had a Basic Education Development Index for the early years of elementary school of 4.8 reference units, it became a landmark for the municipality, with classrooms full of happy children, hopeful of a glorious future, for being there guiding them, competent teachers, with excellent pedagogical and technical training, who use modern tools with a view to effective learning.

The CEO of AGRODAN Comércio e Representações de Produtos Agropecuários, engineer and professor Paulo Alvares Roriz Dantas, as well as his collaborators, believe that children, upon completing their studies in this rural school, will be able to enter any public, state or federal, without major difficulties, considering the high level of education practiced there, where students

have classes in English, French and Spanish; they build robots as a didactic activity; they use information technology as a research tool and are part of art and culture through theater, dance, music, literature and textual production.

AGRODAN transformed the dry lands of the sertão into the largest orchard of mangoes of different species. In 2021, in the midst of the economic crisis caused by the Covid-19 pandemic, the company produced 33 million kilos of mango (*Mangifera Indica L.*), consolidating itself as the largest producer and exporter of this fruit in Brazil. Despite the auspicious numbers, for businessman Dantas (2021), the group's greatest achievement was the creation of the Agrodan Social Foundation, an institution founded in November 2017, which since February 2018 has been investing in the training of children, young people and adults residing in the surroundings of the Prof. Olindina Roriz Dantas, a space for the construction of knowledge.

II. IRRIGATED FRUIT CULTURE AS A DRIVERS FOR DEVELOPMENT

For many years the municipality of Belém do São Francisco presents itself as a reference in irrigated agriculture. Research carried out by Beserra (2020), alluding to Silva (2001), highlights that in 1932 there were already farmers there who used the wheel to transport water to be used in the irrigation of their plantations (BESERRA, 2020, p. 149).

Other records of the use of irrigation for food production were identified by the same author in the region of Petrolina-Juazeiro, a recognized fruit growing hub in the sub-medium São Francisco. In 1946, the Bishop of Petrolina Dom Avelar Brandão Vilela already encouraged the riverside people to produce irrigated vegetables and fruits, using rustic techniques, but which were indicative of the region's vocation and potential for food production. It was only in 1952 that farmers in the region began to make use of more suitable methods resulting from research, through the technical advice offered by the São Francisco Valley Commission - C.V.S.F, being its precursor the Portuguese technician José Cabral de Noronha, who started to recommend the use of fertilizers and pesticides and the control of diseases and pests to increase productivity (BESERRA Apud. POSSIDIO, 2020, p. 30).

Another major milestone in irrigated agriculture in Pernambuco was the implementation in 1968 of the Bebedouro Irrigation Project, the result of a technical partnership signed in 1960 between the Brazilian government, represented by the Superintendence for the Development of the Northeast – SUDENE and the United

Nations Organizations – UN, which delegated the management of this international pact to FAO – Food and Agriculture Organization of the United Nation, creating the technical conditions for the consolidation of irrigation in the São Francisco Valley (BESERRA, 2020, p.127).

Despite the contradictory positions on the subject, scholars of irrigated agriculture in the semi-arid region of Pernambuco recognize that irrigated fruit farming is an instrument of economic growth in the submiddle São Francisco region. In 2014, 85% of the mango exported to Europe and the United States came from this region, with data being kept until 2020 (MOURA et al., 2015, p. 497).

According to Mauco et al. (2012), much of this success was the result of a set of factors that came together to provide the ideal conditions for this activity, among which the following stand out: climatic conditions determined by high luminosity, low relative humidity and high temperature; use of irrigation from the São Francisco River; remarkable resilience of farmers and entrepreneurs; and more recently, a high degree of appropriate technology, which, combined with irrigation management techniques, pruning and the use of plant regulators, allows for the scaling of production according to market demand, bringing commercial advantages. (MOUCO et al., 2012, p. 338).

