

Training plan, literacy, and educational practices in the pedagogy of alternation*¹

Cícero da Silva²

ORCID: 0000-0001-6071-6711

Abstract

With interest in expanding research focusing on educational practices in rural education, the purpose of this paper is to analyze and understand the process of devising and implementing a training plan in the didactic-pedagogical activities of the Agricultural Family School Zé de Deus (AFSZD), located in the municipality of Colinas do Tocantins, state of Tocantins. This plan integrates the educational system of pedagogy of alternation (PA) and is implemented in schools that utilize this pedagogy. The research is ethnographic and has a qualitative-interpretative approach to data analysis. The data were generated in 2014 and consist of excerpts (transcripts) of an interview, photographic records of practical activities of study, and meeting at school, training plan for the year 2014, excerpts from the political-pedagogical project of the rural school, and copies of the genre notebook of reality produced by two students who cooperated with the study. The research results have revealed that devising the training plan at AFSZD involved the community and took into account the local reality of students, families, and peasant communities. Therefore, by executing the generating themes of the study plans listed in the training plan, there is an effective dialogue in the PA with a curriculum that best aligns with the reality of the rural environment, since such themes are directly linked to the activities and socio-professional reality of the young peasants.

Keywords

Alternation – Rural school – Training plan – Teaching – Literacy.

* English version by Luiz Ramires Neto. All responsibility for the translation rests with the author.

1- This research was carried out as part of the project "Reality Notebook in the Pedagogy of Alternation: a pedagogical mediating instrument of literacy" (PROPESQ / UFT nº T03 # 001/2015) and contributes to the scientific activities of the Research and Study Group on Rural Education - Gepec/CNPq.

2- Universidade Federal do Tocantins, Tocantinópolis, TO, Brasil. Contact: cicolinas@yahoo.com.br.



<https://doi.org/10.1590/S1678-4634202046219182>

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Introduction

This paper seeks to analyze and understand how a training plan was devised and implemented according to the principles of the educational system of pedagogy of alternation (PA), looking more specifically at the didactic-pedagogical activities of a school located in a Brazilian rural environment. The work integrates a broader research developed while I was writing my PhD thesis³ defended in Language and literature graduate program of the Federal University of Tocantins (PPGL/UFT). It is worth mentioning that the main aim of this (comprehensive) research is to analyze literacy practices and events mediated by the instruments provided by the pedagogy of alternation in a Brazilian agricultural family school (AFS) (SILVA, 2018).

Based on Street (2014), it may be said that events and literacy practices are not the same element, even though they go hand in hand. This is because

The concept of “literacy practices” is placed at a higher level of abstraction and also refers to behavior and social and cultural conceptualizations that give meaning to the uses of reading and/or writing. Literacy practices incorporate not only the “events of literacy”, as empirical occasions to which literacy is essential, but also popular models of these events and the ideological preconceptions that underpin them. (STREET, 2014, p. 18).

Thus, according to the social sphere of language use, different events and literacy practices are undertaken.

Considering the nature and scope of the object of investigation, the work lies in the applied field of language studies (MOITA LOPES, 2006), whose contributions come mainly from areas such as education (FREIRE, 2005; GIMONET, 2007; ARROYO, 2013; NOSELLA, 2014) and literacy theories (TINOCO, 2008; KLEIMAN, 2014; STREET, 2014). This theoretical contribution will guide how the object of study unfolds. Dialogue is also established with the studies by Mattos (2014), Silva (2018), and Silva and Gonçalves (2018), since these authors analyze aspects of the training plan in the educational context of PA.

The field study was conducted in a longitudinal period in 2014 at the Agricultural Family School Zé de Deus (AFSZD), located in the municipality of Colinas do Tocantins, state of Tocantins, Brazil (SILVA, 2018). The research is ethnographic (ANGROSINO, 2009; ANDRÉ, 2012), and the qualitative and interpretative approach is adopted to analyze the generated data (MASON, 2002; DENZIN; LINCOLN, 2006). Data were generated with the direct and indirect participation of 19 students and nine monitors⁴ who collaborated with this AFS in implementing eight themes of the study plans (SP), in the junior class of the technical course in agriculture, integrated with high school.

The (broad) research records are: audiovisual materials - such as recordings of classroom interactions and activities developed by students in the communities, researcher’s

3- I would like to thank Professor Dr. Adair Vieira Gonçalves (advisor) and Professor Dr. Luiza Helena Oliveira da Silva (co-advisor) for their contributions to the research.

4- In PA, monitor is the name given to teacher. In this educational context, the duties of a monitor transcend the recurring didactic-pedagogical activities in the classroom, since this professional also takes other responsibilities in the students’ formation process (SILVA, 2018).

field notes, rural school documents, photographic records of activities, spaces and objects, as well as texts from copies of genres as a notebook of reality, and a monitoring notebook prepared by the students collaborating in the class involved in the research. However, this paper analyses data contained in excerpts (transcripts) from an interview with a monitor, photographic records of practical activities of study, and a meeting at school, the 2014 training plan, excerpts from the political-pedagogical project of the rural school, and texts from two copies of the genre notebook of reality produced by two students. In order to integrate a quite large research intended for my doctoral thesis, cutting and focusing only on activities directly or indirectly linked to the training plan were necessary as well as carrying out the activities on the SP themes listed in this plan.

This paper is organized in two main parts. The first part brings the introduction and the theoretical perspective guiding the research. In the second part, research data are presented followed by the analyses of how the training plan was devised/implemented through the didactic-pedagogical activities in the rural school. Finally, considerations are made regarding the study results.

The pedagogy of alternation and its educational proposal

The pedagogy of alternation (PA) was conceived in 1935, in the countryside of France, when the first *Maison Familiale Rurale*⁵ (Rural Family House) was set up. This educational system takes different values and experiences of students into consideration, giving great value to the culture, knowledge and socio-professional reality of children and young peasants in the training processes (QUEIROZ, 2004; GIMONET, 2007). To achieve this, many school activities developed from the PA perspective are linked to themes, to daily practices and to the life in rural areas, adding the knowledge students already have to their actual experiences.

