

Alternance Pedagogy study plan (SP): Problematizing perspective on the formative action of the Cocais/PI Agricultural Family School (EFA Cocais/PI)

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ABSTRACT. The present study aims to analyze the Study Plan (SP) of the Alternation Pedagogy in its problematic dimension in the formative action of the Cocais/PI Agricultural Family School (EFA Cocais/PI). As a grounding question of the present study, the question is: to what extent is the problematizing dimension mediated by the SP effective in the EFA Cocais/PI? This question is based on the inherent condition of the SP as the pedagogical mediation of the Alternation Pedagogy, which is the problematization. Connected to other mediations, no less relevant, the SP articulates, beyond the formative times and spaces, the daily knowledge of families in the processes of teaching and learning. These elements incur the design of a formation conveyed to the problematizing dimension, considering that the reality experienced in the daily lives of families is inserted in the school environment through the SP. The data analysis showed the effectiveness of the problematic condition inherent to the SP in the formative action developed in the EFA Cocais/PI, but also revealed the existence of gaps in the realization named the SP cycle.

Keywords: Study Plan, Pedagogy of Alternation, Problematic Dimension.

Plano de Estudo (PE) da Pedagogia da Alternância: perspectiva problematizadora na ação formativa da Escola Família Agrícola dos Cocais/PI (EFA Cocais/PI)

RESUMO. O presente trabalho objetiva a análise do Plano de Estudo (PE) da Pedagogia da Alternância em sua dimensão problematizadora na ação formativa da Escola Família Agrícola dos Cocais/PI (EFA Cocais/PI). Como indagação fundamentadora do presente estudo, questiona-se: em que medida a dimensão problematizadora mediada pelo PE se efetiva na EFA Cocais/PI? Essa questão se baseia na condição inerente do PE como mediação pedagógica da Pedagogia da Alternância, que é a problematização. Conectada às outras mediações, não menos relevantes, o PE articula, além dos tempos e espaços formativos, os saberes cotidianos das famílias nos processos de ensino aprendizagem. Esses elementos incorrem no desenho de uma formação veiculada à dimensão problematizadora, tendo em vista que a realidade vivenciada no cotidiano das famílias se insere no ambiente escolar através do PE. A análise dos dados apresentou a efetivação da condição problematizadora inerente ao PE na ação formativa desenvolvida na EFA Cocais/PI, contudo desvelou também a existência de lacunas na realização do que denominamos de ciclo do PE.

Palavras-chave: Plano de Estudo, Pedagogia da Alternância, Dimensão problematizadora.

Plan de Estudio (PE) de la Pedagogía de Alternancia: Perspectiva problematizadora en la acción formativa de la Escuela Familia Agrícola de los Cocais/PI (EFA Cocais/PI)

RESUMEN. El presente trabajo objetiva el estudio del Plano de Estudio (PE) de la Pedagogía de la Alternancia en su dimensión problematizadora en la acción formativa de la Escuela Familia Agrícola de los Cocais/PI (EFA Cocais/PI). Como indagación fundamentadora del presente estudio, cuestiona-se: En qué medida la dimensión problematizadora mediada por el PE se efectiva en EFA Cocais/PI? Esa cuestión se basa en la condición esencial del PE como mediación pedagógica de la Pedagogía de la Alternancia, que es la problematización. Conectada a otras mediaciones pedagógicas de la alternancia, no menos relevantes, el PE articula, además de los tiempos y espacios formativos, los saberes cotidianos de las familias a los procesos de enseñanza y aprendizaje. Esos elementos generan en el dibujo de una formación que se encuentra entrelazada a dimensión problematizadora, gritando atención para el hecho que la realidad del cotidiano de las familias se encuentran presente en ambiente escolar a través del PE. El análisis de los datos presentó la efectivación de la condición problematizadora según la naturaleza del PE. En La acción formativa en EFA Cocais/PI, sin embargo, el estudio desveló también la existencia de rasgos en la realización del que nombramos ciclo del PE.

Palabras clave: Plan de Estudio, Pedagogía de la Alternancia, Dimensión Problematizadora.

Introduction

The problematizing perspective of the Study Plan (SP) attributes to this mediation the quality of articulating the times, spaces and knowledge in alternating training. The educational action that is carried out by the SP focuses on respecting the insertion of the participating families' cultural knowledge in this process. The SP, fundamental part of the Pedagogical Mediations of Alternation, effectives the problematizing character of these young people training, considering their families' social, political, economic and cultural reality.

These Pedagogical Mediations of the "Pedagogia da Alternância" mark the differentiation of the peasant youth training process in relation to other field schools located. Firstly, because this modality is typical of the Agricultural Family Schools (AFs), which are preferably located in the countryside. Another point lies in the fact of the problematizing aspect of the daily reality of the families that are inserted in the AFs.

The SP problematic dimension, as this mediation is responsible for the systematization of investigative questions of the families and communities' reality, enhances training processes aimed at the young people's protagonism as potential transforming subjects of their reality.

Remarkably intriguing, the SP in its pedagogical consistency is intertwined in a network of instrumental relations with other mediations, whose articulation ends up leading the educational action in the mode of alternation in a meaningful and contextualized way. It is true that the 17 AFs, which currently operate in the state of Piauí, have a different character due to their location in different regions of the state. This aspect provides rich experiences regarding the materialization of these mediations, among them, the SP dynamization. Thus, we delimited this study to the context of the Cocais Agricultural Family School – Cocais AFs in PI, in order to study the specific case concerning the SP implementation.