Mango (*Mangifera indica L.*) is a typical plant from regions with tropical and subtropical climates, belonging to the Anacardiaceae family (SANTO, 2019; DE MOURA et al., 2015; MUJHERJEE et al., 2009). , more specifically in India (MOUCO et al., 2012, p. 342; DE MOURA et al., 2015). Studies indicate that the plant was introduced in Brazil by the Portuguese who brought it from Goa, around 1700, having been adapted here and becoming, over time, one of the most cultivated fruit species in Brazil (VETUCCI et al., 2016). Data from the Brazilian Fruit Growing Yearbook (ABF) indicate that in 2020 approximately 243,225,884 kg of fruit were exported (ABF, 2021, p. 36). In the first half of 2021, according to the Brazilian Association of Producers Exporters of Fruits and Derivatives - ABRAFRUTAS (2021), 9,230,854 kg of mangoes were exported, an amount 48% greater than the same period in 2020, representing 1.06 billion dollars, an increase of 20% compared to the same period in 2020. In this same period, AGRODAN produced approximately 33 thousand tons of mango, which allowed the company to surpass the historic mark of 30 thousand tons registered in 2017.

All these data demonstrate that Brazilian farmers have been standing out in the production of tropical fruits, obtaining the third position among fruit

exporters in the world. In the specific case of mango, Brazilian production ranks seventh in the world (ABF, 2021, p. 85), with Asian countries, led by China and India, being the world's largest producers (OLIVEIRA, 2017).

IBGE data (2021) indicate that the national production of mango in 2020 was around 1,569,011 tons, with an average production of 21,853 kg/ha, as shown in Figure 01.

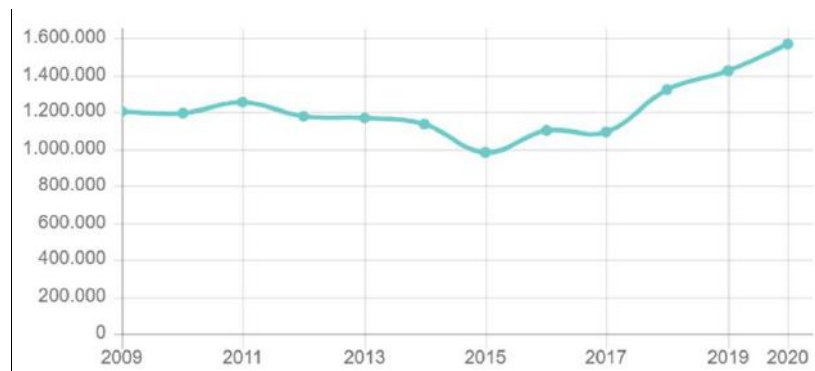


Fig.1 - National Mango Production

SOURCE: IBGE (2021)

Brazilian fruit farming generates about 6 million direct jobs, distributed in an area of approximately 2.4 million hectares, with mango farming responsible for employing an average of 1 to 2 people per ha (ABRAFRUTAS, 2018). Among the main mango varieties produced, we highlight Espada, Rosa, Haden, Keitt, Kent, Palmer and Van Dyke. On AGRODAN farms, Tommy Atkins, Keitt, Kent and Palmer varieties are produced.

It is important to highlight that the desired development for the semi-arid region of Pernambuco is not only represented by an increase in the region's GDP, but a liberating, powerless development that, in Sen's (2018) view, goes beyond the mere accumulation of monetary capital, where economic factors are better distributed, allowing the community as a whole to achieve a state of social well-being and appreciation of human, cultural and environmental capital.

In this perspective, the prosperity of the peasant communities is directly related to the disposition of the means of agricultural production as instruments of social inclusion, so that sustainable development becomes effective. Within this vision, rural development, according to Bourdieu (1989, p. 134), needs to be based on the idea of multidimensionality of development, where all aspects are considered, respecting local vocations and the knowledge consecrated by the community.

III. METHODOLOGY

This study is qualitative-quantitative, descriptive and interpretive, where sociocultural elements such as values, feelings, beliefs, concepts and attitudes were considered to understand social interactions and reports of lived experiences (TRIVIÑOS, 1987).