Although it is still little disseminated and explored in academic research, since it is integrated with rural education, over the last 80 years alternation has developed and improved a theoretical-methodological proposal of its own that brings the school, the family and the community together in the processes of human formation. Such peculiarity, in itself, requires us to conceive the countryside as a place of life, knowledge, culture, and identity of its own, which reinforces the need to adjust and integrate the school into the social life in the countryside (CALDART, 2002). As a result, the countryside as a social space for rural education/pedagogy of alternation is no longer seen as an extension of the urban limits, something that is still quite visible in grounds of the rural school.⁶

It is important to point out that, since the 1990s, people from the countryside in Brazil, supported by social movements, have mobilized and started to claim for an education that takes place in and is really connected with the countryside. Paraphrasing Caldart (2002),

5- In Brazil, the most well-known educational units that take over the educational system of the pedagogy of alternation are the agricultural family schools (AFS) and the rural family houses (RFH). They are also known as family educational centers of training by alternation (CEFFA) (QUEIROZ, 2004).

6- Education for Brazilian rural people usually takes place in rural schools. This type of school is mainly characterized by poor working conditions, a pedagogical team lacking the minimum basic training required by the legislation, a curriculum and calendar that are not consistent with the reality of peasants etc. (SILVA, 2018).

“in the countryside” is justified because people have the right to be educated where they live in conviviality with their families; “connected with the countryside” means that the peasants have the right to an education conceived from the point of view of the demands of the local community and with their participation, respecting their culture, knowledge, and human and social needs.

In the educational practices developed under the PA perspective, an attempt is made to break with the traditional teaching model spread in rural schools, with a curriculum under which, up to now, peasant children, young people and adults have been educated in the formal education system. It is a curriculum⁷ that denies their differences, their territory, their struggles for a place to live and work, their beliefs, their culture, their knowledge, a curriculum that sees them from the perspective of the education offered in urban schools. No doubt, the alternation has been consolidated in Brazil due to the failure of the public authorities (Brazilian State) and the lack of a serious and effective public educational policy capable of meeting the real learning needs of the peasants; the only education rural people get takes urban residents as a reference, as is the case with the rural curriculum and teaching materials.

Since PA was implemented in Brazil in 1969, when three AFS were set up by the Movement for Promotional Education of Espírito Santo (MEPES) in the state of Espírito Santo, the educational experiences fostered by alternance are a pedagogical reference in the formation of peasant children, youths, adults, and leaders of rural social movements in Brazil (MOREIRA, 2000; SILVA, 2012 [2003]; CALIARI, 2013; NOSELLA, 2014). More recently, it has started to be taken as the grounds for around 44 specific undergraduate courses intended to train teachers for rural education in different areas of knowledge, in connection with different public institutions (Federal Universities and Federal Institutes of Education, Science and Technology) in Brazil. Every year, CEFFA network promotes the training of thousands of young Brazilian peasants. The reason is that, “in the absence of public policies aimed at rural education, AFS had become an almost the only option for schooling in most rural communities” (NOSELLA, 2014, p. 262).

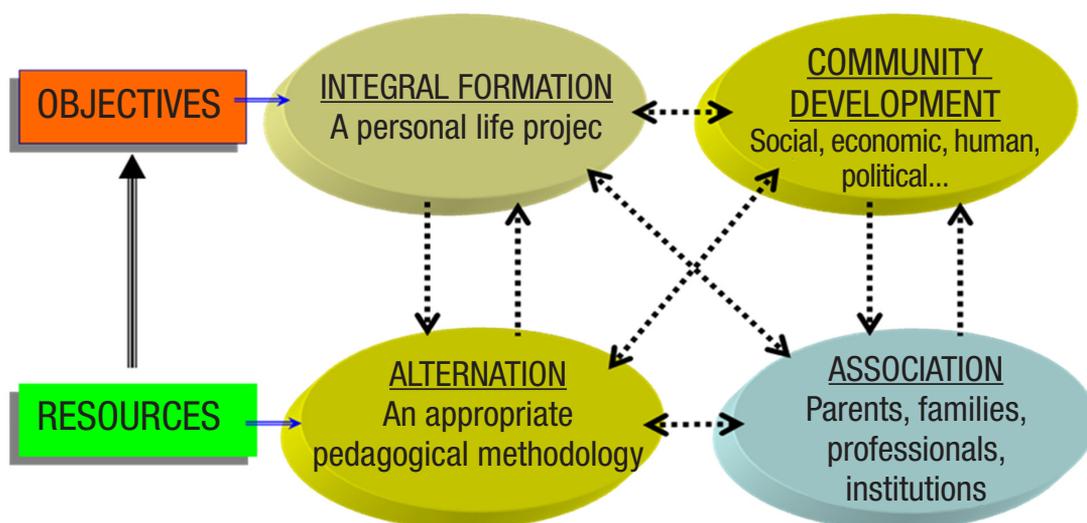
The formation provided by the PA brings together theory and praxis, experience and reflection. For this purpose, two separate formative times and spaces are established in order to take turns between school and family/property, namely: (i) School Time (ST): refers to the period of classes held at the training center/school combining study, research, and proposals for intervention; (ii) Community Time (CT): the period when students experience the property/community, study research, they conduct experiments, collective work, and other activities (MOREIRA, 2000; GIMONET, 2007; RIBEIRO, 2008), in addition to being integrated with the pedagogical instruments.⁸ Thus, alternation creates conditions for children and young people from the countryside to learn both academic theoretical knowledge and the knowledge that comes from daily contact with the real peasant world (ESTEVAM, 2001; QUEIROZ, 2004; GIMONET, 2007).

7- For Arroyo (2013), the struggle to build and strengthen a rural school involves valuing the culture, knowledge, the identity of peasants, appropriate contents. This is because the theories entangled in the contents are not neutral.

8- For more details on the PA pedagogical instruments, see Estevam (2001), Gimonet (2007), and Silva (2011).

The formative experiences in alternation experienced by the CEFFA throughout the history of the movement in the different contexts have fostered discussions based on the importance of taking a common identity to achieve the movement's unity and uphold the PA original ideals. According to Gimonet (2007), the expansion of the CEFFA movement around the world, especially the Brazilian experiences, has motivated a number of adaptations in the project in the long run, so that the principles of this pedagogy are now represented by the four cornerstones of pedagogy of alternation known today, as shown in Figure 1:

Figure 1 - The four cornerstones of the CEFFA



Source: adapted from Garcia-Marirrodrga and Puig-Calvó (2010, p. 66).

The cornerstones illustrated in Figure 1 present the main components supporting the CEFFA movement in the world (GIMONET, 2007). Thus, the primary objective of the educational units that adopt alternation in training practices is to promote the development of social actors and the communities in they belong to, in the short, medium and long term, with emphasis on the training of children and young people. To achieve this goal, Garcia-Marirrodrga and Puig-Calvó (2010) remind that the purposes (Figure 1) of the CEFFA movement have been established and are organized in two axes: integral formation and development of the environment or community. By defending these cornerstones or principles, alternation enlightens us that its proposal provides conditions to deliver a formation consistent with the social and economic reality of peasant children, young people, and their families.