Cocais AFs is located in the municipality of São João do Arraial, specifically in Quente town, which is located 3 km from the municipal headquarters in the state of Piauí. The AFs surrounding families are farmers who live in a locality focused on agricultural production aiming at family support. The technical and vocational courses offered by AFs are: Technical in Agriculture, Agribusiness and Rural Administration. The latter course is still offered, even without demand. Teachers and other professionals are hired through a selective

test conducted by the State Department of Education. It is noteworthy that although the AFs are the state responsibility, they have assured the manager's choice and administrative autonomy.

In this study, the delimitation of Cocais AFs is justified by the researcher's experience there as a teacher in 2013, which facilitated her access and permanence in the study field, considering its ethnographic character. Another pro argument is that the school has a relatively active parents' association which is configured as a characteristic dimension of the "Pedagogia da Alternância" in its proposal for educational action.

There, the researcher lived different experiences as participation in moments of preparation, motivation, achievement in family time/space and socialization in the return of students to the SP school session at Cocais AFs, which motivated the following question: In which perspective, does the SP articulate the problematizing dimension in the training processes at Cocais AFs in PI? Indirectly, this inquiry extends to other mediations since Common Placement, Tutoring, Reality Notebook, Accompanying Notebook, Family and Community Visits, Visits and Study Trips, Nights Extra Hours, External Interventions, Return Activities and Young Professional Project, are intertwined with

the SP in its training articulating action in the AFs.

Each of these pedagogical mediations dynamizes a training circumstance without, however, detaching itself from the comprehensive aspect intrinsic to the alternating training processes. In addition to the articulation of these mediations, there is the interdisciplinary dimension they foster in school time/space.

The research ethnographic character in education is based on the perspective of André (1995, 1984) who brings a contribution to education research through the bias of ethnography in order to make the permanence in the research field more flexible without being harmful to the results. The techniques used for data production were: narrative interview and participant observation, which, according to Angrosino (2009), means the insertion in the context where the phenomenon occurs, during which the field diary was produced. For data analysis, we applied the perspectives of Discourse Analysis (DA), as conceived by Bakhtin (2006) through the reading of Brait (2005) and Fairclough's Critical Discourse Analysis/CDA (2008).

The insertion in the empirical field took place during the year 2018 and followed the dynamics of the third year of

the Agricultural course. Two teachers of the class, two teachers responsible for the school management, two members of the parent's association and three students of the third year of Farming were the research participants. In order to preserve their identity, it was agreed to identify them by the pseudonyms of the solar system planets, under the justification of the systemic dynamics that exist among these celestial bodies and the sun, generating a continuous movement.

This study report is structured in three sections, besides the introduction and final considerations. The first section is concerned with the theoretical framework of the analysis due to its complexity; the second one focuses on the Training Plan, which supports the Study Plan at Cocais AFs; In the third section, the focus turns to the problematizing dimension of the SP in the perspective of the research participants who are the subjects of the AFs formative action.

Theoretical framework of the analyzes

This section articulates the two perspectives of discursive analysis, understanding that articulation becomes necessary in order to confer the theoretical support that gives the work rigor and responsibility with respect to the data produced, especially when dealing with the

practice of speech analysis of the participants.

According to Brait (2005, p. 88), the conceptual basis of languages committed to "... a world view that, precisely in the search for ways of constructing and establishing meanings" expresses the varied ways of understanding the reality and the world. The author reverberates and discusses Bakhtin's (2006) treatises on verbal interaction. In this sense, the focus is on the primacy of meaning production, arguing that Bakhtin conceives meaning as a limited dimension compared to meaning production.

In consonance to Bakhtin, Fairclough (2008) states that language is associated with active character and intervention in the world. He also points out that language is a social practice, which denies the possibility of discursive construction individually and isolated from the subjects' socio-cultural dimension. This author's position is directly articulated with Bakhtin's assumptions (2006), when he states that the discursive construction is imbricated in the basic principle of its conceptual theoretical construction, the otherness, the foundation of the constitutive social interactive relations of discourse.

The focus on discourse in the theoretical perspective of the CDA as a

way to establish understanding about the problematizing character of the SP in its constitution at Cocais AFs helps to work on aspects that are present or are veiled in the speech, posture and practice of the subjects that dynamize the SP at Cocais AFs daily life. Taking the DA and CDA as a perspective of analysis of data produced in the research field provided the opportunity to understand the production of meanings of the SP in its problematic dimension by the subjects who are the protagonists of this training.

Cocais AFs Training Plan: the constitutive basis of the Study Plan

The Training Plan is the means by which the educational action of Cocais AFs assumes the themes that reflect the families' reality articulated with the contents and knowledge of daily life. It offers and provides an education whose problematic SP bias becomes crucial to the alternating training processes. Before embarking on the SP problematizing perspective, it is noteworthy that this pedagogical mediation, according to Jesus (2011, p. 81), "... integrates life, work, family with the AFs", a condition that places the SP as the main pedagogical mediation, which makes it possible to observe the experience and discourses of

the subjects who are the protagonists of the educational work at Cocais AFs.