This possibility of merging different types of research has been gaining strength in recent years, as the complexity and fluidity of the ways in which social relationships are built is verified. According to Domingues (2004), in interpretive research, the agent seeks to identify the changes produced in the research group. These changes in the paradigms of the social group are reflections of facts and processes that took place in a certain period, which end up causing changes in the relational nature of the community; in social phenomena; and in the meanings and values that are attributed to social structures.

The focal objective of the study is the school implemented by AGRDAN at Fazenda Bom Jesus and its impacts on the lives of residents in the surroundings of the industrial park, being therefore a case study, which according to YIN (2001), consists of promoting the examination of a certain object and its interrelation with the subjects involved in the study. This method aims to deepen knowledge about a specific topic, enabling its information to be used as parameterization in similar studies. In this scenario, the researcher needs to apply procedures that allow the collection of necessary and sufficient data to shed light on the circumstances in which the phenomenon occurred, which results were obtained and the nature of the phenomena produced.

As collection instruments, in addition to documentary and bibliographic research to know the state of the art on the subject in books, scientific articles and periodicals, "in loco" visits were made for observations and interviews with local actors, which supported this work.

IV. OLINDINA RORIZ SCHOOL IN THE CONTEXT OF AGRODAN

AGRODAN is a family business founded in 1987 in the city of Belém de São Francisco, as a dream come true for the children of doctor Álvaro Dantas, who dedicated his life to caring for the population of Belém do São Francisco and the region. To this end, they mortgaged the entire family's assets as a guarantee for a bank loan with Banco do Brasil, with the purpose of investing in the cultivation of irrigated fruits, through the implantation of 400 ha of mango, grapes and bananas, in the area of Fazenda Bom Jesus, owned by the family.

It was a dangerous and risky attitude, as the local tradition was to grow onions in an ebb area, which is when the river fills and recedes, leaving its edges wet for a long time, facilitating the plant's development. The first experience was the planting of bananas, the result of which was not encouraging. Afterwards, the young entrepreneurs started to implement a vineyard, which, due to the high maintenance costs and also the lack of technical knowledge, proved to be unprofitable. These failed attempts led the owners to bet on the mango, which at the time was not commercially cultivated in the region. It was a happy choice, considering that in 2018, production was 5,013 tons, with an average productivity of 28.6 tons per hectare (SANTOS, 2019, p. 14).

These results encouraged entrepreneurs to build a new market outside the country, taking advantage of the spread of irrigated fruit growing in the sub-medium São Francisco, where the characteristics of the climate associated with the abundance of water from the São Francisco River formed the ideal conditions for the development of this activity.

According to studies carried out by Santos (2019), in 2019, the last year without the effects of the pandemic associated with Covid-19, AGRODAN in the seven farms, five in the municipality of Belém de São Francisco/PE and two in the municipalities of Abaré and Curaçá, in the state of Bahia, totaling approximately 1,000 hectares in production, had more than 1,200 direct workers, all with a single mission determined by the owners: to produce the best mango in the world in a safe and sustainable way (SANTO, 2019, p. 14).

The particularity of AGRODAN, which differentiates it from other companies in the region, was its concern to seek growth that reconciled the search for profits and dividends with social issues involving employees and residents of the region. From this perspective, practices such as profit sharing; training and ongoing training of employees; existence of a professional advancement program within the company; building national and international partnerships; investment in innovative technologies, were actions that allowed the company to account for approximately 25% of all mango exported to the common European market. Despite its location in the interior of Pernambuco, it received the title of largest exporter of mangoes in Brazil.

When the social project emerged in 2014, the idea was to work in adult education, to improve the level of workers. The proposal ran into logistical difficulties, considering that the adult public lived on the islands and in rural communities dispersed and far from the company's headquarters, where the classrooms would be implemented for nighttime operation.

