




Formative interlocutions in the Political-Pedagogical Projects of undergraduate courses of Agricultural/Agrarian Sciences in Brazil¹

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ABSTRACT. Pedagogical guidelines for the education in/of/to the rural areas must be based on the socio-educational development and on a constant dialogue between scientific and empirical knowledge. In this context, our objective is to identify formative interlocutions in the rural/countryside education in undergraduate courses of Agricultural Sciences in Brazil, through the analysis of their Political-Pedagogical Projects (PPP). This is a qualitative research with a descriptive and exploratory approach. It focuses on the theoretical background about rural educational project. It is also a document-based study that has as its source data from Anísio Teixeira Platform, connected to the Ministry of Education, as well as PPP emitted by the higher education institutions. The criteria chosen to establish the study's time frame was the accessibility of the most recent information that were available during the process of information gathering – June, 2020. The results show that twelve of the studied courses had as their formative reference agricultural education – in terms of hegemonic production processes such as agribusiness, adopting a technicist approach. Only five of the studied courses were characterized by a formative framework aimed at the education of the rural areas – encompassing several expressions of rural life, such as family agriculture, peasantry and so forth. These courses make reference not only to these specific methodological approaches, but also to public policies related to this issue. Furthermore, we also identified in the institutions' PPP a chaotic duality of concepts of education in/of the rural areas, on the one hand, and agricultural education on the other; such chaotic mixture of concepts is prone to be reproduced in the praxis of the teachers.

Keywords: countryside education, rural education, licenciature degree in agricultural sciences.

Interloquções formativas contidas nos Projetos Políticos Pedagógicos dos cursos de Licenciatura em Ciências Agrícolas/Agrárias no Brasil

RESUMO. As diretrizes da ação pedagógica voltada à educação do campo para o campo devem estar pautadas na construção socioeducativa em diálogo constante com os saberes científicos e empíricos. Nesse contexto, objetiva-se identificar interloquções formativas à educação do campo/rural para o campo nos cursos de Licenciatura em Ciências Agrícolas/Agrárias no Brasil por meio da análise de seus Projetos Políticos Pedagógicos (PPPs). A pesquisa tem caráter qualitativo, com abordagem descritiva e exploratória, cujo referencial teórico tem como foco o projeto educacional rural e do campo, bem como documental, cujas fontes foram obtidas na Plataforma do Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, no *site* do Ministério da Educação e nos PPPs emitidos pelas Instituições de Ensino Superior (IES) pesquisadas. O critério ao determinar o recorte temporal do estudo foi baseado na acessibilidade das últimas informações disponibilizadas no momento da coleta, ou seja, junho de 2020. Os resultados apontam que dos doze cursos investigados, todos se referem à formação para o ensino agrícola, sendo que cinco deles apresentaram características para a formação da educação do campo, citando não somente as abordagens metodológicas para essa formação, como também o eixo das políticas públicas vinculadas ao tema. Constatou-se a dualidade desordenada de conceitos e de concepções de educação do campo/rural e de ensino agrícola, estabelecidos nos PPPs, cuja reprodução tende a estar presente nas práxis dos educadores.

Palavras-chave: educação do campo, ensino rural, licenciatura em ciências agrárias.

Interlocuciones formativas comprendidas en los Proyectos Político Pedagógicos de los Cursos de Grado en Ciencias Agrícolas/Agrarias en Brasil

RESUMEN. Las pautas de acción pedagógica dirigidas a la educación rural deben basarse en la construcción socioeducativa en constante diálogo entre el conocimiento científico y el empírico. En este contexto, se pretende identificar las interlocuciones formativas respecto a la educación rural en los cursos de graduación en Ciencias Agrarias en Brasil a través del análisis de los Proyectos Político Pedagógicos (PPP). La investigación es cualitativa, descriptiva y de enfoque exploratorio, sobre el marco teórico del proyecto educativo rural y campesino. Y documental, tomando como fuente los datos de la Plataforma Anísio Teixeira, del Ministerio de Educación, y los PPP emitidos por las instituciones de educación superior. El criterio para determinar el rango de tiempo del estudio se basó en la accesibilidad de la última información disponible en el momento de la recogida, junio de 2020. Los resultados indican que, de los doce cursos investigados, todos se refieren a la formación en educación agrícola, y cinco de ellos presentaron características para la formación de la educación campesina, citando no sólo los enfoques metodológicos para esta formación, sino también el eje de las políticas públicas vinculadas al tema. Asimismo, se observa la dualidad desordenada de conceptos, de concepciones sobre la enseñanza en contexto rural y la educación agrícola establecidas en los PPP y que tienden a reproducirse en la praxis de los educadores.

Palabras clave: educación en el campo, enseñanza rural, grado en ciencias agrarias.

Introduction

The constant fight for the formative right of citizens of rural areas, given that the dialogical educational process has social, economic, and political principles characteristic of the community where the school is located; as well as the access to an emancipatory education, not dictated by the dual and widespread reproduction that opposes the rural and the urban, and an education that aims at empowering the local identities of the different kinds of rurality, is one of the challenges in the creation and praxis of formative and methodological conceptions in different levels of education.