The research presented, through the research participants' speeches, as well as the participant observation, the existence of an organizational, dynamic, procedural and continuous cycle of the SP. The name of the cycle was designed by the understanding that the SP is elaborated in a continuous dynamic construction, loaded with problematizing intentionality. The SP problematic themes constitute the Training Plan that is presented by the director at the beginning of the school year at a pedagogical meeting to the school staff, to the representations of the families and to the students. This is characterized as a training project according to the "Pedagogia da Alternância".

The construction of the Training Plan at Cocais AFs obeys the existence of an initial moment that is centered on the director. This is interesting because the director systematizes this document individually and presents it for peer review. This practice compromises the SP elaboration, since its nature should be participatory and balanced between popular and scientific knowledge. The participant observation showed that the first stage of the SP constitution, the construction of the Training Plan, is detached from the participation of families,

teachers and students. This document construction is conceived as a central axis in alternating training.

About the Training Plan, Gimonet (2007) states that it is a marker instrument of meaningful and contextualized educational action of the young people's training processes. However, this document still represents a constant challenge to all members of Cocais AFs who are called to collaborate with the articulation between what the alternating training demands, problematization of families' daily reality linked to formal contents, and the transformation of the peasant reality through the young students' protagonism.

One of the challenges lies in the difficulty of involvement of all professionals, including the families, in the perspective demanded by the Training Plan. The general objective of the Training Plan at Cocais AFs – 2018is: To elaborate and implement the Youth Professional Project, seeking local development, quality of life, sustainability and income (Training Plan of Cocais AFs/ PI, 2018). It is systematized in:

I - Generator Theme - me, my family and the land.

II –Study Plan Themes:

- Field Survival Alternatives and Youth Professional Project (YPP).

- Solitary Economy.
- Public Policies.
- Social and union movements.
- AF sin my life.

For each SP generating theme, there is a motivational approach listed according to their sequence to be worked on in each session, according to which is systematized at Cocais AFs Pedagogical Political Project, as follows:

- Socio-political and economic issues; The importance of YPP for Life Project (where do I want to go?). This approach exists to enhance what the AFs defines as young technicians' entrepreneurship, motivating local development in an agro-ecological way, according to the training orientations of Cocais AFs.

- “Get to know You Professionally” I'm a professional - what now? Young people are prepared for the profession adversities of agricultural technician. Cocais AFs directs technical training focused on the principles of family farming. Their biggest challenge is to assert themselves in this sense, given the work demand offered by agribusiness. Creating technical professional identity

established by the principles of family farming is the focus of discussion at this point.

- Memorial of solidarity work; historical context of associativism and cooperativism. To Cocais AFs, one of the biggest concerns is the involvement of young agricultural technicians with productive actions aimed at associativism and cooperativism.

- Project financing; Economic viability of production; ATER - control; popular social participation; Agricultural credit: where and how to get it, how to use it; Public policies for the field. The Youth Professional Projects (YPP) are prepared to raise funds to materialize it. The focus on these elements prepares young technicians to plead, in addition to policies aimed at productivity in the field, capital investment for the YPP.

- History:
Characterization and differentiation - Field of activity (where and how they are organized in each municipality). The knowledge of regional potentialities and their particularities is relevant to the young people technical performance.

- What this time at AFs has changed in my life: individual, family and community; I am a former student: what now? Cocais AFs commitment to graduates. The focus here is the AFs's

commitment to the young agricultural technicians' socio-professional resourcefulness.

Following its systematization, the Training Plan places night extra hours and feedback activity as spaces for deepening the themes previously mentioned. The latter focus on defining the Young Professional Project theme. As a concluding topic, the plan presents the "skills and competencies about the identification of potentialities and ownership and feasibilities (infrastructure, location, nature); Pointing out diverse challenges by discussing possible alternatives to stay in the field" (Cocais AFs in PI Training Plan, 2018).

The last year of the course emphasizes the pillar of local development and entrepreneurship, preparing young people to develop activities in local economy, respecting regional potential. Regarding the general objective, the focus is the implementation of the YPP as an opportunity to generate income for the technicians and their families, as well as to enhance the region development focused on its productive activities. The training action at Cocais AFs is guided by the agroecological dimension of productive development. In this sense, the school has a partnership with the training center of the Federal University of Piauí, in the city of

Parnaíba. This facilitates young people's training in these dimensions.

The bias towards productive work at school directed at agroecology is focused on aspects that break with the capitalist view of agribusiness. According to what is written in the school documents - the Training Plan and the Pedagogical Political Project - PPP, the SPare conditioning factors of a more focused perspective on the exercise of the agroecological model of production in the property, based on the parameters of sustainability and on the respect for solidary relationship in the economics field.

In order to understand the SP relevance to the training work at Cocais AFs, it is necessary to understand the Training Plan as a vital and imperative document for the AFs training dynamics. That is because it contains the core of what guides the training processes, in other words, it contains the guidelines for the SP problematizing dimension, as well as the accomplishments of other mediations that, when articulated, provide an organic and interdisciplinary planning, materialized as a proposal for educational action at Cocais AFs. With the participant observation, it was possible to perceive a contradictory picture of the implementation of the guidelines punctuated in the Training Plan, because the document was elaborated

individually and then submitted for approval.

Regarding this, Gimonet (2007, p. 69) states that this instrument is "... an orchestration of sets ...", that helps questioning the way this instrument construction occurs at Cocais AFs, because, according to the author, the involvement of all subjects who are part of the training processes in the AFs is crucial.