To overcome the problem, we sought to formalize a partnership with the Roberto Marinho Foundation, to implement a tele-classroom system in the communities, however this solution proved to be unfeasible, given that the Foundation only enters into agreements with states and municipalities. The limiting element for the adult education project was constituted as a driving force for the construction of a school unit on the farm, aimed at the quality education of children in kindergarten and elementary school, compatible with the best public or private schools in the country. region, so that they could compete on equal terms with those of the urban area, with a view to a dignified future. At the time, the rural schools they attended had multigrade classes, where a single teacher attended to students from three different grades, making the children's learning very deficient (PEREIRA et al., 2012, p. 242; BESERRA et al., 2012, p. 242; BESERRA et al., 2019, p. 179).

The precariousness with which these schools were structured was already contested by teacher Olindina, the matriarch of the family and a public teacher in the municipality. The teacher's reports returned to populate the memories of the businessmen, who felt obliged to contemplate their mother's memory, implanting a decent school on the farm where they spent so many happy years. Following in the footsteps of the rural educator Kolling (2002), education cannot be seen only as an instrument for transmitting knowledge, but as a mechanism for promoting the social development of rural men and women, to be subjects of their own own destiny. Therefore, education

has to be related to culture, values, the way of producing, training for work and social participation (KOLLING et al., 2002, p. 19).

At the OlindinaRorizDantas school, children can choose to be farmers in the future if they wish, but they can dream of being doctors, lawyers, engineers, teachers, zootechnicians and whatever else they want, because they will be prepared to get wherever they want, according to the speech of the director of the company.

The school's structure was designed to highlight the importance of individuals in the educational process, so its bold architectural design is nothing short of

the best schools in the state. There are eleven classrooms equipped and furnished according to the age group of the students. In addition, the equipment has specific environments for computer classes, plastic arts, dance, music, theater, laboratories for science classes, and foreign languages. With regard to pedagogical support, there is a library, a multi-sport court, an Olympic swimming pool and a multimedia room, all with accessibility and with the capacity to serve 200 students, as shown in figures 02 and 03.



Fig.2 - Students at Escola Olindina Roriz Fig. 3 - Aerial view of the school.

SOURCE: DANTAS (2021) SOURCE: DANTAS (2021)

In addition to the pedagogical spaces, there is an entire parallel structure formed by an administrative environment, cafeteria, industrial kitchen, collective garden, children's playground, and internal patio, and these spaces are surrounded by an area built from a landscape project of trees and gardens. which transmits an air of summer camp in the midst of nature.

The implementation of this entire structure initially took place with AGRODAN's director entrepreneur's own resources, who during the process obtained contributions from local and external investors. As for its maintenance, AGRODAN bears the responsibility, considering that both Constitutional Amendment No. 108/2020, and Law No. 14,113/2020 that regulate the matter, do not allow resources from the Basic Education Maintenance and Development Fund of Education Professionals Appreciation – FUNDEB, can be destined to private institutions. In this way, 10% of the company's annual profits are destined for this purpose, as well as for the maintenance of the health post, which, similarly, was built in the same region as the school.

In the period of the pandemic, like other educational institutions in the state, teachers began to teach classes remotely, through the internet, deployed free of charge in students' homes, so that they would not be harmed.

Important support was given by Fundação Banco do Brasil, which provided 265 pieces of equipment free of charge, including 196 notebooks and 69 tablets, an investment of approximately BRL 475,000, so that children could continue attending classes, which prevented evasion and abandonment. school.

Another initiative in this period of the pandemic associated with Covide-19 was the resumption of the idea of promoting adult literacy. For this purpose, the AlfabetizaSertão Program was created, but this time, the students of the Olindina School became facilitators in the process of training their relatives, being accompanied by a pedagogue in this process. This form of education, in addition to allowing adults to read and write, overcame the problem of displacement, allowing the consolidation of affective bonds, given that children began to live more with their relatives.