In addition, in the training process based on the PA principles, the pedagogical instruments are taken as mechanisms of action that allow the active interaction of the alternates with the monitors, the family, the formation partners, the socio-professional

environment, the culture and scientific knowledge. Looking at the network of co-forming partners (GIMONET, 2007), in this educational context, the monitors and volunteer professionals/technicians of CEFFA's partner entities take the role of literacy agents, especially by implementing different pedagogical instruments. For Kleiman (2014, p. 88), "the literacy agent, which can be the teacher, a community volunteer, or a researcher, guides the student's work by providing relevant materials and meaningful activity models". In the PA educational practices, monitors (and volunteer professionals) plan collective activities/actions and participate in the group of students, interact with other monitors, coordinators, parents, and other social actors of the community, whose purpose is to strengthen the pedagogical instruments and broaden the range of activities related to the formation of the learners (students) involved (MOREIRA, 2000).

Clearly, it is in these interactions that integral formation takes place (SILVA, 2011). In other words, the literacy agents and pedagogical instruments introduce the child or young person into the formation process "[...] in the function of subject of the activity and, consequently, of the construction of their own knowledge" (COLINAS, 2015, p. 19). As defined in AFSZD's political-pedagogical project, the main PA pedagogical instruments adopted in the educational practices of this CEFFA are twelve, namely (1) study plan; (2) putting together; (3) notebook of reality; (4) study visit; (5) family visit; (6) the young person's professional project; (7) external intervention; (8) feedback activity; (9) individual monitoring; (10) weekly evaluation; (11) monitoring notebook; and (12) courses (COLINAS, 2015).

In the rural school, the pedagogical activities related to the set of pedagogical instruments listed above are organized in four groups: (1) action in the boarding school; (2) action in the community; (3) action in the boarding school/community; and (4) organizational actions (COLINAS, 2015). In this paper, in-depth analysis will discuss only (1) the training plan and (2) the study plan. According to the formative proposal of alternation, the training plan is responsible to combine the contents in their theoretical and practical aspects.

The training plan in the alternation

The training plan (TP), devised during the historical trajectory of the formative experiences from the perspective of alternation in the CEFFA, is responsible for enhancing the organization of the disciplines and study plans (SP) as a strategy to regulate the didactic-pedagogical proposal guided by the PA, as well as making the production process of the genre notebook of reality more controllable (SILVA, 2018). As advocated in one of my studies, this plan aims to "[...] formalize, organize, visualize the contents and aims of an effective formation" (SILVA, 2011, p. 36). It is important to emphasize that the TP is similar to an action plan because it presents the goals that guide the educational mission of a CEFFA, such as people's autonomy, the development of the socio-professional environment (or local community) and the goals to be achieved by young people. It is

therefore a plan holding the contents of the curriculum that will be developed by students and monitors during a school year, as shown in the table below:

Table 1 – training plan⁹ of a CEFFA

Period	Session	Gene. Axle	Knowledge of Reality				Professional disciplines					Common core disciplines									
			Study plan (SP) - Socio-professional research theme	Putting together	Study visits	Return activity	Agriculture	Zootechnics	Rural economy	Agroindustry	Environmental legislation and management	Portuguese	Mathematics	History	Geography	Biology	Chemistry	Physics	Arts	Foreign language	
1 ^o	1	Family and work	My family history																		
	2		The division of labor																		
	3		Animal feed																		
	4		The property and its organization																		
	5		Organic agriculture																		
	6		Seed selection																		
	7		Pest and disease management																		
	8		Harvesting and storage																		

Source: Silva (2011, p. 37).

The example given in Table 1 is of a secondary agricultural technical course. The training plan may vary, depending on the level of education (elementary/middle/high school), the type of course and the training purpose of CEFFA, especially in relation to SP themes. Gimonet (2007, p. 70) affirms that “alternate training presupposes ‘two programs’ of formation: that of life and that of school. [...]”. The plan includes the common core curriculum subjects such as Portuguese, history, geography, mathematics, biology, etc. These would be representatives of the “school training program” (GIMONET, 2007). TP also contains those subjects that envisage “knowledge of reality”, that is, the professional disciplines: agriculture, husbandry, agroecology, rural economy, etc. whose purpose is to contribute in training and preparing students for socio-professional life. For these reasons, the selection of the generating SP themes which integrate a training plan takes the local reality of the students into account, in addition to being defined annually with the participation of the students and their families. In the research by Mattos (2014), whose objective was to investigate how generating themes (or SP) and high-school contents are combined in a CEFFA, the author says that the training plan “[...] systematizes the activities and contents - experiential, general, and vocational training - regarding the sequence of alternation and the entire training path of the young person” (MATTOS, 2014, p. 97).

Therefore, the SP generating themes, listed in the CEFFA training plan for each school year, become the contents of the records in the genre notebook of reality (NR). As a result, the NR “[...] is the tool that systematizes the reflection and action caused by the

⁹- Adapted by Silva (2011) from Estevam (2001) and Gimonet (2007).

study plan” (SILVA, 2011, p. 89, my emphasis). In other words, the construction of this genre can favour an integral preparation of the student, within a dialogical relationship with different social actors in the construction of knowledge in the school, in the family and in the local community, which also contributes to literacy.

Construction and implementation of the training plan in the pedagogy of alternation

The training plan (TP), as presented in the previous section, is responsible for organizing the different subjects in the curriculum of a family educational center using alternation training (CEFFA) and the study plans (SP). This happens because the training for peasants conceived by the PA educational system combines “two training programs”: the life and the school programmes (GIMONET, 2007). According to Table 1, on one hand, the training plan includes the disciplines of the common core curriculum, such as Portuguese, history, geography, mathematics, chemistry, arts, and others – representing the official school curriculum –, on the other hand, it presents those subjects dealing with themes aimed at preparing young peasants for socio-professional life, such as agriculture, husbandry, agroecology, rural economy, etc. in addition to the SP generating themes.

This set of subjects makes room for reflections on the CEFFA training plan and the pedagogy of alternation, whose purpose is to offer a formation more in line with the reality of the countryside, materialized as a project managed to meet the real needs of the peasants (MATTOS, 2014; SILVA, 2018). The training plan takes into account both the specificities of content associated with the official school curriculum and the specific themes and training demands for children and young peasants, since it encompasses literacy processes situated within local social practices this emphasizes the commitment of the school and the PA towards the community and its students, one of the structuring principles of rural education.

