

The Heterogeneity Of Rural Contexts And Extended Day Schools In Times Of Pandemic: Possibilities And Constraints

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Abstract

This article aims to describe some particularities of rural spaces in which 7 primary schools in the province of Entre Ríos, Argentina, are located in, called Nina schools, which have extended their school day since 2015 and, in pandemic by COVID 19, had to resignify their time organization and proposals.

On a global scale, in 2020, the times of exceptionality have disrupted daily school life, requiring adjustments that went from a pedagogical model focused on face-to-face teaching to proposals located in domestic spaces, in unprecedented scenarios. At the same time, schools in rural contexts were constrained and/or enabled by regional and local conditions, and these aspects will also be addressed in this paper. It is part of a Federal Study promoted in 2021 by the Ministry of Education of Argentina. In Entre Ríos, the subject under study was The knowledge of Nina schools, in rural contexts, in times of pandemic by Covid 19, approached from a qualitative methodological perspective.

Keywords: Schools; ruralities; extended school day; pandemic.

1. Introduction

The article describes the heterogeneity of the rural spaces in which seven primary schools in the province of Entre Ríos, Argentina, called Nina schools, are located,

which extended their school day starting in 2015 and, subsequently, due to covid 19, They had to redefine the organization of their times and their proposals.

The work recovers aspects of rural school realities studied from a Federal Educational Research (IEF)¹ in 2021, which was an initiative of the Ministry of Education of the Nation (MEN), to guide the gaze towards “The processes of “schooling/educational experiences at the primary level in the context of the pandemic.”

In the province of Entre Ríos, the topic under study was The knowledge of the Nina² schools , in rural contexts, in times of the Covid 19 pandemic (Colignón et al., 2020), this research was directed by the Evaluation Coordination and Educational Research dependent on the Directorate of Information, Evaluation and Planning of the provincial General Council of Education of which we are members of the technical pedagogical team. On the other hand, the Directorate of Primary Education and its team also provided initial definitions to the study.

In times of exceptionality due to covid-19, daily school life was disrupted, promoting new adaptations, in which we moved from a pedagogical model focused on presence to proposals located in domestic spaces, until then almost unprecedented scenarios. In turn, schools in rural contexts found themselves more limited and/or enabled by regional and local conditions. In this study we will describe these rural spaces and their particularities, in addition to stopping to present some of the conditions imposed by the pandemic. In this framework we understand that this material must be a relevant contribution, since it addresses a contemporary theme with the mark of the present, of what is in front of our eyes, such as the time of the pandemic, in which now with a look Retrospective brings us the traces of what we have traveled; but also, that it is configured in the present

in a way that makes it unique. Agamben (2008) defines that “those who coincide too fully with the era, who fit perfectly with it at every point, are not contemporaries because, precisely for this reason, they cannot see it, they cannot keep their gaze fixed on it” (p. 2).

In this contemporaneity, the pandemic changed the current state of time and to understand the complexity and uncertainty of the world it is necessary to build new coordinates, which give rise to other perspectives that make us see the particularities of each space. For this reason, we consider interesting the aspects that emerged from the field work with the analysis of the interviews and the documents provided for this research.

Regarding the background³ investigated, a range of regional studies are taken up that have placed interest in the impact of the pandemic in rural spaces and in the institutional, pedagogical and contextual conditions to sustain pedagogical continuity. We include here those that we consider relevant to frame rural spaces in a pandemic and the studies that focus on the extension of school time at the national and provincial level.

1.1 National studies related to rurality, education and pandemic

UNICEF (2020) in Argentina published a survey in order to collaborate with governments in controlling and mitigating the effects of the pandemic caused by covid-19 on the child and adolescent population. The results highlight that almost the entire population agreed with the quarantine and the mandatory nature of social confinement, although compliance was different and was related to the location and socio-housing conditions of the homes. It is also made explicit that the mobility restriction stopped economic activity, causing losses and insufficient economic resources available to satisfy food needs; The children and vulnerable

population being the most affected, as well as those who had families headed by women or those located in towns and settlements.