This question is based on one of the fundamental principles of the AFs movement: collective participation in the schools' direction. This point should be considered, especially regarding to what Mészáros (2005) highlights about the adjustment maneuvers that occur in capitalist society related to education. Thus, this adjustment maneuver jeopardizes the educational action proposed by the "Pedagogia da Alternância", as the discourse of the AFs in the state proclaims. About the Training Plan construction path at Cocais AFs, Mercury affirms that in the

... pedagogical week ... eh, I did [it was done] a study ... a study plan survey in various schools, I have experience with other schools, I already had this plan ... I went ... I saw ... I read two master's dissertations that talked about training plan and training plan themes, I checked possible themes for the region, even those we had already worked with, I considered those that have gone right and those that haven't all these years. So, I

listed all these topics with their approaches too ... eh ... and related them to the generative theme of the first year, the second year and the third year. (Mercury/Interview).

In Mercury's speech, important counterpoints are detected, starting with the dynamism of Training Plan construction that should take place in accordance with what the movement of Family Centers for Alternating Training (FCAT) points out about the participation of families in order to strengthen their leading role. This document constitution trajectory follows a course in which the director is the dynamizer and conductor of the whole process, as revealed in Mercury's speech.

The plan construction trajectory ends in the presentation of the product to the other subjects that make up the school community, teachers and some representatives of the families' association. It is considerable to point out that the participation of families occurs at specific times, which leads us to observe that there is a gap in this effective intervention of families in the shared management.

The centrality of the previous preparatory moments of the document constitution in the person of the director may incur the risk of distancing from the other subjects that are relevant parties to the process, according to the fundamental

principle of the AFs movements, the meaningful effective participation of families. The participation of these subjects is assured, according to Gimonet (2007), by pointing out the collaboration that should happen in the document constitution. In his perspective, this moment is "... a work of cooperation between the representatives of various training partners and the administrators of the association". (Gimonet, 2007, p. 72). The author, as one of the exponents of FCAT, draws attention to the aspect of collectivity, above all of the co-trainers as co-responsible for the training actions.

Mercury's speech denounces a marked vertical posture of relations that, at times, are mixed with exercises of few horizontal actions, as, for example, the one already mentioned, the participation of all in selecting or approving the themes that compose the Plan Training which were the thematic axes for the SP constitution in 2018. It was verified that the participating degree is restricted to these moments.

In this sense, configuring the exercise of democratic management as a routine practice at Cocais AFs is the responsibility of all involved. It is necessary that everyone who is involved with the alternating training keep in constant self-assessment of their functions, as well as the involvement of each and

every one of them in a collective way to contribute to the participatory management and the dynamic implementation of the Training Plan in the daily educational work, in consonance with Gimonet (2007, p. 69) "... joint orchestration ...".

Regarding the setbacks in the school's daily routine regarding the non-observance of the Training Plan as a training guideline at Cocais AFs, in the interview Mars points out that during the pedagogical week the "... themes to be worked on ... we see the contents that have to be explained and fit them in ... the common base ..., as the technical base is already there, it has to be there ... ". (Mars/Interview).

This subject's speech highlights the concern to follow a guideline established by the Alternating Training Plan, which reveals the controlling intention of this document in the school context. Understanding the existence of differently positioned groups at Cocais AFs, regarding the compliance with the Training Plan and its guideline for carrying out the educational work, demonstrates the struggle against hegemony that is drawn in this space, as Fairclough (2008) warns. We observed this struggle intensity in the school daily life, especially between the teachers and the school management. In addition, it can also be inferred, as one of

the possibilities of analysis of Mars's speech about the interdisciplinary question, that most teachers are resistant to the alternation modality; and this implies directly in the dynamization of the pedagogical mediations and in interdisciplinarity as the training process guide.

Regarding the principle of the Training Plan interdisciplinarity and, by extension, the pedagogical mediations, among them the SP, Mars also points out that unfortunately the interdisciplinary materialization that the document demands is centered on the educational work of a specific syllabus, Geography. It is worth emphasizing that the research participants highlighted Geography as the only syllabus that seeks to articulate its contents to the SP themes. They also informed that this interdisciplinary articulation only happens when it is possible.

In his speech, Mars states that there is almost no articulation between the common base contents and the SP themes which are systematized in the Training Plan. According to him, promoting the syllabus articulation happens only "... very few times ... so, it is very complicated to articulate classroom contents with the SP, because that formal thing comes ..., the SP is very dynamic ... it happens more... I have observed it in geography." In Mars's

words, the conflicting relationship between the official program and the Training Plan highlights the obstacle to SP expressive dynamization. Mars thinks it is difficult to understand the official program limits and the Training Plan resource fullness as a primary document of educational action at Cocais AFs.

According to Mars, Geography can, at times, establish an interdisciplinary link between its own contents and what the SP problematizes. To Mars, this fact occurs mainly with the third-year group of Agriculture because the SP themes in the Training Plan are focused on productive issues, the focus of the teaching and learning process in the last year of the course. The way the syllabus is oriented make possible the articulation between the training actions and the SP. This is an attitude that leads students to question and even complain, according to Mars: "... is it the only syllabus that matches the SP?! ...” (Mars/Interview).

Another important aspect is the presence of teachers’ organized groups that differ politically regarding the current political parties. This provokes intense students’ harassments, even in class, for votes endowments. This situation unveils the absence of the problematizing aspect related to the school function as a space of autonomy for discussions about the

political projects presented to be implemented in the country, state and municipality.