The pedagogical, technical and sociopolitical precepts present in the practices and guidelines of formal and informal education endorse a constant formative process of its egressed students. In the future, these students will be active agents in society, along with other individuals, communities and institutions, and may mobilize, reproduce and/or mistakenly try to transpose, to the rural areas, paradigms disconnected from the local reality.

In this context, perhaps the curriculum of undergraduate courses such as the teaching degree in Agrarian/Agricultural Sciences and the

teaching degree in rural education, which aim at the training of teachers to work in disciplines of the primary sector (agriculture, animal agriculture and zootechnics, for example) and the basic education, are sometimes contradictory to the yearnings of rural social movements. Besides, they have a constraining effect towards the diversity of existing ruralities, and they impact the demands for the advancement of basic educational public policies for rural areas.

Regarding the aforementioned courses, it should be noted that the determination for teacher training in disciplines of the technical curriculum or the basic education was published in the Higher Education Census, issued by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) and the Brazilian Ministry of Education (MEC). In 2000, this determination established a national classification of higher education courses in Brazil, based on the International Standard Classification of Education (ISCED), in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD).

Among the courses selected for the professional disciplines' teacher training is the teaching degree in

Agricultural/Agrarian Sciences. This degree falls within the general area of education; the specific area of teacher training and the area of educational sciences; and in the sub-area of teacher training in disciplines of the primary sector (Brazil, 2019; 2020). Therefore, professionals graduated in these courses have multidisciplinary approaches of performance possibilities. In order for these courses to enter institutions of education, research and extension in the three educational levels, there is need for a dynamism that fosters and values a field that presents historical, cultural, social, economic and political complexities.

In face of the circumstances that differ and at the same time complement the central premises about Brazilian rural contexts, the pedagogical work must establish a formative path that encompasses as much as possible teaching and learning strategies that contemplate, in a balanced way, the singularities and heterogeneities of the relations and structures of the agrarian space. This pedagogical work is supported, in its limits and possibilities, by the legislation, institutional conditions and its social capital of technicians and professors.

In order to do so, it is also necessary to build a formal structure that guides and instigates actions that, among other

aspects, transparently deal with the conceptions, conjunctures and technical, political and formative views recommended in the set of perspectives that constitute, for example, the scope of Political Pedagogical Projects. In this context, this article aims at identifying formative interlocutions in rural education/education for rural areas in the teaching courses in Agrarian/Agricultural Sciences in Brazil, by means of the analysis of its Political Pedagogical Projects (PPPs).

The teaching degree in Agrarian/Agricultural Sciences was created as a consequence of art. 59 of Lei de Diretrizes e Bases da Educação Nacional (LDB), law nº 4,024, from December 20th, 1961 (Brazil, 1961), which mentions the necessity to train professors to teach in agricultural schools, hence contributing to the technical-pedagogical process of rural education.

Therefore, the need for professionals with technical-scientific formation to respond to the progress of agriculture in Brazil as well as the job market's demands is comprehensible - Lei de Diretrizes e Bases da Educação Nacional, nº 9.394, from December 20, 1996 (Brazil, 1996). However, the social and economic changes partially reflected on the legal complementarities of educational policies

intended, in part, to attribute new meanings to agricultural and rural education for the education of rural areas. These changes were in consonance not only with the critical and emergencial view aimed at the fulfillment of the unified right of access to education, but also, and especially, with the views connected to the economic and political expansion of agribusiness (Brazil, 2007; 2009).

The controversial and sometimes contrasting debate on terms such as Rural Education, Agricultural Education and Education of Rural Areas prevails before the theoretical, legislative and practical frameworks of these pedagogical proposals. Currently, throughout the Brazilian territory, there are 79 courses aimed at teacher education for basic education and 21 for teachers of disciplines in the primary sector. These are undergraduate courses classified as teaching courses, aimed at rural education, whether for basic or specific subjects in the agrarian field (Brazil, 2019; 2020). It should be noted that among the diversity of courses aimed at this kind of training, there are some entitled: “Education of Rural Areas”, “Pedagogy of rural areas”, “Interdisciplinarity and Education of Rural Areas”, “Teaching degree in Agricultural/Agrarian and Environmental Sciences”. With regard to the binomial

insertion of courses in the area of education, there is the sub-area of teacher training for disciplines aimed at the agricultural segment or - making use of the term of INEP/MEC - the primary sector, as is the case of the teaching degree in Agricultural/Agrarian Sciences.

The centrality of this study, then, includes the concern about the obviousness of teaching the syllabus of the subareas of agrarian sciences, although this educational action is not limited to technical rationality, since the importance of the formative process is highlighted by the formative interlocutions. It means recognizing the interrelationships of the conceptions of educational policies that denote the legislative guidelines, the conceptual and practical aspects of educational conceptions, taking as example the education of rural areas, rural education and agricultural education, which are/have been institutionally established.

In this sense, it is relevant to reflect on the formative interlocutions present in the context of the conceptions manifested in the objectives of the referred courses, which imply the technical and scientific approaches of the pedagogical relations of teaching and learning in view of the conjunctures and rural contexts.