González and Petz (2020), members of a CLACSO working group, presented an investigation that spanned from March, when Preventive and Mandatory Social Isolation (ASPO) began, until mid-August of the same year, analyzing aspects of some regions of the country in the face of the measures adopted by the national State and the provinces to reduce the economic impact of the pandemic, in order to compensate for the loss or decrease in income of the most affected people. The study showed how the pandemic was negatively impacting productive activities and marketing, the difficulty of rural workers in their travel, the lack of coverage by their employers, the decrease in employment, the restrictions in place. for the provision of food and supplies, among others. At the educational level, the Seguimos Educando Territorio program and the broadcast programs such as National Radio and Public Television of the MEN had great relevance, which were seen as a tool that helped sustain communication in rural areas. What did not change, according to this study, were the conflicts over land, clearings and evictions, nor did agribusiness as a model of hegemonic development in Argentine agriculture and the conflict over land, water and mountains. The report gave rise, as final reflections, to a debate on food production and its access in quantity and quality that deepened during the health emergency.

At the national level, the MEN (2021) published an exploratory study carried out through interviews. It recovers views and representations of the initial stage of the pandemic by conducting dialogic interviews, documenting those strategies that, in the context of the pandemic, were deployed to sustain the pedagogical link between school actors, with families and their families. students; as well as the

networks that were generated between various educational institutions. Pedagogical continuity occurred differently in different social groups. The pandemic visualized the pre-existing processes of inequality; in the most vulnerable spaces, neighborhood leaders, social organizations, churches; They provided answers to the demands for school support, childcare spaces, food supply, and hygiene and community health practices.

Regarding pedagogical continuity, the study reflected the pre-existing conditions that the institutions had: well, due to the experiences of joint work between teachers and management staff; or, well, by solitary teaching activities. The tension was revealed between the mandatory nature of school continuity and the multiple situations brought about by the health emergency scenario, suffered by families and teachers, when having to address complex challenges. Regarding families, they found it difficult to accompany their school-age group, doing so intermittently or finding themselves unable to do so in other cases.

1.2 National studies related to the extension of the school day.

The MEN (2016) in a document presented a quantitative characterization of the development of the extended and full day at the primary level in Argentina. In it, statistical data provided by the Annual Surveys were extracted, in the period 2000-2015, particularizing in the stage after the enactment of the National Education Law in 2006, regulations that determine that primary schools will be extended or full day. This material included an analysis of regulatory background, research and international cases, on the duration of the school day and it is mentioned, in the case of Argentina, that the educational offer at the primary level in terms of the duration of the school day is increased in the last decade.

Veleda (2013) published an investigation where the amount of time that students in Argentina spend at school and what is done during that time was put into tension. The study, approached from a comparative perspective, advances the relationship between time and school and its implementation through some programs in Latin America. It focused on Argentina based on the “National model for extending the school day”, implemented by the MEN, and which each province later adapted according to its possibilities and the structures of its own systems.

The research also analyzed the perceptions of directors and teachers about the way in which institutional functioning was affected by the extension of the day in relation to the community, the management of spaces, the organization of teaching work, pedagogical practices. and its connection with the school trajectories and learning of its recipients. Finally, expressions were collected from provincial authorities and officials regarding the implementation of these educational policies.

Cattáneo (2017) published a work that sought to characterize the implementation of the extended day in the primary schools of the City of Santa Fe in the aforementioned period, taking into account the dimensions of actors, resources and school format, to analyze whether these experiences come closer to or further away from policy design. It is a qualitative study for which seven of the eight pilot schools were selected in 2013 and 2014. In-depth interviews were conducted with officials, directors, teachers, supervisors and territorial representatives. Positive and problematic aspects are stated, and among the former, the support provided by the territorial references and the commitment of teachers and management team and the workshops can be recorded. The latter include lack of training, poor infrastructure, among others.

DiPietro et al. (2017) carried out a study of the extended day project in its first year of implementation, trying to investigate these aspects recorded in the project implementation process, in single-day Primary Level institutions and daytime Secondary Level institutions of state management, which were incorporated through Ministerial Resolution No. 1658 of 2016 and which began operating that year. From the systematization of statistical data from the fourteen schools that were selected, it was mentioned that in full-day schools the indicators of repetition, over-age and not promoted are lower than in single-day schools. Although, it is noted that it should not be understood as a causal relationship, and they refer to research that has had the training proposal of the Extended Day as its object of study.