During my second visit¹⁰ to Agricultural Family School Zé de Deus (AFSZD) at the time of the fieldwork, I participated in the meeting of the monitors team intended to plan and devise the training plan for the 2014 school year of that CEFFA; at that time the themes of the study plans were defined that would be worked on by the high school classes that year. In this meeting I only observed and took notes about the developments of the planning, especially regarding the generating themes of the eight SP and the respective activities contained in training plan (see Exhibit 1). In my notes, the following was considered more relevant for the research: a) the monitors team; b) the SP generating themes selected for the class collaborating in the research and their respective activities; c) reasons for choosing that set of themes, as well as their dialogue with the reality of the young people served by the school; d) the objectives of the SP study for the formation of the students.

Talking with monitor Jonas,¹¹ who is a zootechnician in charge of the activities related to implementing three SP in the research collaborating class in 2014, he reinforces that

10- This visit took place in late January 2014, during the fieldwork (SILVA, 2018).

11- For ethical reasons, monitors and students cooperating in the research are intentionally not identified. To this end, aliases were used.

[...] the themes of the study plans [SP] are decided at the council meetings in the beginning of the year. And... they are usually themes that seek greater interaction among the subjects, between the course plan and the reality [of the students]. So, we [monitors] try to make this connection to the maximum. (Interview with Jonas, 09/05/2014, at 7:34a.m.).

Corroborating Jonas' words, as foreseen in AFSZD's political-pedagogical project about the organizational actions of the formation process, defining the generating themes of the study plans should not be decided unilaterally by the CEFFA's pedagogical team, because

[...] students, monitors, families, and other collaborators define themes for study during the school year. The communities will be involved in doing research on those themes, related to the contents in an interdisciplinary way, to be deepened and systematized by the students. (COLINAS, 2015, p. 22).

This focused way of establishing the SP generating themes by AFS is in perfect dialogue with Freire (2005). For him, the generating theme is in close relation with the social actors and the real world around them. In this sense, the study of the SP generating themes is directly linked to the reality of the local community, that is, to the practice of the actors involved in the formation process:

[...] the importance of the study plan is mainly to make the student experience, in practice, what we pass on to him in theory, that is, we [monitor and students] raise some questions for him to ask and visit a producer [peasant] who works with that particular crop. So, what is important is that he [...] compares theory and what is practically experienced. When he [student] returns with these responses given by the producer, then we try to make a connection, between what was done... what was seen in theory, and what is actually practiced there in the producer's day-to-day reality. So we can create a filter and the student, I believe, gains this knowledge, because we know that not always what you have in theory is what is takes place in practice, right? That the producer... especially the small producer, works a lot with empirical knowledge, right? [...] So, when he [student] comes and brings the experience of the producer and we confront it with the literature, he ends up enriching even more the knowledge and transforming, [...] this improves the learning and makes him a better professional. (Interview with Jonas, 09/05/2014, at 07:34 a. m.)

In addition to explaining the different stages of a study plan at AFSZD and its contribution to expanding the knowledge of students, Jonas emphasizes a basic principle of the PA, which is to establish a constant relationship between theory and practice in the training. Hence, the empirical and scientific knowledge emerge, because "When he [student] returns with these answers from the producer, then we try to make a connection, between what was done... what was seen in theory, and what is actually practiced there in the day-to-day reality of the producer" (Interview with Jonas, 09/05/2014, 07:34 a. m.). In this perspective, the young people in training are submitted to experiences that allow them to know and experience both the local knowledge of the peasant community and

the specialized literature available on a particular topic, such as production techniques of certain varieties of crops in the field, as shown in the following images:

Figure 2 - Study visit - SP family farming*



* The photo shows the study visit related to the SP family farming agenda, foreseen in the training plan (Exhibit 1).
Source: research data (2014).

Figure 3 – Study visit – SP olericulture*



* This image is a record of another study visit students paid to a vegetable garden in order to broaden the knowledge on the theme of SP olericulture.
Source: research data (2014).

Figure 2, for example, portrays the study visit at the moment when the collaborating students are getting to know a corn crop, by a family of farmers who owns a small property located in a settlement project of the National Institute of Colonization and Agrarian Reform (INCRA) in the municipality of Colinas do Tocantins, state of Tocantins, Brazil. In the picture, it is possible to see the notebooks in the hands of each youth, for taking notes during the interactions about the experience on the theme of SP family farming.

As for the study visit on SP olericulture shown in Figure 3, to expand and detail the information of the event, also to give an account of the activity in the fieldwork journal, as shown in Example 1:

Example 1 – Study visit
<p>As soon as the monitors and students arrived in the vegetable garden, they were received by the employee Mr. José, who has been working in this activity for eight years. To begin the conversation, the students (notebook and pen in hand to take notes of the activity) asked the grower about the type and origin of the fertilizer used in the vegetable garden, who explained that it is organic (cattle dung collected in farms).</p> <p>Mr. José then explained the process of growing and producing spring onions, time and irrigation technique with sprinkler. The students also asked about the cost/benefit of irrigation with the use of sprinklers. In addition, the monitor Nilson asked about the amounts invested in the hourly irrigation system. Besides saying that the cost is not low, the grower also talked about the water distribution network in the seedbeds. Next, monitor Eduardo inquired about the most common pests in the vegetable garden. The olive grower said that the African snail was the most harmful one damaging his crop and told he used baits to control it.</p> <p>In addition, Mr. José explained the students that the production of the vegetable garden is sold in fairs and supermarkets in the area and that the remaining (discarded) vegetables can be used as cover in the garden beds. Then, monitor Nilson asked Mr. José about the origin of the seeds used in the vegetable garden and the olive grower said that the seeds are purchased in Colinas; that is, they do not produce seed yet. The student Ana asked about the labor relations and wages of the employees working in the vegetable garden. Mr. José said he has been working in the vegetable garden for eight years and has a signed work permit. In all, there are 14 people working there.</p> <p>An activity like this hardly happens in schools. However, it is very important for the training of the students because it is mediated by other events of literacy, since it allows to really learn know about the activity (in the case of the 1st year: SP Olericulture), how it works, techniques used, production, fertilization, pest control, irrigation etc., in addition to the interactions involving oral and writing skills. (SP Olericulture: Study visit. Field Note. N. 020/2014).</p>

The excerpt from the researcher's field note presented in Example 1 and Figures 2 and 3, in addition to illustrating a peculiar and quite recurrent type of literacy event at CEFFA - which includes students experiencing situations of language use (oral and written) with the participation of social actors from the local community - highlights that the PA has a theoretical-methodological perspective capable of potentiating a tension between theory and practice based on the activities related to the SP generating themes, which play a central role in the formative process. Additionally, this methodological choice, guided by the principles of alternation, makes it possible to bring scientific and popular knowledge closer together within the formal education system, strengthening local social practices. Therefore, the SP generating theme represents the main piece in this specific and recurrent didactic-pedagogical gear at CEFFA, and it also contributes to expand the curriculum.