As methodological procedures, this research has a qualitative approach. As for

the objective, it is characterized as exploratory and descriptive (Gil, 2010). The data used in it predominantly come from documentary sources, using the accessibility of the information at the time of collection as a sampling criterion. Thus, the databases searched were the Platform of the National Institute of Educational Studies and Research Anísio Teixeira (INEP), more precisely the Statistical Synopsis of Higher Education of 2018 (Brazil, 2019) and the complete reports of the Ministry of Education (MEC), especially in the e-MEC (Brazil, 2020).

Regarding the courses' screening, when consulting the INEP Platform and the MEC reports, it was decided not to include three courses that were being extinct. In addition to them, it was necessary to discard six other courses, as their PPP had not yet been published when the websites of the proposing institutions were consulted, in June 2020. Of these courses, seven were on-site and the other two were distance learning, including the teaching degree in Agricultural Sciences and Environment.

Therefore, twelve on-site courses were evaluated, distributed as follows: three courses in the South region; three in the Southeast; one in the North; and five in the Northeast region. All the twelve courses were entitled: "Teaching degree in

Agricultural Sciences" or "Agrarian Sciences".

The methodology used for data collection was based on content analysis (Bardin, 2002), resulting in the construction of the analytical scheme, which was first elaborated based on careful reading of the theoretical and legislative framework. Through the sample choice and the analyzed documents, the revision of educational concepts for rural education and the educational project for rural areas, as well as the citations expressed in the PPPs, articulations and connections between topics and themes were established, chosen for their relevance, homogeneity and representation in the investigated context, in order to constitute, as presented by Bardin (2002), the expression of relations and categorical analysis.

To this end, the most coherent and integrative analysis categories were established with the research assumptions, contained in the PPPs of the teaching degree in agricultural/agrarian sciences of the researched HEI. It is noteworthy that in this study the defined categories emerged in the course of the analysis or, as pointed out by Moraes and Galiuzzi (2005), they are "emerging from the data". In order to identify the formative interlocutions that intend to attend the formation of the

graduate, regarding the objectives of the courses and the pedagogical technical dimensions presented in the PPPs, the set of categories that emerge from the data as a field of analysis of the objectives are: Rural Education; Agricultural/Agrarian Education; Teaching; Research and Extension. In terms of pedagogical technical dimensions, the following emerged: Agricultural and Husbandry Techniques; Sociocultural and Political Context; Rural Development; Agroecology and Environment.

In order to fulfill the objective of the study, the text is organized into five sections, including this introductory one, which addresses the theme, objectives and methodological procedures of the research. In the second section, then, we discuss the conceptions of educational policies and the theoretical aspects of rural education and education of rural areas, in the technical and socio-cultural axes, for the educational project for rural people. In the following section, the teaching courses in agricultural/agrarian sciences are described and analyzed in the context described in their PPPs, connected to their respective higher education institutions, and the conceptual approach of agricultural and agrarian. Subsequently, the following section highlights the formative interlocutions about the objectives and the

pedagogical technical dimensions mentioned in the referred courses. In the last section, the final considerations of the work are presented, with a summary of the results, limitations and questions still to be considered in future research on the theme.

Interlocutions in the legislative and educational conceptions of rural education and education of rural areas

The view of the educational project for rural areas was conceived in order to counter the proposal and view of rural education and agricultural education, established in the legislative guidelines and in some curricula and practices of courses related to teacher training and/or to technical training in the agrarian area. It is important to clarify that this is not a dispute between one educational proposal and the other, but rather different projects oriented towards different purposes.

The question posed at the interfaces of these conceptions regards the objectives and struggles of social movements in relation to presenting these principles as main instead of complementary axes in basic and higher education, be it in the establishment of the theories and/or practices of the training process, which, consequently, are reproduced in the praxis of their professionals.

The concept of rural education still tends to stand out in the curricula, due to

the fact that its creation was possibly based on the pedagogical reproduction of perspectives analogous to the experiences in/of the field, with the predominance of a technicist view of teaching, aligned with the productive arrangements of agribusiness. This view limits the dimension of cultural knowledge of the reality of this population (Alencar, 2010; Arroyo, 2012) and distances itself from a social-pedagogical proposal for an educational project in the rural areas.

The education of the rural areas, on the other hand, must be thought and carried out from the perspective of the struggles and movements of its people throughout history. Caldart (2009; 2012) shows that the terminology and the performance of education of rural areas must be recognized by the development of an educational project, reflective and active in the social and productive space for those who identify themselves as part of it. He also highlights the need for this education to aim at building schools and solid public policies for humanistic training, with critical and emancipatory reflection.

Social movements fight for basic and higher education systems to discuss and enforce a curriculum for the rural area that is not a mere adaptation of the curriculum designed for the urban area, and that the training of teachers is not based on the

fragmentation of theoretical knowledge, informed by a traditional tendency of education, or on the particularities of the disciplines, leading to the denial of the socio-historical and political reality of the people of those areas. These new curricula must train professionals capable of instigating and influencing new educational policies, that is, of reaffirming the socio-political bond of these subjects (Alencar, 2010; Arroyo, 2012).

Thus, the formative process reproduced in praxis will overcome an inferior view of teaching in such areas. Consequently, it was conceived as an integral formation, capable of fostering the articulation between school and community, and education as a social practice of interrelation of popular knowledge with technical-scientific knowledge, thus creating the possibilities for permanence as well as productive and social survival in rural territories (Molina, 2008; Pistrak, 2000).