Ruiz (2020) tries to elucidate some consequences on the right to education based on its content in pedagogical terms and carries out an analysis of the impact of the pandemic on mass schooling. In the same work she problematizes some of the decisions made by governments that refer to the speed with which distance programs focused on digital platforms were implemented.

Regarding the local level, in the province of Entre Ríos, Perassi and Macchiarola (2018) carried out a study within the framework of a research project. There, programs that seek the social-educational inclusion of children and young people were investigated, such as the Children's Activities Centers (CAI), the Youth Activities Centers (CAJ) and the Nina schools. The epistemological perspective of the study is interpretive from a qualitative evaluation approach to recover the ways in which actors understand and interpret such inclusion policies. In Entre Ríos the sample focused on seven schools of the fifteen that began their extension of the school day in 2012, distributed in different provincial departments. The

conclusions point out that the Nina schools generated alternative curricular spaces to the existing ones, creating new routines and habits in students, reducing repetition rates. The people involved in the institutional project highlight the flexible nature of the Nina schools project and the commitment as a characteristic of the schools studied, in which the fight for the right to education between its actors and the place of the subjects and their conditions of possibility is relevant. In conclusion, the positive evaluations were recovered to the detriment of the building conditions and the teaching work conditions.

2. Research questions, methods and materials

The defined topic was The knowledge of the Nina schools, in rural contexts, in times of the Covid 19 pandemic, while the construction of the problem question was oriented to study "The place of knowledge in the pedagogical and didactic processes in the Second Cycle of the "Nina" Double Day schools, enrolled in rural contexts, in times of the covid-19 pandemic. The objectives focused on exploring the knowledge that inhabits and configures the curricular proposal of the second cycle of the rural Nina primary schools in the province of Entre Ríos; understand how the pedagogical and curricular proposal is configured in a situated manner, in addition to investigating the implications of the time change in the pandemic educational scenario.

Of a total of 135 Nina schools throughout the province, located in the departments of Diamante, La Paz, Federal, Villaguay, Gualeguaychú, Islas del Ibicuy and Victoria, seven primary schools located in dispersed rural contexts were selected, which extended their school day in in 2015, which represent all the units with these characteristics. The selection of the intentional sample was constituted based on two criteria: the schools that had begun the extension of school time in 2015,

which at the time of the research had a cohort of graduates; and, those located in dispersed rural contexts.⁴ established by provincial regulations (Resolution 450 of 1992 of the province of Entre Ríos). One of them was considered a pilot unit, since over the years the context changed and is currently located in an urbanized area, although according to current regulations it continues to be included in said group.

The questions that guided the research were: How did Nina define the knowledge of the Accompaniment to Study in Social Sciences workshop space during the pandemic in primary schools? What reconfiguration did you have to make your curricular pedagogical project possible? What place did rural contexts occupy in this reconfiguration? How did it enable inaugural educational practices?

The methodological definitions were of an exploratory qualitative type, based on which an instrument was constructed with semi-structured interviews (21 in total), mostly in person and 2 through the Google Meet tool. Observations, photographic records, and records of institutional documents that account for the processes, decisions, agreements, and curricular interventions sustained in the pandemic were also made.

The educational subjects who were interviewed in each educational institution visited were: a member of the management team, the person in the position of assistant teacher and a workshop teacher from the Study Accompaniment in Language and Social Sciences space. In this sense, it was considered that the proposal of the aforementioned workshop could be a privileged and optimal space for the recreation of the knowledge prescribed in the curriculum with the cultural and social knowledge that nuances the life space of children and their families.

3. Results

Rural schools are institutions deeply linked to the territory (Plencovich et al., 2011), a condition that could be observed in the schools under study. The combination of primary schools in rural contexts plus the extension of the school day together with the pandemic, allowed us to achieve some substantially significant results.

Before making them known, we will describe the contexts where the schools that were the object of study of the research carried out are located, understanding that they have a specific organization and purposes, but their learning scope cannot be conceived outside of the social and educational dimension. historical, as mentioned by Elichiry (2018):

[...] in which subjects construct positions of teachers and learners through interaction and participation. This leads us to highlight the need to conceptualize the notion of subject and subjectivity as constitutive of the context that is plotted and organized around situations and experiences (p. 13).