For Caliarì (2013, p. 418), as a generating theme, “the Study Plan is therefore of high significance for the student, triggering his/her interaction with themes related to their world and which are the target of their daily concerns as well as their family members”. The studies of SP generating themes not only allow students to participate in different social practices of language use, but also to interview, take notes, write reports of experiences in the notebooks, and furthermore visualize and understand the political-social significance of such content for training (SILVA; GONÇALVES, 2018).

It is important to emphasize that the selection of SP themes for the training plan of the collaborating class of this research (and other classes of the rural school), as established by the principles of alternation, took into consideration the profile of the students, the local reality of families and communities. Although only monitors and the pedagogical coordinator of the rural school attended this meeting, the team informed that the choice of each of the themes of the eight SP was based on a gathering of themes of interest to the community, in addition to previous visits to families in January 2014 by monitors to identify which topics would be of most interest and most important to expand the training of young peasants in AFSZD. Therefore, the diagnosis with the families has been configured as an important tool to help the team define the eight SP generating themes to include in the training plan.

Based on this theme gathering with families and the different types of productive activities developed in the countryside, the following themes were selected: family farming; soil; gardening and landscaping; poultry farming; olericulture; fish farming; beekeeping; and vegetal extractivism (Table 2), since they are the most recurrent activities in the communities where the rural school is located. In turn, the AFSZD pedagogical team, represented here by the pedagogical coordinator and the monitors, was responsible for planning the training plan, organizing and distributing the activities related to the execution of each of the SP study stages during the school year, according to Exhibit 1.

On that occasion, discussions took place on the themes previously suggested by the families. After analyzing each of the generating themes, their relationship with the productive activities in the field, the importance of knowing such themes for the formation of young people (children of peasants), objectives to be achieved, demands related to logistics (sites/ownership for study visits, transportation, materials, etc.) to conduct the activities related to the study of SP, the following SP themes were defined for AFSZD’s high school junior class in 2014:

Table 2 – Summary of the scope of the SP themes

N.	Generator theme/SP	Reason for and relationship of the theme with the local community
01	Family farming	In Colinas do Tocantins-TO area served by AFSZD, a great deal of the population live in rural areas in small and medium-sized properties and plots of land in INCRA settlement projects. Therefore, the study of this theme was justified because the peasants' children need to know what family farming is, its social and economic importance for the community, the participation of families in the production process, the main products cultivated, experimental planting in the rural school, potentialities, types of funding, government programs for the purchase of food from family farming, etc. The planned activities include a visit of the class to a property where family farming is conducted.
02	Soil	The use of soil, whether for food or pasture cultivation, if conducted in an inappropriate manner, can cause environmental problems such as erosion (aggravated by deforestation and uncontrolled burning). The objective of studying the theme is to help young people learn about the types of soil, composition, management and conservation, correction for planting, especially those in the area where they live. In addition, the study's goal is to lead the students to a better understanding of the type of soil in the property/community where they live.
03	Poultry breeding	The poultry rearing in small quantities, mainly rustic hens, is a very common activity in the properties/communities in the Colinas do Tocantins area. Therefore, in addition to knowing techniques capable of helping improve management, feeding, production of this type of animal and the trade of excess production, the theme was proposed also because it creates conditions for young people to learn about large-scale poultry production in the farms. One of the activities planned in the study of the theme is to take the students to visit a poultry farm.
04	Gardening and landscaping	As much as it is a theme with a still limited economic vocation in the region surrounding AFSZD, its study is important because gardens (either small or large) are present in everybody's home and help change the landscape of the environment. It also creates opportunities for students to improve planting techniques, fertilization, pruning plants, etc. The practical activities listed include a visit the class will pay to a local flower shop and students' participation in the (re)construction of the school's own garden.
05	Olericulture	Olericulture is a very important activity for families in the region. In addition to producing vegetables (lettuce, scarlet eggplant, cabbage, coriander, parsley, chives, cucumber, tomato, okra, zucchini, etc.) for their own consumption, the surplus production is marketed at fairs and markets by farmers. Therefore, the theme was chosen to help students learn about the importance of vegetables in nutrition, techniques to improve cultivation, production marketing and commercial potential of products. The practical activities involve visiting a large vegetable garden in Colinas do Tocantins and conducting experiments in AFSZD's own vegetable garden. This theme is also intended to help students improve or build vegetable gardens in the properties where they live, thus improving the families' eating and income.
06	Fish farming	Fish farming does not require large extensions of land for tank installation and is increasing in the region where AFSZD is located. It is sufficient for the property to have water to build the tank. The choice of this theme for study was because students need to know the importance of eating fish for health, the techniques employed in fish farming, appropriate areas to install a pond, and the advantages of this type of activity for small farmers. In this study the class visits a property to learn about fish farming, including the species of fish produced.
07	Beekeeping	Since the late 1990s, honey production has been growing in and around Colinas do Tocantins. Proof of this is an association of beekeepers in town. In proposing the study of this theme, the goal is to help young people learn beekeeping techniques, species, honey extraction, the importance of honey for health and marketing of products. The study also aims to show students that, like others, beekeeping is a suitable activity for small properties and quite profitable. One of the hands-on activities is to enable young people to get to know an apiary installed in the rural school area.
08	Agroextractivism	Although families develop other activities in their properties, vegetable extractivism is recurrent in Colinas do Tocantins and region. The most widely collected fruits of the savanna biome are: <i>pequi</i> , <i>buriti</i> , <i>murici</i> , <i>cajá</i> , and <i>bacaba</i> . The families collect these fruits both for their themselves and to sell the surplus of raw fruits and its by-products (preserves, pulp, and candies). The study of the theme aims to show the economic importance of these products for small farmers and the role of nature preservation to ensure the continuity of production, since deforestation and burning are destroying the biome of the region, which is the savanna.

Source: research data (2014).

The synthesis of the reasons to choose each of the themes shown in Table 2 reinforces that the meeting to define (Exhibit 1) is an event of fundamental importance conducted by the rural school and directly or indirectly mediated through dialogue and debate among monitors, parents, and students. In addition to the oral interactions taking place among participants in the planning, sketches, the schedule and the training plan itself were also produced with all the information regarding the implementation of the study plans (SP). The reasons, for example, and the activities planned reinforce that the generating themes chosen are directly linked to the social context and productive practices of the community served by the school. Thus, the proposed SP studies can be seen as making room for debates on topics related to community problems, such as helping peasants improve apiary management in order to increase honey production, learning know the importance of eating vegetables to improve health, etc. This would be entirely possible during the implementation of beekeeping and olericulture themes, in addition to these SP themes that benefit favoring the liaison between school, the countryside and society, which is crucial in training the students.