On the other hand, the school experience interferes creating barriers that hinder the educational processes for the working class, especially the people of the waters, the countryside and the forests, for example. This is due to the dichotomous possibility of objectives and proposals found in the PPPs of the training courses of teachers - *Educação das Agrárias* -, with

the values of corporate projects present in the target audience of this teaching.

The context of historically established rural education, as well as the professional education of rural workers, has the challenge of breaking through the hierarchy of values and the production of life in the city over the circumstances (ethical, political, cultural, economic) of the countryside (Caldart, 2009). This must be done through the development of curricula and practices that can mediate the needs of this population in relation to hegemonic government policies, instead of imposing a rural education that envisages the training of professionals dictated by the capital.

In view of this situation, it is urgent to understand work as a formative and educational principle through a pedagogical matrix with teaching methodologies that consider the land as a living space, combining the experience of oppression to social movements and structural bonds of agrarian work. In the emancipatory formation in favor of a constructive process of omnilateral education, there is the autonomous and integral subject in view of the productive and socio-cultural skills (Santos, 2012), who is challenged by the present hegemonic agrarian system, but also instigated by the action of the social

movements, fostering new theoretical approaches and pedagogical practices.

Educational policies for rural areas had their historical, political and social construction linked to curricula whose educational intentions were based on the inseparable bond of maintenance of rural people settled in the countryside. Until the 1990s, the conditioned power in legislative acts regarding the denial of an educational project for the rural individual was predominant. However, in the following decades, this situation was softened by the struggles of social movements and a project of socio-political representation beyond the dimensions of agricultural production (Matos & Rocha, 2020).

It is evident the dispute between the education of rural areas, which is in favor of the interests of the working class, social movements and the rescue of the peasantry, and the structure of public policies strengthened by the interests of agro-industrial productive chains and agribusiness. This discussion gives rise to dilemmas established between and by the forces in defense of public education, which refuse the conceptions of rural education in favor of not losing the particularities of the rural areas by the productivist elements established in the educational project.

From this perspective, authors such as Duarte (2008) and Kerstenetzky (2005) point out that state intervention should grant a proposal for specific public policies, especially for groups whose universal rights have historically been neglected. Taking the Brazilian case as an example, the constitutional right of access to education has met historical difficulties to actually guarantee, minimally, the right to education. And in practical terms it shows limitations when it comes to meeting the particularities of the rural population.

Authors such as Calazans (1993), Gritti (2003), Petty, Tomnim and Vera (1981) present the concept of rural education, which transcends the availability of access to education for rural subjects, based on basic education guidelines, and aligned with management and agricultural techniques. Rural education must be thought, discussed and implemented throughout the different spheres (municipal, state and federal) and, above all, by its different agents (people from the rural areas, water and forests, public administration, educators and social movements).

This action was consolidated to establish a dialogue between scientific knowledge and productive, socio-cultural and historical experiences of families and

communities. For this reason, the training of teachers to work in this environment and the reproduction by the State of the hierarchical model of conceptions external to the regional/local reality are central issues.

In this sense, the motivation of social movements towards implementing an education of rural areas different from the rural education constituted by public policies is evident. That said, it should be based on the pedagogical and formative conceptions underlying the praxis of its educators, in which the dichotomy between the struggle of social movements and the State's attempt to offer a minimal education to the rural environment permeates multiple directions and meanings. At the same time that it is considered a universal right, when it is exercised, the identity of the subject that belongs to this environment is mischaracterized, in the context of a schooling system conditioned to urbanocentric elements, which, when inserted in the curriculum of agricultural activity, provide the technical aspects without considering the students' experiences and knowledge.

The “structuring triad: rural area - public policies - education”, discussed by Molina (2012), allows us to analyze the advances and setbacks of this dispute

between legal devices, with emphasis on legislation, such as the Lei de Diretrizes e Bases da Educação (LDB), nº 9.394, from December 20, 1996; Opinion No. 36, from December 4, 2001, which contains the Operational Guidelines for Basic Education in Rural Schools - Education of Rural Areas; and Decree No. 7,352, from November 4, 2010, which ensures the project of education of rural areas, acknowledges the social and cultural specificities and modes of production of this environment, as well as the intentionality and state action to minimize the consequences of historical inequalities in the face of the particularities of rural peoples, and the struggle of social movements in favor of identity in the socio-educational environment.

However, the challenges go beyond the forms, being inserted especially in the curricula, in the formative process of the subjects who participate in this teaching. And, in this context, in addition to legislation, it is necessary to overcome the reproduction of technicist methodologies and content that are distanced from the local reality (Souza, 2019).

From this perspective, the insertion of educational processes for rural workers involves techniques with cultural, political and productive experiences and knowledge inherent to the community, so that they can

break through the abstract model of contents and methods, bringing together the scientific approaches and the intrinsic experiences of the learning process. Such education should not be restricted to a merely productivist technical and technological education. Rather, it should be conceived for the rural areas, their subjects and their multiple relationships.