Children spend eight hours at school, receiving breakfast, snacks, lunch, snacks, in addition to uniforms, transport and books. Those who live on the islands have a boat provided by the company to transport them, in a clear demonstration of the company's commitment to education. The families' initial fear with the displacement of their children turned into satisfaction, as they observed the transformation in their realities. Currently, the school has 265 students between kindergarten and eighth grade of elementary school, being recognized as a success story among the community in the region. The number of students per classroom does not exceed 30, in order to ensure that the teacher meets their individual needs, which has ensured near-excellent school performance.

To evaluate the pedagogical development of the school, the Teaching Quality Institute (IQE) was hired, which is a civil association with an educational and social assistance nature, whose aim is to improve the quality of the educational project; identification of limitations and potential of students, so that no one is left behind.

As one of the Pedagogues of the institution points out, "the differential of the school is the Political Pedagogical Project (PPP), resulting from the accomplishment of a contextualized work with the region, starting from the local to the global and also the insertion of technologies as potentiators of teaching and learning".



Fig.4 - Mapping of internet points provided to students at Escola Olindina Roriz.

SOURCE: DANTAS (2020)

The existence of a high percentage of residents of the regional rural area who still cannot read and write or are functionally illiterate was a nuisance for the directors of AGROGAN." We cannot accept that at the present time, with the stage of development of the means of communication and information technology, that there are still people who use fingerprints to sign a document" This is what makes me return to the sertão alphabet" (PAULO, November of 2021).

At first, adults were discouraged, thinking that people aged 60 and over would not be able to learn. To encourage them, the company started to contemplate everyone who started to study a basic food basket at the end of each month, as long as the attendance was full to the classes.

The methodology adopted followed the principles of Jean Piaget's theory (1993), with regard to

respect for the stages of cognitive development for the acquisition of knowledge by the student, as well as the Pedagogies of Célestin Freinet (1989, 1998) and Paulo Freire (1996). These theorists advocate that the child's social development and the acquisition of knowledge must occur through interaction with other children and adults, in a cooperative, critical and transformative way, exchanging and building knowledge in a collective and linked way. to its social-historical context, aiming at the transformation of reality and meaningful learning.

Pedagogue Adriano Sobral, coordinator of the AlfabetizaSertão Program, highlights the project's boldness in using children and adolescents to teach their relatives and the feeling of responsibility they now have, participating in workshops to prepare for the activities. At the end of each month, teachers at Escola Olindina, voluntarily, apply assessment tests to adults on reading,

writing and mathematics, in order to observe the effectiveness of the work performed by the children. It is a family interactive process, but above all a training for citizenship and social responsibility.

As the pedagogue Ramos (2022) informs:

Despite being a sensitive audience, as we have parents who work all day and arrive home tired, students have played an important role in the literacy process. One of the issues to be highlighted is the writing of the name. Many parents did not know how to write their name and this is very important, as this literacy process has already begun to bear fruit and not only in the coding and decoding of the letters, but in the strengthening of family ties and the development of student responsibility.”

For the year 2023, the school's management intends to implement vocational high school and, for that, new spaces are being built for classrooms and laboratories. The proposal is an InformationTechnology (IT) course, in partnership with CESAR School, an innovative teaching institution, focused on training professionals with skills for the development of social projects; of entrepreneurship and market. According to the director, the project is to develop skills that allow students to be protagonists, leaders and entrepreneurs.

The choice for CESAR School was due to the teaching method they work with, PBL – Problem-Based Learning, according to which, starting from an existing problem in the market, students work on themes, concepts, theories and practices, achieving develop their skills and attitudes.”

V. RESULTS ACHIEVED

In Brazil, the regular institution of rural schools dates from the 20th century. Before that, the prevailing idea was that peasants did not need knowledge beyond those used in their work (VENDRAMINI, 2015, p. 55). And its emergence did not occur to improve the population's level of education, but as a strategy to contain the migratory flow to the city, thus ensuring labor for the farmers and also to alleviate the swelling and imbalance resulting from the users of the services offered to the inhabitants of urban areas (PEREIRA et al., 2012, p. 253).