Furthermore, the proposed studies of the SP show the strength of the PA principles in the trajectory of a CEFFA and the importance of providing formation concomitantly with the disciplines of the official school curriculum for the children of peasants. That is, in addition to studying the contents of the traditional curriculum disciplines (Table 1), in this AFS, young people also learn about specific themes and carry out practical/experimental activities (Exhibit 1) that are directly linked to the real world they live in. The selection of the SP generating themes took into consideration the demands and local social practices, since it was a decision made by the pedagogical team with the participation, even if indirect, of other social actors (parents and students) involved in the formation process. In other words, the community was previously heard by the rural school. As Gimonet emphasizes (2007, p. 35),

Devising the content of the study plan is to bring about the exchange amidst the group, to let the practices be expressed as well as the experiences, the knowledge, the questions of the students about the theme. It is to invite them to look for “why and how” things happen, the circumstances of actions and their reason for being. It is also to lead them to evaluate, to express their point of view as socio-professional actors.

As the excerpt suggests, a very significant characteristic of the educational system in pedagogy of alternation, which CEFFA must take into consideration when defining/selecting the themes of the SP, is to invite the community for dialogue, in other words, to discuss with them not only the problems faced by the school, but also to discuss the issues (especially the SP) that peasant children really need to grasp in order to broaden and improve their education. It is worth pointing out that this type of educational unit does not aim, for example, exclusively at teaching or improving the reading and writing skills of the students; it is much more than that. In addition, families participate in their children’s journey in AFS towards formation, as shown in Figure 4:

Figure 4 – Meeting with parents, students, and pedagogical team at AFSZD



Source: research data (2014).

The approach adopted to devise the training plan also reinforces a very close relationship between recurrent educational practices in the context of pedagogy of alternation and literacy projects. According to Kleiman and Santos (2014, p. 194),

Literacy projects provide a means of instrumentalizing the teacher for the new functions to be performed: these projects are organized according to the demands of social practices that are significant for academic and professional life, in the case of the teacher, and for local social life, in the case of the students.

On one hand, this type of project allows to focus on reading and writing so that it is possible to visualize the social uses of writing at school and in other social spheres, as well as the socio-political role of the school with other social spheres or institutions (TINOCO, 2008). On the other hand, conceived as “a means to instrumentalize the teacher” (KLEIMAN; SANTOS, 2014, p. 194), the literacy projects seem to be also intertwined with the teacher’s literacy. Moreover, this type of project must rely on a political-educational vision in view of a problem that emerges in the school/community.

In the case of the proposed design of the training plan in AFSZD drawing from the set of SP themes illustrated in Table 2, somehow they were chosen with the participation of the community and the students because they include local demands/problems, which can be directly related to the need to prepare students to help, for example, improve poultry, fish (fish

farming), bee (beekeeping) and vegetable production (olericulture) techniques. In addition to involving the monitors team in the activities and actions to build knowledge, the political and social function of CEFFA is valued, reinforcing its approach for the purpose of a literacy project.

Below, the text “Putting together” (Figure 5) is presented for the theme of SP family farming (Table 2) which integrates the genre notebook of reality (NR) produced by collaborator Leomar, a high school junior in the rural school in 2014:

Figure 5 –Putting together – Record in the NR

<p style="text-align: center;">COLOCAÇÃO EM COMUM</p> <p>Aplicação do (P.E) Plano de estudo da agricultura familiar que mantém a disciplina de Agricultura familiar que se concentra para unir a família no cultivo da terra, plantio e produção de alimentos melhorando a sobrevivência, qualidade de vida e renda familiar. Para desenvolver as atividades, na agricultura familiar se precisa unir a família, organização e trabalho. Nos orientados, para o cultivo da terra, plantio e colheita os agricultores contam com o apoio da Ruraltins, associações e alguns técnicos voluntários da comunidade principalmente no cultivo de hortaliças, milho, melancia, feijão e outros, são separados também orientados em geral para questões de bovinos, suínos, caprinos, ovinos e outros.</p> <p>Apresentamos também com os orientados várias técnicas práticas e locais e natural sem a necessidade de uso de agrotóxicos sem risco de contaminação sendo assim os agricultores têm a garantia de uma alimentação saudável livre de doenças.</p> <p>Para a realização de todo trabalho da Agricultura familiar, contamos com o apoio e parceria do governo Estadual e Municipal, através dos programas (PAA) (PNA) e ainda que são de fundamental importância para o sucesso do trabalho das famílias brasileiras.</p>	<p style="text-align: center;">PUTTING TOGETHER</p> <p style="text-align: center;">Family farming</p> <p>Application of the Study plan (SP) was applied by teacher <i>Décio</i> who teaches Family farming, which is the union of the family in the cultivation of land, planting and food production to improve survival, quality of life and family income. In family farming, the activities require the union of the family through commitment and work, in the guidelines for the cultivation of land, planting and harvesting farmers rely on the partnership of Ruraltins, associations and some voluntary technicians of the community mainly in planting vegetables, corn, watermelon, beans and others, are also given guidelines in general for cattle, pigs, goats, sheep and others.</p> <p>We also learned from the advisors several practical, easy and natural techniques without the need to use agrochemicals without risk of contamination and thus farmers are guaranteed a healthy diet free of disease.</p> <p>To carry out all the work of Family farming, we count on the support and partnership of the State and municipal governments, through the programs (PAA) (PNA) and INCRA, which are of fundamental importance for the success of the work of Brazilian families.</p> <p style="text-align: right;">(Collaborator Leomar, NR 07, High-School Junior, 2014, p. 3)</p>
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Source: research data (2014).

In alternating, putting together exists in both oral and written mode and is characterized as an activity of socialization of SP research results or experiences. In relation to the text in Figure 5, it is a record in the student’s NR in which a small report is presented based on the research carried out in the community on the theme of SP family farming. Thus, “its objective is to intermediate the socialization, in the written form of the language in the NR, of the experience and information collected on the theme (of the SP) studied” (SILVA; ANDRADE; MOREIRA, 2015, p. 365).