Therefore, planning, execution and reflection of a curriculum that includes social, cultural and economic elements of the context discussed is essential. The project of rural/education of rural areas must be perpetuated through the training of future teachers who will be directly or indirectly working in the agrarian segment, so that in their formative trajectory they transcend the hegemony of the agricultural productivist model rooted in vocational education, enabling the rising of an education connected to the reality and demands of the population in/of the rural areas.

Among these and other factors, it is constant the organization of the working class for an education that reformulates and enables alternatives to traditional and liberal pedagogies and practices, which are at the service of maintaining the structures of political power, the exploitation of labor and cultural domain (Paludo, 2001).

For Frigotto (1999), education as a social practice is an activity liable to integrate the educational institution with the community. The combination of several factors that articulate scientific and popular knowledge creates the possibility of changing the context in which they are inserted. In the construction of relationships that aim at this development of work, education and policies in a multidisciplinary way, consequently, it is almost exclusively the teacher and the student who are provoked by the insurgency of understanding the existing cultural, social and environmental diversities, in view of the dichotomy created for the understanding of theories linked to the courses, be they for the formation of teachers of basic education or of disciplines of the primary sector, in the tendency of the reproduction of technical and pedagogical methodologies to the Brazilian ruralities.

When analyzing aspects related to rural/education of rural areas, the need for an education integrated with the territories, ethnic values, and the productive, social and rural life conditions in the countryside is evidenced. Rural education has been developed from an urban perspective, hence ignoring the countryside's specificities and directing its pedagogical actions according to rural and agricultural

education. This has been a characteristic of teaching agendas in many countries, particularly in Brazil. It can be perceived when analyzing the curricular contents of Elementary and High School, which value aspects and urban knowledge to the detriment of those of the countryside (Estevam, 2012).

At another level as well as educational conception, it is also evident that, traditionally, rural and agrotechnical schools have not been able to prepare young people to remain in the countryside. The contents of these schools' syllabus are commonly inadequate for the reality of family farming and traditional peoples. They take young people away from their realities, since the applicability of the knowledge produced in these institutions is hardly adaptable to small rural production. In addition, they create conflicts between the parents' knowledge and the knowledge learned by the children, thus causing the young person, in most cases, to leave the field (Estevam, 2012).

The evidence reported for basic education, not always in the rural areas, but reflected in the daily life of these areas, reveals the lack of articulation between pedagogical proposals, technical content and the students' lived reality, and arises from two synchronous pillars. One is the perspective of the economic model of

agricultural production and the other regards teaching practice, which refers to experiences of teacher training in the formative trajectory.

In this respect, there is an educational limitation, since when socio-cultural and political interactions connected to the survival and maintenance of families in the countryside are not considered, there is a tendency towards the teaching of purely technical precepts, focused on agricultural production, in a purely productivist and technical context (Braga & Souza, 2017). And within these formative limits, they follow an emerging path of transformation, as mentioned by Wanderley (2009), which essentially encompasses the valorization of those who live in the rural areas. For that, it is necessary the approach of contexts and practices that "... is about the construction of new facets of a social identity that intends to represent a critical position in relation to the dominant model of modern agriculture" (Wanderley, 2009, p. 194), (re)signifying the social, political, territorial (agrarian) and economic (agricultural) singularities, articulated to a socio-educational project in the rural areas.

Regarding the second aspect, Hernández (1998) points out the primordially in "... considering that teachers do not start from scratch, as they

have their training and experience during which they acquired beliefs, pedagogical theories and work schemes" (Wanderley, 2009, p. 4). These and other issues must be observed in the process of training teachers for rural areas, so that professional practices disconnected from their reality are avoided.

In this context, the articulation of such needs to the formation of teachers to work directly in the education of rural areas, or of citizens who have technical relations and/or through the rural experience, must encompass, among others aspects, the challenges of the above-mentioned approaches. This study, therefore, reflects on the conceptions of courses such as the teaching degree in Agrarian/Agricultural Sciences, courses that aim at the training of teachers in technical disciplines and that are directly contributing to the formation of active citizens in several spheres connected to the fostering of rural development in Brazil.

Consequently, in face of the specificities and distinct needs of existent ruralities, the education for rural areas has its own intentionalities. The central question is identifying how the objectives as well as technical and pedagogical dimensions are expressed in the PPPs of those courses.

By means of the analysis of the PPPs, the interlocutions between different theoretical conceptions and methodological possibilities will be evaluated. The PPPs present the legal normative procedures and the conceptual, procedural and attitudinal deliberations that guide the actions of teachers and all other actors involved in the educational process. The analysis of the PPPs must encompass the conceptual objectives related to the epistemological principles of the conception of education, of the teaching process, the planning of the pedagogical action, the guidelines on the relevant content for the formation of the individuals, of the proposals of how institutions aim at and make possible these sets of documental, structural and interpersonal relations that take place in the formative interlocutions of the graduate.

Characterization of the agricultural and agrarian concept and the territorial distribution of the studied teaching courses

MEC (Brazil, 2020) classifies twenty-one courses as "Formation of teachers in educational sciences for vocational disciplines". In terms of regional distribution, the Northeast region predominates (with eight graduation courses), followed by the North (six

courses), South and Southeast (three in each region) and the Midwest (one course).