In this perspective, for many years the rural school was structured to serve a small part of the residents of the non-urban areas of the municipalities, who received

an instrumentalized education, limited to the attendance of elementary educational formation, more destined primarily to the training and training of hands of constructions. In this logic, the dichotomy between the countryside and the city persisted, where the rural was synonymous with backwardness and the urban with development.

The lack of attention to rural schools materialized in the adoption of single-teacher schools, with multigrade classrooms and an excessive workload for the teacher (PEREIRA et al., 2012, p. 242; BESERRA et al., 2019, p. 179). With the closure of these schools and the nucleation of rural schools, their effects were more harmful compared to the previous situation. Dropout and dropout were the most observed milestones in this change.

In the case of AGRODAN, the pass rate of students in 2021 was 90.04% among the 271 enrolled. The learning measurement mechanism involved written and oral assessment; participation in projects and other activities offered by the school, without any withdrawal throughout the year. The 23 teachers carefully selected by the company, have higher education and, in addition to technical competence, must present characteristics that suit the purposes of the school.

With the project in constant growth, for the year 2023 the proposal is to create high school professional courses and in 2026, a Faculty of Technology, in the belief that such investments do not constitute non-reimbursable expenses, but investments, which will bring development for the region and, as a consequence, for the company itself, which in 1987 launched 400 crops for the processing of 40 tons of mango per hour, having the most modern Packing House in the northeast.

VI. SOME CONSIDERATIONS

In a scenario where the Ministry of Education's scarce resources cannot meet the demands of public education units, where most schools do not have adequate and sufficient structures for the training of children and adolescents, interventions such as AGRODAN's are revered as republican and social responsibility.

If public education in Brazil had as presuppositions typical values of a social democracy, the school teacherOlindinaRorizDantas would not be seen as a benchmark, however, as the reality of national education does not prioritize it in the distribution of budgetary resources, an intervention with private financing, which is not a tradition in the country, as in other countries.

To sprout in the middle of the rural backlands, in a poor region, an educational institution that focuses on integral study, involving the cognitive, emotional,

psychological, artistic, cultural, affective dimensions, with a pedagogical project contextualized to the local reality but with a view to learning everything what happens in the world, investing in the individual and collective potential of learners, is an experience to be socialized and imitated by other private companies and by the state itself.

The care of teachers and coordinators in monitoring the performance of each child, from the perspective of their evolution, implies in extra hours of work, in the perspective that the objective of not leaving any student behind is achieved. It is being a teacher in its essence, someone who cares about the other and with their fulfillment as a citizen and citizen, hence the company's concern in educating adults who did not have the opportunity as young people to go to school. The "AlfabetizaSertão" Project currently has 53 students being taught to read and write by the children who have already passed this stage of education, providing dignity to these workers who have already contributed so much to the country's wealth.

The institution's curricular matrix has chosen technical and professional training in IT as one of the ways to promote and develop skills and abilities for the world of work, pointing out these emerging technologies as useful to be applied to the countryside, which is agriculture 5.0.

This way of thinking and doing education In and Do the countryside that AGRODAN has been applying has generated some discussions about its suitability to the culture and knowledge of that society, in this case, the rural community of Belém do São Francisco/PE. But the question that arises is to know which field is being talked about. The countryside of the past, of beaten earth, of subsistence crops, of poverty, or the countryside of today, of irrigated crops for export, of jobs with decent wages; the countryside as a space for life, work and leisure; the field sought to relieve the stress of urban life. What is the boundary today between rural and urban? What is there in the cities that does not exist in the countryside, with due proportion? The rural region of Pernambuco has treated and piped water on the properties; Internet; TV and radio signal; public services; health Center; trade and industry opportunities; asphalted roads; public and private transport. Therefore, teaching needs to be connected with these changes and this new field.

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