Then we will mention the impact of the pandemic on the proposals of the rural Nina schools and the limitations and/or potentialities that emerged from the regional and local conditions where these institutions are located.

It should be noted that, on the one hand, the schools studied in the context of the pandemic contextually redefined their pedagogical proposals and adapted the ways of sustaining the pedagogical link ⁵. On the other hand, these schools that had been undergoing a reorganization of their formats in demand of extending their time, now had to reduce them due to the pandemic and current conditions.

3.1 Schools and territories

The territories where the Nina schools are located are dispersed rural, which implies that they are sparsely populated due to structural processes that occurred

throughout the last century and that became more acute in the '70s and '90s with the concentration of land, the advance of agriculturization, soy monoculture and changes in agricultural practices that necessarily had to be carried out with machinery equipped with new technologies. In this sense, González and Petz (2020) point out that one of the distinctive features of “agribusiness as a hegemonic development model in Argentine agriculture is the conflict over land, water and mountains” (p. 35).

Similarly, Rougier (2016) points out that the advance of so-called agribusiness⁶ conditioned the following:

(...) the occupation of large areas of land to be used mainly for the cultivation of soybeans and wheat. At the same time, this dynamic requires a countryside free of peasants, or in other words, the territorialization of capitalism requires the deterritorialization of the peasantry, of the farmers, of the settlers, of the small agricultural producers who could not capitalize (...) So , having lost their territoriality, they are forced to migrate to the cities, in search of subsistence options, less precarious life alternatives (p. 83).

Perhaps another of the conflicts that this production model entails is the care of the environment, due to the adverse effects on the health of the population generated by the inhalation of agrochemicals applied to crops.

This situation was considered by the provincial government through Decree No. 2239 in 2019, which establishes in its article 2, an area of exclusion of terrestrial applications of toxicological class phytosanitary products within a radius of one hundred meters for terrestrial applications and five hundred meters from the town center of the rural school. Consequently, the same decree provides for the

formation of a Sentinel Unit in each rural establishment, as can be read in its article 6.

Some of the managers interviewed allude to the environmental situation by describing the procedures to follow, prior to the application of agrochemicals in crops close to educational establishments. One of them requested to meet with those carrying out the fumigations to find out the recipe for the product to be applied, in addition to the day it will be carried out, adding that “it is what was agreed upon and everything works very well like this” (director of the La Paz School , December 2021). For her part, the director of the Gualeguaychú School expressed that the neighbors decided to allocate the lands near the school for cattle breeding due to their demands for health care. This said: “after having made all this environmental move, they have dedicated the fields surrounding the school to livestock”⁷ (director of Escuela Gualeguaychú, December 2021).

This mode of production meant that many inhabitants of rural areas had to abandon their small agricultural holdings and join the urban and peri-urban sectors of nearby cities; The taperas⁸ were increasingly numerous as a clear exponent of these reterritorialization processes. On the other hand, other residents still remain and they are the ones who send their sons and daughters to rural schools located in those rural spaces with low population density or, in other words, they are dispersed rural spaces.

According to Nussbaumer (2007), the province's economy is polarized and shows high rates of rural poverty, exceeding 40% in some departments. The author also points out that the organization of producers for economic purposes is mostly cooperatives. It should be noted in this regard that two of the managers interviewed indicated that artisanal fishing and knife making activities are organized in this

way. In fact, the ways of producing, the landscape, and urban and rural relations changed. In this context, in addition to actors changing their role, new ones appear (individual or collective) such as planting pools, agricultural trusts, contractors; The interactions between them vary in a process that takes multiple directions in a complex territorial network.

In this “new rurality”, as cited by Gómez (2004), it is not an exaggeration to suggest that any rural community is deeply affected by the effects of globalization. Arias (2006) maintains that the “new rurality” as an explanatory approach to the changes that occurred in rural spaces may be convenient to understand the complexity of the social processes that are reconstructing rural societies. He suggests avoiding the facile approach of stating that now that we have a different vision of rurality, it has changed and emphasizes recovering expressions from Gómez (2004), who affirms that perhaps what is new is that we now look at a reality previously ignored.