These courses are referred to by different names, fourteen of which are entitled "Teaching degree in Agrarian Sciences"; six are entitled "Teaching degree in Agricultural Sciences" and one is "Teaching degree in Agrarian and Environmental Sciences". In terms of modality, nineteen of them are on-site and only two are distance learning. It is worthy mentioning that out of all the registered courses, three are in the process of shutting down.

In the Brazilian context, the difference in the names reveals that older courses are entitled "agricultural", as a result of their alignment to the process of economic and social development of the country's agricultural productive chain between the 1960's and the 1970's. Such terminology (agricultural/agrarian) implicates not only the actual and literal meaning of the words, but also the narratives and debates about Brazilian rural agricultural and agrarian environment.

Within this, it is important to mention that among the "Teaching degrees in Agricultural/Agrarian Sciences", the older courses are entitled "Teaching degree in Agricultural Sciences". The first course was created in the Southeastern region, in 1963, in the Rural Federal University of

Rio De Janeiro (UFRRJ). The second course was founded in the Northeast region, in 1970, in the Rural Federal University of Pernambuco (UFRPE).

Later, by means of the Law n. 11,892, from December 29, 2008, which established the Federal Network of Professional, Scientific and Technological Education, creating the Federal Institutes of Education, Science and Technology, from 2010 onwards, teaching courses in Agricultural Sciences were opened in the South and Southeast regions; and in the Midwest in 2011. With regard to the institutional status, the 21 registered courses belong to public institutions of education. 9 of them belong to federal universities, 8 to federal institutes and 4 to county universities.

We also noticed that some of the studied courses were initially entitled "Agricultural Sciences". Later on, however, they requested to the Ministry of the Education (Brazil, 2020) to alter their name to "Agrarian Sciences". Among the six courses that initially had this name, three requested to change. Regarding the PPPs' approach, the use of the term "agrarian" predominates among the texts' expressions and proposed actions.

In addition, the physical, productive, socioeconomic changes in the agricultural/rural environment influenced

the concerns about the use of terminology in theoretical and empirical studies about what is intrinsic in rural contexts and subjectivities. The term agricultural refers to agriculture, while agrarian, in turn, is related to the countryside, to the rural territory, involving not only its agricultural activities, but its territorial, social, environmental, cultural and political relations (Ferreira & Ferreira, 2009).

From the meaning of the terms agricultural and agrarian, it is possible to perceive that the second term is presented in a more generic and comprehensive way, allowing an approach beyond the productive processes of agriculture, and enhancing the existing ruralities in different spaces.

It is necessary to understand "rurality" as a dynamic process in constant restructuring of the elements of local culture, with the incorporation of new values, habits and techniques (Carneiro, 2008). It is different from the founding duality of rural sociology expressed in the differences between the rural and the urban which, in turn, are sustained by a set of oppositions. Indeed, as pointed out by Martins (1981), the critique of rural sociology, historically instituted by the logic of social, economic and cultural opposites, provides new visibility and the

overcoming of what is considered dual or dichotomous.

Therefore, a more dynamic approach to the term "agrarian" is necessary, in line with the professional profile of the technical pedagogical dimensions, aiming at valuing cultural diversity, as well as guaranteeing social conditions within the historical, political and economic context. In other words, performing multidisciplinary actions from the perspective of socio-political issues present in Brazilian rural areas.

Thus, when rural and agricultural are seen as synonymous, "rural" is reduced to agricultural activities. In other words, "rural" is being defined from the perspective of scarcity, lack and backwardness (Carneiro, 2008). Likewise, when replacing the term agricultural by agrarian, in terms of terminology, "agrarian" would be closer to "rural", and "agricultural" refers to a training reduced to aspects of production.

For the training process of professionals who will work in teaching, research and extension, the view of integrality is intensified beyond the productive aspects, aimed at/fostering/intervention and at the participation of rural development without distinction, above all, of social integration and spatialities. This context is significant

when analyzing the information contained in the interlocutions investigated along this study.

Formative interlocutions regarding the objectives and the pedagogical technical dimensions in the teaching degree in Agricultural/Agrarian Sciences

Based on the information contained in the PPPs of the twelve on-site courses entitled Teaching degree in Agricultural Sciences and/or Agrarian Sciences, five of them are located in the Northeast, three in the South, three in the Southeast and one in the North. According to the information in the analytical chart below, in all courses there is mention of the training for agricultural education.

Some courses present characteristics for the formation of education of rural areas, citing not only the methodological approaches of such formation, but also specifying them through public policy examples linked to this educational concept. Two of them are located in the South region, while the Southeast, North and Northeast regions have one course each.

The studies carried out by Caldart (2009; 2012) point to the emergence of the expression "education of rural areas" as not being a theoretical category, but a practical one. This expression is dated from the 1990s, and it is considered recent in formal

discussions and curricular use, as well as in the early 2000s, when there was a change from Basic Education for Rural Areas to Education for Rural Areas.

The foundations that support the rural educational project are present more actively in debates that point out the contradictions in the process of formation of the rural peoples. In other words, it is a formative education built collectively in opposition to a technicist and productivist model. Therefore, it is a conception of training that emerges from the logic of peasant, *quilombola*, indigenous family farming, forest and water people and traditional peoples.