On one hand, from the point of view of school literacy, the text in Figure 5 is a written production that demands revisions, collaborative interventions of the monitor (trainer), since such inadequacies concern the use of language in the written mode. Therefore, they could be solved by rewriting by the monitor (trainer) responsible for guiding the student in the production of the NR. On the other hand, Leomar was able to summarize in the text outstanding points about the studies of SP family farming, corroborating the socio-

political role of CEFFA in its formation, by highlighting: (i) the importance of family unity and work in land cultivation; (ii) the importance of food production in improving the quality of life and income of the peasant family; (iii) the role of technical assistance by agencies such as Ruraltins, associations and volunteer technicians in the community intended to improve land cultivation and farmers' production; (iv) the prominence of learning natural insect/pest control techniques, thus avoiding the use of agrochemicals (products that jeopardize the environment and farmers); (v) the production of healthy, contamination-free food; (vi) the role of being aware of government programs such as PAA and PNAE that guarantee the purchase of food produced by small farmer families (SILVA; GONÇALVES, 2018). The set of activities that resulted in the text of Figure 5 also allows us to say that performing a training plan mobilizes different literacy practices and events, and it is a plan similar to a literacy project, which arises from the need to involve teachers and students in action to build knowledge together, in appreciation of the political-social function of the educational unit (TINOCO, 2008).

It is worth highlighting that, in literacy projects (TINOCO, 2008), the demands of social practices become significant both for the professional and academic life of the teacher and for the social and local life of students. In PA, the monitor (teacher trainer) needs to be willing, sensitive and socially committed so that he or she can take the attributions given to them in the activities of CEFFA to mediate the process of formation of young peasants. And such requirements assign the trainer the same roles played by teachers engaged in the actions of a literacy project, in addition to other PA specific roles.

Next, Figure 6 shows the putting together in which three student writers invited by monitor Décio are responsible for taking notes, summarizing the common parts in the information collected in the research conducted in the communities on the theme of SP family farming by the class. In other words, the opportunity was created for the students take the teacher's place in the CEFFA classroom:

Figure 6 – Putting together – didactization*



Source: research data (2014).

* The photo shows the students responsible for putting together activities in the classroom. Nelma has taken on the role of writing the records on the blackboard, as shown in Figure 6.

As illustrated in Figure 6, the SP putting together stage is characterized as a very recurring event in the alternation and quite significant for the training of young people. Above all, it allows to create conditions for young people being trained to discuss and systematize their own knowledge in dialogue with the praxis. Didactizations of this nature fertilize the activities based on the PA perspective. The three students who conducted the activities with the support of the monitor, in addition to having previously recorded the common placement in the written mode of the mother tongue in a specific section of the NR, exposed or socialized the results of their research orally; this represents a literacy event of fundamental importance in the classroom as it may help students improve oral expression.

It also follows that, in the CEFEA formative process, students need to be more than a mere spectator in the construction of knowledge, since the literacy practices and events in which he/she participates require engagement in different activities mediated by oral and written interactions around the generating themes of SP and NR construction. In other words, as in literacy projects, for example, the didactization of PA teaching objects related to the activities on the SP generating themes in a training plan is aimed at the learner's literacy.

Next, the text in Figure 7 shows the NR record by student Nelma about a study visit to a flower shop involving SP gardening and landscaping, carried out by the collaborating class:

Figure 7 – Study visit – SP gardening and landscaping – Record in the NR

<p style="text-align: center;">CURSO TÉCNICO EM AGROPECUÁRIA RELATÓRIO DA VISITA</p> <p>COLINAS DO TOCANTINS, ____/____/____ de ____</p> <p style="text-align: center;"><i>Floricultura</i></p> <p><i>Bom, hoje visitamos uma pequena floricultura em Colinas, para nos aprofundarmos mais no conteúdo. Uma senhora que nos apresentou seu jardim explicou vários detalhes da flora, a adaptação das plantas é extremamente importante. Por que se a planta não se adapta, não irá reproduzir. A planta mais vendida na floricultura é a Escória, uma plantinha de fácil manuseio, uma unidade para manter a floricultura gastando por mês 5 mil, reais a um custo alto, existe uma planta chamada Hidrântea, que por incrível que pareça ela demora que vá para a geladeira após chegar técnico para suas florinhas ficam sempre bem nutridas e bonitas. É o mais importante disso existe lá a influência por que você está em um lugar cheio de flores de ar puro, que transmite paz, certamente influência para quem planta, seja um jardim ou que planta a origem e o ambiente que precisamos.</i></p> <p style="text-align: center;"><i>[Signature]</i></p> <p style="text-align: center;">Monitor (a) responsável</p>	<p style="text-align: center;">AGRICULTURAL TECHNICAL COURSE VISIT REPORT</p> <p>Colinas do Tocantins, ____/____/____.</p> <p style="text-align: center;">Floriculture</p> <p>Well, today we visited a small flower shop in Colinas, to get an in-depth view of the content. A lady introduced us to her garden and cleared several doubts of the class, the adaptation of the plants is extremely important. If the plant does not adapt, it will not reproduce. The best-selling plant in floriculture is slag, a small plant that is easy to handle. And in the average, running the flower shop requires R\$ 5,000 per month, a high cost. There is a plant called Hydrangeas, which as incredible as it may seem, needs to be refrigerated to undergo a thermal shock so that its little flowers are always well nourished and beautiful. And the most important thing about this visit was the influence, because you enter a place full of flowers, of pure air, that transmits peace, certainly it influences you to have a wish for plants, to have a garden, because plant is oxygen, and oxygen is what we need.</p> <p style="text-align: center;">_____ Responsible Monitor</p> <p>(Collaborator Nelma, NR 11, High-School Junior, 2014, p. 30)</p>
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Source: research data (2014).

In the alternation, the study visit is an activity where a group of students moves somewhere, guided by a CEFFA monitor, to see and learn about a tangible experience (outside the school) in the community: it is linked to the theme of a SP in the training plan. The monitor responsible for the visit prepares, in advance, a script of the activity in order to guide the students to get an in-depth view on the theme of a SP being studied and compare it to individual practices and knowledge (SILVA, 2011). It is an activity that reinforces that alternation makes it possible for young people to appropriate knowledge not only through theory, but especially through praxis.

In addition, the study activities of the generating themes of the SP in a CEFFA, for example, as shown in the text of Figure 7, confirms that the PA training allows students to develop language skills as a result of the social uses of writing in the school and community. And the records made from the studies throughout the school year of the eight SP generating themes represent one of the most significant contributions in terms of language use skills; it also shows that in the studies of SP themes students are led to produce some specific discursive genres, such as SP research, putting together, SP summary: my reality, external intervention, study visit and conclusion and evaluation of the SP, all of them are part of the genre notebook of reality (SILVA; ANDRADE; MOREIRA, 2015; SILVA; GONÇALVES, 2018). In turn, the monitor is responsible for following up and guiding each student in making their records.