Because of this practice, it is possible that the thematic about the reality punctuated in the Training Plan about the guideline for the SP construction becomes plastered and does not develop the problematic dimension broadly to all political, social, cultural and economic issues that this mediation demands. The partisan political context in the specific election period reveals a field of dispute of opposing groups that seek the hegemony of their political projects in the school. It should be noted that this would be a fertile moment of problematization among the young students about the ideology and hegemony of the political projects that are in constant dispute.

Regarding the aspect of the discussion focused on political issues, ideological clashes sometimes take place in a sinuous way in the institution, at other times much more externally. Daily, students report, in informal meeting spaces, in other words, outside the classroom environment, the harassments they suffer in class regarding the presentation of partisan political projects in electoral disputes.

Even with these dead ends, mostly veiled and most times even ignored, it was

observed a search for coexistence, relatively harmonious in the school where interrelationships show an apparent partnership between teachers and school management regarding training educational action. Gimonet (2007) emphasizes the subjects' relevance as protagonists of their history.

The fact is that the relationships experienced by the subjects in the school environment stimulate various themes that could be problematized by the SP, including interdisciplinarity as a dimension that matches the Training Plan as the guiding document of the alternating training processes in the FCAT movement. This justifies emphasizing the reality revealed in the participant observation.

Among the situations experienced, the supremacy of the textbook use was perceived as an aspect that feeds the teachers' excuses for not being able to articulate the common base contents with the Training Plan themes and the SP implementation. There are complaints, especially by the school management, demanding the teachers to perform interdisciplinarity, articulating the SP discussions and the Common Placement, another pedagogical mediation of "Pedagogia da Alternância", and the textbook contents. However, there was not a specific moment of training and

awareness with teachers to orient them about the alternative ways to work interdisciplinarily, in order to help those who possibly did not know how to do it.

Study Plan: pedagogical mediation of problematizing nature

The problematizing dimension is part of the origin of the *Maisons Familiales Rurales* - MFR movement, as its theoretical exponents recognize this dimension as the most important one for being responsible for the construction of the first experiences of alternating training in the French peasant context in 1935, according to Gimonet (2007). The conceptual basis of problematization as the main focus in this work is necessary since the research focuses on the question of how the SP of the "Pedagogia da Alternância" effectively articulates the problematizing dimension between times/spaces at Cocais AFs in order to involve all subjects in the educational action.

As it is a training promoted by the problematizing bias to support the educational actions at Cocais AFs, the SP is the pedagogical mediation that has the functions of articulating themes related to the families' reality with the training work developed by the students. By taking the SP in its problematizing nature

intentionality, it emphasizes the function of this mediation as a potentiator of educational action, guided by the exercise of problematizing through the thematic axes of the Training Plan. It is emphasized that these thematic axes are selected by the subjects who streamline the educational work at Cocais AFs. These axes have a focus that, in turn, stand as the founding themes of the issues that constitute the SP, giving them a problematizing character of reality and a driver of training emancipatory processes.

Weaving a web of contributions about the conceptual aspect of problematization, this paper develops an articulation between what some theorists point out regarding the understanding of problematization and the meanings attributed by the research participants, regarding the same theme. Confirming this perspective, Jupiter's speech shows a demonstration of the problematic attitude, closely related to

... problem ... (laughs) ... an issue that involves discussion ... problematization, it has to involve discussion, speech, context ... discussing it. So, it's a subject that involves opinions. The SP has the problematizing character ... Because it brings discussions ... it focuses on a subject that involves opinions ... that involves and discusses life, daily life the actions of a particular place and its individuals. (Jupiter/Interview).

Jupiter's speech is close to Freire's (1987) perspective in dealing with problematization as a dimension that brings a direct approach to everyday life for reflection in the context of educational action. To Jupiter, the fact that the SP provides discussions on life-related issues, already puts it as a pedagogical mediation of problematic intentionality. Among the contributions of the other participants in this study, Jupiter can, depending on the theme of the SP, articulate the result of the SP socialization, as well as its thematic axis, with its contents in the classroom.

Freire (1987) outlines that problematizing education overcomes the distances between the contents and the lives of the subjects in training. It is a dimension that presupposes the practice of dialogicity that is, according to Freire (1987), the understanding of the word as an action performed in otherness. He highlights that the spoken word must be confused with the performed action. The intersection of the research participants' opinions and speeches exerts one of the aspects of dialogicity – a dialogue encounter which, to be coherent with the dialogical dimension, needs to produce transformations, whether social, cultural or personal (Freire, 1987).

In Venus's perspective, problematization is linked to answers and

solutions that emerge from productive circumstances and which are considered problems to be solved. Venus says that problematization

... is something that exists somewhere that ... how can I say (thoughtfully) ... that it has no development that meets the need of the community ... for example: there is a certain area that students make a kind of planting ... Sometimes we have good harvests ... sometimes we don't, so it's ... eh ... it's problematization! (Venus/Interview).

Venus's perspective emphasizes its action with the SP dynamization, in the sense that the emphasis in the AFs for the SP construction is that the theme to be developed must be linked to the reality of the family ownership. It is noticed that the focus on the term problematization is, in this sense, to potentiate solutions about the productive processes, focusing on families' work. In Venus' statements, there is a tendency to link the SP problematizing dimension issues to the family productive work.