Beyond this debate around these territories traversed by neoliberal times of globalization, the students who attend these schools live daily in these scenarios with social and cultural as well as economic poverty, or in other words, they inhabit rural spaces where Global conditions have an impact on the local. According to González and Petz (2020), the situations that have been occurring in the territories, regarding fumigations, have not decreased during the pandemic.

Given these edges that are outlined, the Nina schools that extended their school hours, trying to provide more time and a broader educational proposal to promote the learning of those childhoods whose families, with significant conditions of social vulnerability, inhabit rural spaces with dispersed populations. .

3.2 Other particularities that make up rural Nina schools

Schools are impregnated with the context, with the social, with that space of life that gives them meaning, hence the uniqueness with which each institution is invested. The context is associated with a specific time and space, although it does not have precise limits according to Achilli (2010). In the temporal-spatial configurations of each school, according to the same author, different contextual scales can be differentiated: everyday contexts, which is a level configured at the scale of co-presence of the subjects involved; socio-urban contexts, that is, the city (or rural spaces) and its sociocultural segmentations; and a final level linked more to the socio-historical and structural context, of neoliberal policies related to the transformations that have occurred in recent years at the national and international level and that clearly permeate local contexts.

It is interesting to think that each scenario where rural schools deploy their schooling processes is, in reality, a possible way of materializing each of them, where times and spaces are founding dimensions, in addition to the singularities of the social actors. According to Saquet (2015, p.37) “the formation of circulation and communication networks contributes directly to the formation of territories, both in internal and external relations. The territories result from the process of historical construction of and in space”, which agrees with the concept of rural social space that allows us to understand the complexity of the problem of access to education while the notion “contains in itself an apprehension relational nature of the social world” (p.5). That is, all educational and social practices of those who inhabit these spaces, as well as access to services, the way in which they use them, the appropriation or rejection of certain educational offers are explained “not as a result of “natural” dispositions or “inheritances”. cultural” but as a product of

certain historical relationships” (p.6). Spaces that are also inhabited by agents with different accumulations of capital, from which certain relationships of force that configure the spaces become visible due to the permanent disputes over the possession of material and symbolic goods, crossed by a pluridimensionality of coordinates.

To refer to education, it is necessary to consider the pluridimensionality of the rural social space as “it means recognizing that there are different social fields and that it is also necessary to analyze the relationships of force between the fields” (Cragnoilino, 2011, p. 9). Therefore, we understand that a mere description of an educational policy to extend the school day in rural areas is not enough, but that it is necessary to understand it in relation to the economic model of production, power relations, and the working conditions of the families that make them up, their sources of work, etc.

It is in these complex and diverse scenarios where the global aspects related to the ideological, political, economic, social and cultural are articulated, interrelated with the local, producing and conditioning the contexts where the Nina schools are located; And, it is in them where there are those who enter the business world (owners of large areas of land or those who concentrate them through leases), developing productive activities with a large participation in the market; others, in culture (teachers and managers who daily build and sustain educational proposals for the children who inhabit those rural spaces); while for the others, who are the least, it is a living space. In this way, for those who the countryside is a place of business and do not live there, they do not relate to the school and are unknown to the teachers or managers, as they told us: “there are many ranchers in the surrounding area, (...) but We don't know them” (Federal School Director,

December 2021). Another manager said he did not know the owners of the fields who cultivate the land and also added that they do not send their children to school. (director of Escuela de Victoria, December 2021) They also report that “the owners of the land are very few, the owners of the ranches are in the countryside” in clear allusion to the concentration of land that we previously referred to (director of Escuela de Islas , December 2021).

In this regional and local panorama in which the lack of knowledge of some social actors between families and teachers, rural spaces are constituted outlined and plotted with different nuances, in which the decisions made by the subjects are dissimilar.

3.3 Entre Ríos spaces: heterogeneity made explicit

The educational institutions that were the object of the study are located in different departments of Entre Ríos, according to their political division: Diamante, Victoria, Gualeguaychú, Islas, Federal, Villaguay and La Paz. The province is located to the east of the Argentine Republic, it has a total area of 78,781 km², of which 11,805 km² correspond to islands and flooded lands.