Just as in literacy projects, this pedagogy instigates the monitor to exercise new duties in teaching, transcending the limits of the classroom walls (SILVA, 2018). As presented above, the training plan does not arise solely from the need to involve the team of monitors and students in a collective and collaborative action to build knowledge on specific generating issues simply because they are linked to the reality of the local community; underlying this aspect, as with literacy projects, there are mechanisms in place since the planning stage up to the final completion of the SP; this can provide the teacher with new resources, strengthen the teacher's literacy, values the political and social function of the educational unit and values the social practices of the community served by the school. All activities require the monitor's social and political commitment to CEFFA's formative proposal towards the community.

Therefore, due to its composition, the training plan also has the characteristics of an action plan, because it contains the themes to be developed, the activities to be performed, the social actors involved, and the purposes that guide the educational mission of a CEFFA (SILVA, 2011). From this perspective, as activities unfold, there is a constant process mainly characterized by verbal interaction, which develops in two ways: (i) face to face, i.e. when students, monitors, parents, and other community actors interact orally mediated by reading or writing, such as addressing/discussing the theme of an SP with a partner, writing the texts of the genre notebook of reality¹² with the collaboration of someone, etc.; (ii) at a distance, for example, when the author-reader or reader-author (student) writes the summary of the SP in the notebook of reality or reads the notes of an interview with a social actor of the community on the theme of an SP to compose texts in

12- For more details about this genre, see Silva (2011, 2018) and Silva, Andrade, and Moreira (2015).

this notebook. In addition, the training plan is configured as a type of strategy undertaken by AFSZD (and other CEFFA) to regulate the didactic-pedagogical proposal oriented by the PA principles, to benefit the control and unfolding of the SP implementation process and the production of the genre notebook of reality.

Final considerations

Whereas the objective of this work is to analyze and understand the process of building and implementing a training plan in the formative activities in a junior class of the Agricultural Family School Zé de Deus (AFSZD), it can be said that such a plan enables the didactic-pedagogical practices of the rural school, compliant with the PA principles, to develop as the study of generating themes of the SP unfolds, in connection with the local community and professional life and the environment, since the objective is to provide the rural student with an integral formation which combines professional, social, political and economic activities. In addition to the interaction with the monitor (teacher trainer), throughout the implementation of the SP themes, the students also interact with other social actors of the local community.

Moreover, it must be highlighted that the dialogue established in the alternation by means of the themes of the study plans and the activities held in school time and in community time brings about changes in the curricular component of CEFFA, since the generating themes (SP) listed in the training plan are directly linked to the activities of the rural area and the socio-professional reality of the young peasant. In proposing students and monitors to work on such themes, I have noticed in the case of the Agricultural Family School being researched, that its political-pedagogical project implies a connection between content and the real life peasant families, communities, CEFFA itself, and its social actors. This, of course, disrupts the highly restricted and stifled curriculum of the rural school, in addition to materializing the formative proposal of rural education.

Therefore, this relationship allows us to understand that there is a close liaison with real context of rural world and with the local community, which benefits to perceive the contradictions and problems whose nature is both educational, social, environmental, scientific, economic, political, and ideological, as they are present in the daily lives of peasants. In addition, significant activities include oral and written practices (school, family, community), in order to value and foster the literacy of students (SILVA, 2018).

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Received on: 01.29.2019

Revised: 07.20.2019

Approved on: 08.14.2019

Cícero da Silva is PhD in Language and Literature by the Federal University of Tocantins and a professor at the same institution. He works in the areas of Applied Linguistics and Rural Education/Pedagogy of Alternation. He leads the Research and Study Group on Rural Education - Gepec/CNPq.

Exhibit 1 - Training plan¹³ – themes of the eight (08) study plans and activities planned: AFSZD high school junior class - 2014

LANO DE FORMAÇÃO 1ª SÉRIE DO ENSINO MÉDIO INTEGRADO AO CURSO EM AGROPECUÁRIA						
PLANO DE ESTUDO (PE)	COLOCAÇÃO EM COMUM	VISITA DE ESTUDO	INTERVENÇÃO EXTERNA	EXPERIÊNCIA	ATIVIDADE DE RETORNO	ESTÁGIO
Introdução	Conhecer a turma / revisão	Conhecer a turma / revisão	Conhecer a turma / revisão	Conhecer a turma / revisão	Conhecer a turma / revisão	Será apenas de observação com relatório
PE Agricultura familiar	Participação da família no processo de produção	Horta do Setor Rodoviário	Josiel, Eivânia Ruraltins	Plantio de milho, banana, mandioca, feijão	Desenvolver cultivo das culturas citadas	Observação relato da visita
PE Solo	Verificar tipos de solo, manejo e conservação	Propriedade do César - Palmeirante	Ruraltins Evane	Experiência no solo da propriedade	Atraves do resultado fazer a correção do solo	Monitoria EFA
PE Criação de aves	Melhoria no hábito alimentar e comercialização do excedente	Aviário de Brasília	SEBRAE/RURALTINS IFTO - Colinas	Granja da escola	Criação na propriedade	Observação na granja da escola
PE Olericultura	Verificar se há complementação da alimentação e comercialização do excedente	Horta do Setor Rodoviário	Projeto PAES-Eivaria	Horta da escola	Cultivar horta na propriedade	Observação na horta da escola
PE Piscicultura	Realidade das comunidades em relação à piscicultura	Zé Maria, Brasília e Faz. São Judas Tadeu	ADAPEC SEBRAC Renan Ruraltins	Propriedade do Sr. Hélio	Levantamento da área para condições adequadas para criação	Monitoria EFA
PE Jardinagem e paisagismo	Ambiente: verificar e transformar a aparência da propriedade da propriedade	Floricultura BR 153	Eritelton	Fazer um jardim na escola	Melhorar a aparência da escola	Observação
PE Apicultura	Forma de produção	Nova Olinda Palmeirante (Geraldo)	Gilson, pai de aluno	Caixas de abelhas da escola	Observação e fotos da polinização	Observação
PE Agroextrativismo	Sistema de produção e extração e conservação do melo	Chácara da Beicholina	Beicholina	Reserva da escola e sítios vizinhos	Desenvolver extração de frutos do cerrado	Monitoria EFA

Esta atividade não se aplica à turma da 1ª série do ensino médio da EFAZD, embora o estudo de cada um dos PE possa oportunizar a observação.

13- Source: Colinas (2015, p. 41).