The SP at Cocais AFs, in addition to the issues related to productive work in the field, is a mediation that can promote a problematizing education, with its generating themes around other dimensions such as families and not only dealing with land. The approaches that serve as the basis for the construction of

the questions that make up the SP are constructed in such a way to allow problematization about more general aspects of students' reality, as evidenced in this study. The five SP observed during the research led to approaches ranging from the relevance of the agro-ecological form of production, questioning the use of life-threatening chemical incentives, to the need for access to incentive policies for young farmers in their YPP.

However, the study showed a rupture in what is called the SP continuous cycle, which begins with the construction of the generating themes that are placed in the Training Plan. From these generative themes arise the approaches that will be deepened, through thematic awareness, which are the teachers' responsibility. For the students, awareness raising is a moment for a creative theme presentation, with film or with a dialogical explanation under the organization of the teacher who is responsible for mobilizing the SP at Cocais AFs, according to a calendar planned in the beginning of the school year.

Starting with the mobilization, in other words, awareness of the SP theme, students are motivated to elaborate questions, which vary according to the relevance of the theme to them. The construction of these issues goes through

the scrutiny of the responsible teacher/teachers, according to the rotation of the SP's coordination's.

Earth, also a research participant, describes in a very didactic way the SP construction path at Cocais AFs.

The Study Plan elaborated here at Cocais AFs starts with the students' mobilization, it's ... with all the students of this session (3rd year) together in the auditorium, and there they specify a theme ... yeah This theme is approached in a dialogical way, they explain to us how it is to be done, what the theme is about and they propose that we ask some questions that we are taking to our home, community, city. At home, we answer these questions and bring them back to school to show our point of view, our research, to expose to the teachers and to our colleagues. (Earth/interview).

The path of the SP constitution at Cocais AFs, according to Earth, begins with the students' mobilization in the auditorium. This is an interesting fact because the prerogative for the SP to exist is to portray the concrete reality of the students experienced in their social and professional environment. Earth's speech led us to consider that, to the students, the SP is only a construction of the questions.

The fact that Earth emphatically highlights the personal pronoun "they", they pass/they explain/they propose, denotes a veiled control of teachers with regard to the SP trajectory and

problematizing aspect. This element also demonstrates that, to the teachers, the SP problematizing character is due only to the Common Placement, moment of socialization of the questions answered by the students, or the research, as it calls Earth, and that usually generates debates about these questions' presentation.

However, in order to substantiate a really problematic training action, it is necessary to break with the "... vertical schemas ...". (Freire, 1987, p. 68). This is an embarrassing situation at Cocais AFs, since it is the school that has a pedagogical model that allows it to work on the students' protagonism and empowerment based on their lives' concrete situations, which, however, makes it possible to oppose the daily life of the effective implementation of the program training action.

Earth's statements arouse the reflection on the students as mere followers of stages that are gradually being drawn in the school time and in the family session. This is a factor that can contribute to the rupture in the SP cycle, the absence of the community feedback of the SP problematizations.

This SP cycle is fundamentally characterized by: choice of generating themes (Training Plan); student mobilization; thematic sensitization (it can

be a moment of problematization); SP building (issue building); feedback to family session (SP research field); feedback to school; socialization of responses (commonality); feedback to community (student/teacher/family intervention).

The SP cycle approximates the discussions of Berbel and Colombo (2007) by creating a problematization methodology that the authors categorize as: Reality Observation; Key points; Theorization; Hypotheses of Solution and Application to Reality (practice). At Cocais AFs, the study showed that there are the availability and the implementation of the SP stages, the students and teachers even fulfill all the mentioned steps, however, failing to perform the intervention stage in the community in order to transform the problematized reality, what they call SP feedback activity.

Of course, there are some specific initiatives that, regarding the school management perspective, represent a broader SP discussion, which only take place in the school environment. Regarding the last stage of the problematization methodology, the intervention action decisions, according to Villardi, Cyrino and Berbel (2015, p. 48),

... must be executed or forwarded. At this moment, the social and political components are present. The practice

that corresponds to this stage implies a commitment of the students with their environment. From the middle, they observed the problems and to the middle they will take a response from their studies, aiming to transform it to some degree.

According to the authors, the problematization methodology must follow the steps in order to be fully integrated, without leaving gaps for concrete processes of significant changes to occur. Regarding the SP at Cocais AFs and its articulation with the bias of problematization in the educational action, the study showed that the SP in its problematizing bias happens, however leaving a gap in its trajectory, which impairs the progress of the commitment to the effective interventions. Participant Neptune sets as one of the goals of AFs in its educational processes empower the youth to be "... opinion maker ..." (Neptune/Interview). In addition to articulating opinions, the school defends the educational action that provides the young people's protagonism as critical historical subjects.

Regarding the intervention in the community and the possible solutions raised through the socialization and problematization of the SP theme, Mars states that of the five SP held in the session with the third year, only two presented

community intervention. Regarding pesticide use, Mars reports:

... a visit to the family ... together, they took the boys from the same locality, "let's have a morning activity..." at Chapada da Sindá, they took them to the field and everything, and exposed the question about the use of pesticides: what is the school role in it? So today, not everyone ... It wasn't 100% of the community, but at least the students' parents who study here, they had ... had and have a different view, nowadays in the question of this pesticide use, which was the subject of the SP, the SP theme. (Mars/Interview).