In these departments, the relief is typical of a province located “between rivers”², with coastal landscapes, native forests, and hills, and what is common in all of them is the richness of plant and animal life. However, these landscapes have been intervened by man, who has significantly transformed them for productive purposes and, in the least of cases, for subsistence purposes.

This environmental wealth has favored the development of agricultural productive activities “which have a high technological development and a strong link with the industrial phase. Primary and agroindustrial production occupy a central place in the provincial economy (...)” (Nussbaumer 2007, p.113).

In the rural spaces where the schools are located, the inhabitants carry out different jobs in sectors linked to fishing, cattle raising (for meat production), horses, dairy farming, cereal crops, oilseeds and pecan nuts, tourism practices, development of trades such as cutlery making, although it is worth mentioning that these residents are included in the productive system performing tasks as temporary or stable, more or less precarious rural employees ¹⁰.

The families that inhabit these rural spaces, from the voices of the interviewed managers, report that they are dedicated to cutlery making, organized in cooperatives based on the installation of a missionary center that was coordinated by a person from the area, who organized families to incorporate work habits. Other families are ranch employees and day laborers (Federal school director, December 2021).

A teacher alluded to the fact that the families live very close to the Manso stream (it is a branch of the Paraná), which causes them to often suffer from floods, they are dedicated to fishing and have organized themselves - most of them - into a cooperative to commercialization “(...) the people there are very humble, they live entirely from fishing and hunting, the majority would tell you, (...)” (teacher at Escuela Victoria, December 2021).

For his part, another person interviewed expresses that the families carry out field work, are laborers, assist in tourist activities and, currently, the mothers study or work (director of the Island School, December 2021).

The director of the school located in the rural area of Villaguay says that most of the families are field employees, on farms where animals are raised, others do odd jobs, and adds that there are corn and soybean crops in the area. Likewise, she

expresses that the families lack ownership of the land and that many of them live in a housing group (neighborhood) built by the State.

Another manager alluded to a distinction between families, some are supported by temporary jobs and many have social plans, while others are owners of the land ¹¹ dedicating themselves to agriculture (planting soybeans, wheat and corn), dairy farming and to livestock (director of the La Paz School, December 2021).

For her part, another teacher interviewed expressed that the majority of families living in neighborhoods have social assistance. Some of them are “country people” whose job is to help with rural tasks (peons) (director of the Gualeguaychú School, December 2021).

From the voices interviewed, it emerges, as another common characteristic of families, that those who do not have work have assistance from the State through social plans (director of the Villaguay School, December 2021). In relation to this, some interviewees express : “the economic level is very low, beyond the fact that some have a secure job, many do odd jobs, or are laborers, they live off family or social allowances” (director of the Islas School, December 2021); “(...) most of the children who live in the neighborhood have social plans (director of the Gualeguaychú School, December 2021). The most common jobs are ranchers, fencers, porters, horse breeders and trainers, knife makers, laborers and/or temporary employees.

As can be read, the families of the schools have several common characteristics such as State assistance, certain job insecurity and the lack of land in most of them. It is worth mentioning as significant that, in two rural areas, workers organize collectively in cooperatives for the marketing of fish and knives.

The contexts of the schools studied share several particular notes, one of them has to do with the difficulties in access: some roads are dirt, others moderately paved with gravel or brush, some are crossed by streams or ravines that overflow at periods. of rain, so none of them offer guarantees of permanent accessibility. According to Nussbaumer (2007):

[...] the poor state of rural roads affects all social sectors, the impact on small producers is even greater since they do not have the means to remove production in cases of rain or carry out other daily activities such as attending the school (p. 114).

Therefore, these rural spaces are conditioned by their accessibility: poor road conditions; because of the rains; and, due to the lack of public transportation. The first two aspects condition the transfer of dairy and fishing production (perishable products) and the three globally affect the participation of the entire population in social and cultural activities. Furthermore, the difficulty of maintaining childhood schooling has been the subject of comments from teachers who see school time reduced.