The purpose is to oppose the model of rural education in agricultural education, in a movement to break with the displaced assumptions present in curricular and pedagogical proposals. This does not necessarily refer to the understanding of a transition of educational conceptions or, simply, the inclusion of contexts and subjectivities of all types of rural population. What is in place requires a complex interaction between variables that traverse the knowledge and experiences (both by teachers and students) in symbolic and concrete combinations of productive practices and community solidarity.

In this sense, the centrality of the PPPs of agricultural education reveals the

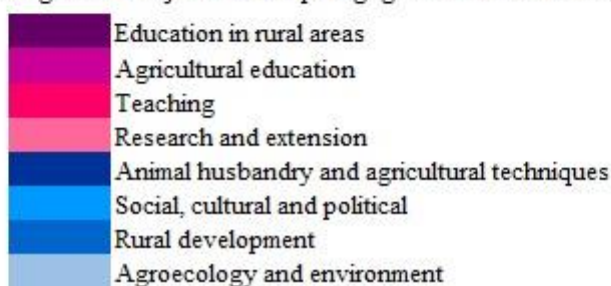
consolidation of the dominant logic of agricultural hegemony, which makes it difficult to build new references. In consonance with this interpretation, in the PPPs' objectives there is an absence of reflective and concrete approaches to traditional peoples and family farming. They use generic terms related to the productive chain and to agrarian issues. Adding to this, it is necessary to consider the entire scope and possible perspectives of the debate on rural territory, which is not always understood as a social, political and economic space.

As expected due to their modality, the predominant axis of all the undergraduate courses studied is teacher training. Eight courses also mention the importance of considering the profile of such professional for research and extension actions in rural areas.

Analytical chart of the formative interlocutions in the PPPs of the teaching degrees in Agricultural and Agrarian Sciences.

Formative interlocutions in the PPPs								
Courses	PPP's Year	Objectives			Pedagogical Technical Dimensions			
Agrarian Sciences	no year							
	2016							
	2016							
	no year							
	2014							
	no year							
Agricultural Sciences	2017							
	2011							
	2016							
	no year							
	2013							

Subtitles of the categories of objectives and pedagogical technical dimensions



Source: Official course documents. Chart by the authors.

In the analysis of the categories attributed to the technical, socio-cultural, political, rural development and agroecology, and environment dimensions, addressed by the institutional documents, according to the analytical chart, a relevant and singular connection was found between all the technical and pedagogical dimensions. However, this integration is present in only four courses, three of which have a directive approach to education of rural areas.

On the other hand, the courses more focused on technical aspects also have a

justification built on the axis of rural development. And the courses connected to rural development, for the most part, correlate the interlocutions of these technical pedagogical dimensions with the agroecological axis.

When addressing the theme of rural development, which is a broad and dynamic concept, we seek to reverberate a set of social processes that respect and articulate not only the productive aspect, but also consider the socio-political spheres and the lifestyle of rural areas. Our purpose is to assist in understanding the

objectives of the teaching degrees in Agricultural/Agrarian Sciences.

Still related to this, it is very clear the predominance and/or integration of approaches to rural development, focused on agroecology and principles aimed at conservation and protection of the environment. In total, seven courses with these characteristics were identified, in addition to two with a profile focused on agricultural techniques. Nowhere in their PPPs did the courses mention a connection between rural development and agroecology.

In the formative interlocutions studied, regarding the objectives and the technical pedagogical dimensions of the teaching degree in Agricultural and Agrarian Sciences, there is, in its totality, the concept of agricultural teaching and teaching by the graduates.

In terms of the concepts of education of rural areas, only five courses mention this proposal, concomitantly expressing pedagogical technical approaches aligned with the socio-cultural and political axes and the context of rural development. It is noteworthy that among the five courses, only two do not make reference to agroecology and the environment. And one course does not establish any guidelines between the dimensions of the agricultural

segment with the environment and agroecology.

The profile intended for graduates is connected to principles described in a dual and complementary way in their PPPs, with an emphasis on rural development, with a predominantly economic and productivist character. However, it is possible to intervene through the educational action in the socio-political dimensions, since the multicultural process of the rural areas requires dynamism from these professionals, so that they do not limit themselves to the reproduction of the dominant economic model of the agrarian system.

The courses need to overcome the focus on technical approaches, and emphasize, instead, environmental and social issues. Whenever possible, they must integrate different conceptions, considering the specific characteristics of the work of professionals with a teaching degree in Agricultural/Agricultural Sciences.

It was found that even within the current educational system, there is the challenge of proposing practices aimed at the integrality of teaching, research and extension. It was also found that the objectives and purposes of the courses are still directed towards the modernization of the processes of agricultural production.

However, the challenges are immense and encompass several dimensions - political, social, economic and pedagogical - when it comes to overcoming the urban-centered and merely technical view on the antagonisms between countryside and city, towards a proposal of an integral and fairer education of rural areas.

The profile of the future professional ends up largely linked to the conceptions of institutions that operate in professional and technological education, whose founding bases are still dictated by the dimension of rural education in agricultural education. It is necessary to move forward, fostering the transformation of the theoretical and empirical backgrounds by contemplating the multidimensionalities of the rural space. Or, as Secretariat of Professional and Technological Education (SETEC) states, enhancing principles that emphasize the importance of technical knowledge as a tool to value the traditional knowledge of communities, being an active professional in favor of the democratization of knowledge (Brazil, 2009).