Mars's speech glimpses the breadth of the problematizing dimension in training action in AFs fostered and produced not only by the SP, but also by the other mediations. The intervention that took place regarding the care with the use of pesticides was possible by the pedagogical mediation Family Visit, a pedagogical mediation that places the subjects that stimulate the pedagogical action in school time, in contact with the students' families.

To Mars, this moment meant a professional accomplishment in the sense of realizing how important the contact with the students' reality in the social professional environment because it is where the families live that struggles and daily achievements happen.

Although the experience with the pesticide issue has touched Mars, he recognizes that it was not a significant intervention, as it should have been with the SP. However, he recognizes that this SP dimension is very difficult to accomplish, for the number of municipalities served by the Cocais AFs is large, thirteen.

Regarding the conceptual element of the problematization, the interaction in the subjects' speech leads us to believe that there is a common direction on the term understanding, unanimously posed as a question that leads to discussion and needs to be resolved, as presented in Table 1.

Table 1 - Participants talk about the concept of problematization.

Mercury	A problem, a situation in which we seek for an answer ... Try to research and see if what you are discussing, your concern, has some purpose, some result ...
Mars	It's an open problem that we try to work on somehow.
Jupiter	It is a subject that involves opinions.
Venus	A problematization that has to be solved ... to see the place deficiency and correct the soil, so all planted crops will have a good harvest ...
Saturn	I do not know
Uranus	It's a problem ... something that has to be solved.
Earth	We find an issue that must be discussed, and we think of a solution, a way to solve it.
Neptune	It's related to the problem, ... that's what happens and I need to be able to overcome.
Pluto	There are a number of people, right, if a problem arises there ... something has to appear to solve that problem.

Source: Researcher's personal archive (2018).

The subjects' speech interacts with relative harmony, demonstrating some markedly individualized positions in the solution of problematized questions. Researchers' expressions reveal the belief that if there is a problem, there is also a solution. The question regarding the aspect of collectivity posed by some of the participants is consistent with the perspective of training action at Cocais AFs, and all activities are carried out fostering collective participation.

In direct contact with Cocais AFs, as a research field in which the object of this study materialized through ethnographic interviews, the participants' voices expressed the SP construction trajectory, according to each participant's understanding. Their statements are articulated to this mediation in the daily life of AFs that, in one way or another, with greater intensity or not, are in contact with the SP purpose. The fact is that the study pointed out that this approximation exists, as well as the meaning production that each one constructs; however, requiring some elements from the gaps left in the path of the SP accomplishments in its problematizing intentionality, in order to perform changes in the socio-professional context in which the young people live.

Mercury, as a motivator of the SP construction until its socialization through the Common Placement, presents a sense of this pedagogical mediation that, according to him, is different from all other teachers, the SP "... is very important... it is one of the themes that I find most important and delicate, the most interesting to work with is the SP, right ... ” (Mercury/Interview). Mercury's emphasis on PS may be related to his personal and professional identification with this pedagogical mediation in previous years in other AFs. Another possibility that refers to the predilection of Mercury for SP is its link with the “Pedagogia da Alternância” in his first moments of initial training in Piauí promoted by the National Union of Agricultural Family Schools in Brazil in conjunction with the Regional Association of Agricultural Family Schools of Piauí before his arrival at Cocais AFs. Mercury's talk reveals an understanding of AFs training, centered on the dynamization of pedagogical mediations. In his understanding, enhancing the pedagogical mediations in their concrete realization, in particular intensifying the SP as the main mediation is to implement what governs the principles of the “Pedagogia da Alternância”, insertion of reality in the educational action of young people to motivate social change.

Mercury's involvement is so significant that it is always attentive to students' Common Placement, stimulating and problematizing about the SP punctuated elements. Figure 1 shows the

SP closure, at the end of the 2018 school year, with the third-year Agriculture students.

Illustration 1 - Closure of SP activities with Agriculture third year students.



Source: Researcher's personal files (2018).

Early in the morning, right after breakfast, all students head to the school auditorium for a final meeting to SP closure activities at Cocais AFs. Everyone is invited to produce a panel representing Cocais AFs. The group became involved with the dynamics under the command of the teachers. As the activity continued throughout the morning, other teachers and members of the Parents' Association arrived. This moment meant a lot to the research because different postures and scenarios were presented in the environment: students who interacted with each other, the involvement of a single subject with the driving dynamics and the passive posture of most teachers who always let the principal conduct the morning work.

The proposal was as follows: In a word tell what AFs has meant to your life these years. The answers were simple, but relevant. Some answers were well reserved and others provoked good laughs in the audience. It is important to register that this study will not present all the answers because this could incur a focus deviation from the researched object. Thus, in summary, the students' statements regarding the question raised by the manager were: the AFs in my life represented knowledge/family/friendship/overcoming/learning/companionship / commitment. These words express thanks to the students for the existence of the school in the region, as well as to the specificity of AFs educational action.

During this topic construction, we tried to sew a quilt in the figurative sense,

from concepts of problematization to the ways in which speeches meet and mismatch in the context of Cocaís AFs. All the participants' statements about the SP are relevant, the meanings attributed to this pedagogical mediation express positions that are sometimes convergent, sometimes divergent, demonstrating the diversity in the unity that Gimonet (2007) defends when we discuss the "Pedagogia da Alternância" and its expansion around the world.