Beyond the difficulties of access to schools and the weather, both students and teachers of the schools under study travel by their own means, there are those who travel “by hitchhiking,” or in transport contracted by the central organization of education in Entre Ríos, even, in some cases, paid jointly by the teachers, since there are very few who reside in the rural contexts where each institution is located.

According to the actors interviewed, the families that choose these schools have their homes in nearby rural contexts, with the exception of one of them that resides at a significant distance (17 km) and another, whose location requires that the

student must cross a creek to access the transportation that takes him to school. In all cases, the homes usually have basic amenities or are somewhat precarious.

3.4 The importance of Nina schools for rural families in pandemic times.

The families that send their sons and daughters to Nina schools, according to the voices of the people interviewed, point out that since they are far from the urban centers where different training activities are carried out (which are usually paid and difficult to access for these families), they value increased school time as a policy of expanding rights. In relation to the latter, they told us: “(...) And that is what is valuable about Nina: the opportunities, greater opportunities for everyone” (Islas school director, December 2021); “...I think that for both the students and the family it was an opportunity (...) it is the best for this community (teacher at Escuela de Federal, December 2021). Likewise, a teacher from the Villaguay School expressed that the increase in hours implies more permanence at school, highlighting that offering breakfast, lunch and snacks is a great benefit for the community.

In these contexts, the Nina school is seen as a fundamental institution in the social fabric of these rural spaces and this is of great significance for the different school actors. One of the assistant teachers expresses in relation to the family: “(...) here in the summer they do a soccer night, they work from January until the last weekend of February, and (...) the proceeds go to to school, they maintain the school (...).” (assistant teacher at Escuela de La Paz, December 2021). Likewise, a director highlights that “(...) a group of mothers, who asked me one day a week and came to do corporal expression in the playground” (Federal School director, December 2021). Another person interviewed states that the school is a place

where religious meetings are held and catechism is also given (Islas school director, December 2021).

The distances between the living spaces of families and the school have always complicated the possibilities of communication between both, since the poor accessibility of the roads, the unfavorable weather due to rains and floods, in addition to the lack of public transportation, They continue to be factors that have been present for decades. However, the impact of the pandemic in 2020 and, as a result, the restrictions established at the national level by the Decrees of Necessity and Urgency such as ASPO 12 and then DISPO 13, presented other communication challenges ^{those} increasing already. They were naturalized by families and teachers. Given these conditions, pedagogical continuity was only possible through virtualization practices.

Given this context of exceptionality, the situation was diverse. Although most families had mobile devices to communicate, not all cell phones were suitable for installing the WhatsApp application, and the internet signal was weak, intermittent and, in other cases, did not reach homes.

Some families lacked any possibility of distance communication, which clearly placed them in a different situation; it could be said that they found themselves on the verge of being unschooled. Another condition was also presented linked to the mobile data of the devices, since in some cases it was the teachers who had to recharge the families' cell phones to guarantee the continuity of the students' schooling and in other cases they had to carry printed booklets to homes. There were students who settled with their families in island areas, which caused periods of temporary interruption in their learning process. In other words, the pandemic

highlighted the difficulties that the rural spaces of the schools under study offered prior to this health situation.

Regarding these obstacles, the teachers who held the position of assistant teacher in these schools stated that “they have very humble students, the school has to assist them with everything, clothing, supplies, (...) because they are children who They go on a Friday and on Monday when they return we realize (...) that they have not eaten at home.” They referred to the disadvantageous conditions that students who attend school must endure, with respect to housing, food, shelter and the distances they must travel to get to school (assistant teachers from schools in La Paz, Federal and Islands, December 2021).

During the pandemic, it was a time that, beyond the conditions of inequality that became visible and deepened, at an institutional level it meant a demand on the teams, seeing the need to review the ways of working, reconfiguring them, to give continuity to the schooling processes.

As a final reflection, it seems essential to us to specify that the scenarios where primary schools have the extension of the rural day, these deploy their schooling processes, becoming a possible form of materialization, where times and spaces are founding dimensions. , and that together with the singularities of its social actors enrolled in the heterogeneity of rural spaces, this type of school reaffirms and claims itself as the only present institution in which local activities are concentrated, forming itself as meeting spaces with a high degree of social recognition.

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