In the formative interlocutions that embody educational praxis, what is sought is an interactive education, built for social practice through the exchange of knowledge and not the appropriation of scientific knowledge as the only truth or,

as often happens, the theory without the experience. We reiterate that the courses studied have their focus framed by the MEC for the training of teachers in disciplines of the primary sector (agriculture, livestock, zootechnics etc.), which will act in a range of relationships with different meanings for their subjects, since the agrarian reality is not homogeneous.

Supporting Souza's (2019) arguments, who observed that the theoretical interlocutions and the institutionalized documents present barriers, and dualist concepts of education of rural areas, this lack of consensus in respect to the terminology (rural education, agricultural education and vocational education for rural areas) creates operational difficulties. Thus, it influences institutional proposals, contributing to the reproduction of the praxis of these educators (Souza, 2019).

Far from encompassing the totality of the discussion, however, it is worthy stating the need for reflecting on the importance of establishing clear formal criteria regarding the meaning of the concepts of the formative processes. When these processes are not well defined institutionally as well as to the individuals, their interlocutions are under the subjectivity of PPPs, and hence interfere in

the construction of curricula and methodological learning guidelines established in the educational and formative process.

In general, the free offer of teaching degree courses in Agricultural/Agrarian Sciences by the State refers to a duality of paradigms that does not take place in a peaceful way. These are issues of social conflicts existing in the rural areas that, with regard to the educational aspect, represent the conditions of acknowledgement and the interests of the pedagogical processes in specificities and particularities that are not always emancipatory for the subjects.

In a way, technicist training within the professional education for the rural areas - a term and category not directly addressed in this study, but with an impact on the debate - stands out in social demands as the place of resistance aimed at a more humane training regarding social practice, the exchange of knowledge and the non-appropriation of technical knowledge as an absolute truth, which, at times, disregards elements and structures of the reality of the field and ruralities.

Thus, formative interlocutions are intended to expand spaces in institutions so that they are not grounded on official criteria but, instead, seek in their material and immaterial bases the construction of

new possibilities by enhancing the visibility of educational concepts and creating strategies as a practice experienced in the heterogeneity of relationships - socio-spatial - as a formative principle.

Final considerations

In order to have an education from the rural to the rural, it is necessary to go a long way towards the construction of an education based on the valorization of formal and informal socio-educational dimensions (in a constant dialogue between scientific and empirical knowledge), aiming to potentiate the socio-cultural relations between theory and practice that contribute to the social, economic and political transformations of the existing structures.

The literature establishes the school as a space for social reproduction and, at the same time, a place for the exchange of knowledge, the plurality of conceptions of society. The formative process of integration of the technical and social axes is a fundamental element in the PPPs and, therefore, a prerequisite of the experienced practices. This narrative is not limited only to the courses discussed here.

In the formative interlocutions contained in the PPPs of the teaching degrees in Agricultural and Agrarian

Sciences, the objectives were predominantly guided by the view of rural education, in technical education, which is based on the agricultural segment. However, it is important to highlight the effort clearly made by SETEC and by higher education institutions towards a more dynamic, interdisciplinary character, especially in rural and agrarian contexts, evidenced in the pedagogical technical dimensions for non-homogeneous rural development. In general, we can notice that categories present in the objectives and in the pedagogical technical dimensions tend to limit the valorization and integration of the practical and cultural knowledge of rural communities.

Finally, it is possible to conclude that the challenge lies in the rupture with the dominant logic of the agricultural and agrarian segment, in favor of the visibility of the multiple realities of the rural space, with the inclusion of the State's agenda and intervention for the universalization of basic and higher education in the education of the rural to the rural. Concomitantly, also, in the reconfiguration of PPPs, curricula and methodologies.

The notoriety of this study lies in the social and pedagogical function that it aims to reveal regarding the courses that involve the training of teachers, extension workers and researchers in areas and sub-areas

considered eminently technical and scientific (disciplines of the primary sector). In this sense, their purposes and effectiveness are not questioned, but the concern about the one-sidedness of the guidelines is emphasized.

It is necessary to understand that there are different formative projects and that they are constantly being constructed and reconstructed, so that they intertwine and acquire different representativeness in each space in which they operate. Therefore, the commitment of formative interlocutions cannot be restricted, and in a responsive way, only to higher education institutions.

The State is responsible for the promotion of a legislative outline aligned with the desires and transformations of the different ruralities, so that a constant and omnilateral dialogue is established with education, where the countryside is viewed as a locus of life amidst the diversity of agrarian society.

The limitations of this research lie in the documentary analysis of the PPPs. By means of this analysis it was possible to discuss the conceptual and procedural deliberations in the educational projects of the afore-mentioned courses. However, it was not possible to measure whether the guidelines institutionalized by the documents are actually being practiced in

pedagogical terms. Further researches, therefore, could analyze the disciplines and their syllabus.

Graduates in Agricultural and Agrarian Sciences should inquire about the formative interlocutions of their formative process in view of the political and economic interests that prevail in the context of educational policies and in the subjectivities of the rural environment.

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ABNT

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