Final considerations

In this study, it is clear, both through the interview and the participant observation, that the subjects involved with the educational action at Cocaís AFs, in general, are involved with the SP dynamics in their daily effectiveness, even though, as we pointed out throughout the study, this involvement is not compromised with the guidelines that the theoretical assumptions point to and the movement of which Cocaís AFs is part, the FCAT.

With this finding, the study highlighted the SP as an articulating dimension of the reality of families, through thematic axes that match the daily situation of these families, in their social, political, cultural and economic reality. The SP dynamics obeys a thematic thread that begins with the origin of the family

and the community, moving towards the bias directed to the productive area, focusing on rural development and entrepreneurship.

The guiding thread that directs the questions that constitute the SP and that raise students to the act of research is imbued with problematizing intentionality. By coming into direct contact with the reality they experience through the questions that are built by the youth themselves, in accordance with the SP thematic axis, these students begin a process of exercising the critical sense and problematizing the daily life look regarding the reflection on certain circumstances experienced in their families and communities. However, it can be seen in the daily texture of the AFs, the naturalization of the hegemonic strengthening of the training model organized in the Training Plan. The discourse of training action accomplished by the subjects who carry out the educational work in the AFs is focused on the ideological dissemination that the alternation model is the best alternative for the training of young people who are still in the field. It is a consensual speech of the school, to make the "Pedagogia da Alternância" a right way to make the insertion of the problems of the reality of the families in the school environment in

order to provide a protagonized educational action.

The SP, in its propositional training condition, can be a relevant element of students' reflective approach with their daily experiences, challenges, struggles, peasant cultural knowledge and public policies directed to the field. These are representing elements which facilitates the problematizing look of students through the questions that are posed for research in the family session, however, missing gaps in feedback to the community through the return activity.

Another important aspect is the involvement of the other dimensions, as the study showed. The problematizing character is not restricted to the SP, but it is a condition for the other pedagogical mediations of alternation, considering that it is in all of them, with the specificity of each one that there is motivation during the educational processes, that the training takes place.

This is one of the points that we unveiled to be challenging at Cocais AFs, because the focus on the SP, in other words, the attention placed on this mediation, represent, in most cases, in the school daily life, a lively exhaustion of other mediations. At school, SP is a mediation that has hierarchical status among students, teachers and management.

This fact led us to note that there is an attachment to the SP that can be configured as a school's quest to justify alternating training by the SP questions, which ends up configuring the insertion of the families' reality in the school environment.

The SP, through the questions that are built by the students referenced by the thematic axes present in the Training Plan, the master document for the organization of educational work at Cocais AFs, has the potential to carry out training processes guided by the young people's reality in their social and professional environment. Through the participant observation, it was possible to verify that the students are the protagonists of the SP process construction, following the school organizational dynamics, which has teachers to accompany this process and to facilitate the students' understanding of the thematic axes in order to prepare the SP.

As a challenge, the research evidenced the overcoming of the gap in the realization of the SP as a pedagogical mediation that is ready to articulate time/spaces and distinct knowledge intertwined with each other. The SP cycle, started with the selection of the thematic axes that will constitute the questions to be constructed and taken to the family session by the students, is carried out, even with some weaknesses inherent to the education

process that involves the subjects and their inherent complexities.

The gap lies precisely in the materialization of the reflection caused by the SP about the reality of families and communities. However, its problematic trajectory stumbles, in the absence of return to the community with the possible solutions or referrals that should be accomplished by the students helped by the teachers, as a way of embodying the results of the SP debated and problematized in the Common Placement, mediation directly responsible for the socialization of the systematized responses by the students in the family session.

This lack of return to the community, besides exhausting the possibilities of possible changes in the challenging situations of daily life of families and the community, in the productive, social and political fields, also ends up limiting the problematic dimension of the Study Plan, giving it a sterile aspect, and entrusting it with bureaucratic character to be fulfilled by the students in order to acquire qualitative grade at the end of each session.

The lack of the return activity incurs the breaking of the SP procedural cycle as an interdisciplinary pedagogical mediation. It appears that this mediation has a problematic nature of the students' reality. The SP can insert in the training processes,

even if it does not establish interdisciplinary relations with most subjects, discussions about the students' reality in their social and professional environment.

In addition, the lack of return activity envisaged by the SP, and the possible interventions made by students and teachers in their socio-professional environment, leads to the difficulty of enhancing the students' role with the transformation of their realities. This may be an aspect that is possibly based on the absence of effective and meaningful participation of students in the Training Plan construction, a document that governs the training processes in the school and guides the reality themes to be worked on in the SP.

It is also noted that in the daily life of Cocais AFs, in the pedagogical practice, in the accomplishments of pedagogical mediations, even facing some challenges, such as the teachers and students' significant involvement, the alternation continues in its dynamics. The SP, as part of a set of pedagogical mediations, demonstrated in this research its problematic dimension that facilitates the articulation between the reality experienced in/by families and the training action in the school environment.

However, the SP, as well as the other mediations, demands other study perspectives in order to signify this model of training. The “Pedagogia da Alternância” is still configured with relative ignorance in the field of educational scientific studies. The pedagogical mediations of alternation become a means for the knowledge constituted outside the school space to gain relevance in the training action accomplished in the school environment. This is practically what differentiates the mode of alternation from the regular mode of state-level education.

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