

Family Farmer Course: Possible approximations with Popular and Rural Education

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ABSTRACT. This article presents a research carried out on the execution of the Family Farmer Course, delivered in different municipalities around Farroupilha Federal Institute - Santo Augusto Campus, in 2013 and 2014, with the objective of identifying its characteristics and possible similarities with Popular Education and Rural Education. A qualitative bibliographic and documentary review was used as methodology. We started from the hypothesis that, for courses run by public institutions to meet the objectives of Popular and Rural Educations, there must be an articulation between the Extension project and the rural workers involved. We conducted our analysis based on the following questions: Are there theoretical references in the Pedagogical Project that indicate a commitment to Popular Education? What can be extracted from the Project in relation to the demands of Rural Education? Finally, what are the nature and scope of the Campus institutional involvement with family farmers, through the Research and Extension Department and the extension projects? We identified limitations of the Extension project when taking into account the needs for dialogue with rural workers and progressive aspects in the basic training space of the Pedagogical Course Project, which allowed reflections in class.

Keywords: Extension, Family Farmer Course, Popular Education, Pronatec Campo, Rural Education.

Curso de Agricultor Familiar: possíveis aproximações com a Educação Popular e a Educação do Campo

RESUMO. O artigo apresenta uma pesquisa realizada sobre a execução do Curso de Agricultor Familiar, ministrado em diferentes municípios do entorno do Instituto Federal Farroupilha – *Campus* Santo Augusto, nos anos de 2013 e 2014, com o objetivo de identificar suas características e possíveis aproximações com a Educação Popular e a Educação do Campo. A metodologia utilizada foi uma revisão bibliográfica e documental de caráter qualitativo. Partimos da hipótese que, para que os cursos executados por instituições públicas atendam aos objetivos da Educação Popular e da Educação do Campo, deve haver articulação entre a Extensão e os trabalhadores do campo envolvidos. Orientamos nossas análises a partir das seguintes perguntas: há referenciais teóricos no Projeto Pedagógico que indicam um compromisso com a Educação Popular? O que se pode extrair do Projeto em relação às demandas da Educação do Campo? Por fim, qual o caráter e o alcance do envolvimento institucional do *Campus* com os agricultores familiares, através do Departamento de Pesquisa e Extensão e dos projetos de extensão? Identificamos limitações da Extensão frente às necessidades de diálogo com trabalhadores do campo e aspectos progressistas no espaço de formação básica do Projeto Pedagógico do Curso, que possibilitaram reflexões em aula.

Palavras-chave: Curso de Agricultor Familiar, Pronatec Campo, Educação Popular, Educação do Campo, Extensão.

Curso de Agricultor Familiar: posibles aproximaciones con la Educación Popular y la Educación del Campo

RESUMEN. El artículo presenta una pesquisa realizada sobre la ejecución del Curso de Agricultor Familiar, impartido en diferentes municipios del entorno del Instituto Federal Farroupilha – Campus Santo Augusto, en los años de 2013 y 2014, con el objetivo de identificar sus características y posibles aproximaciones con la Educación Popular y la Educación del Campo. La metodología utilizada fue una revisión bibliográfica y documental de carácter cualitativo. Partimos de la hipótesis que, para que los cursos ejecutados por instituciones públicas atiendan los objetivos de la Educación Popular y de la Educación del Campo, debe haber articulación entre la Extensión y los trabajadores del campo envueltos. Orientamos nuestros análisis a partir de las siguientes preguntas: ¿hay referenciales teóricos en el Proyecto Pedagógico que indican un compromiso con la Educación Popular? ¿Lo que se puede extraer del Proyecto en relación a las demandas de la Educación del Campo? Por fin, ¿cuál el carácter y el alcance del involucramiento institucional del Campus con los agricultores familiares, través del Departamento de Pesquisa y Extensión y de los proyectos de extensión? Identificamos limitaciones de la Extensión frente a las necesidades de diálogo con trabajadores del campo y aspectos progresistas en el espacio de formación básica del Proyecto Pedagógico del Curso, que posibilitaran reflexiones en clase.

Palabras clave: Curso de Agricultor Familiar, Pronatec Campo, Educación Popular, Educación del Campo, Extensión.

Introduction

This article resulted from a research that we carried out on the Family Farmer course, of the Youth and Adult Education modality (Initial and Continuing Training of Workers - FIC), given in different classes, by the Federal Institute of Education, Science and Technology Farroupilha (IF Farroupilha) - Campus Santo Augusto-RS, in the years 2013 and 2014. We analyzed and reflected on the characteristics of the course, in an attempt to verify its commitment to Popular Education and the pedagogical demands of Rural Education. The analysis starts from the following hypothesis: for courses run by public institutions to meet, even if minimally, the objectives of Popular Education and Rural Education, they must be linked to extension activities, and these, with entities of the rural workers involved. The extension can, in this case, establish the necessary dialogue so that the course approaches meet the immediate and historical concerns of the family farmers included in the course. In order to try to understand the level of this involvement, we start from the following questions: are there theoretical references in the Pedagogical Project that indicate a commitment to Popular Education? What can be extracted from the Project in relation to the demands of Rural

Education? Finally, what are the nature and scope of the Campus institutional involvement with family farmers, through the Research and Extension Department and extension projects?

To find possible answers to the questions that concern us in this research, we resort to the following points: the nature of Pronatec and Pronatec Campo, pointing out some influences under which the program was created; the characteristics of Popular Education and Rural Education, as a theoretical and practical space for the education of rural workers; curricular organization and study objects proposed by the course; the final evaluation and the role of Campus Santo Augusto Extension in the process.

The methodology used in this investigation begins with a bibliographic review that ensures that we understand the theoretical and practical aspects of what constitutes Popular Education and Rural Education. We mainly adopted documentary research (Marconi & Lakatos, 2010), as the Pedagogical Project for the Family Farmer Course, created and executed by Pronatec Campus Santo Augusto team, which is one of the important sources of research. Still, we tried to reflect on the nature of the institutional evaluation process, which led us to the analysis of a course evaluation

form. "The characteristic of documentary research is that the source of data collection is restricted to documents, written or not, constituting what are called primary sources". (Marconi & Lakatos, 2010, p. 157).

The studies take into account qualitative aspects so that it is possible to identify the approaches and distances from the course analyzed with Popular Education and Rural Education. In this sense, Gil (2008) explains that this type of investigation characterizes exploratory research, which allows us to collect information about the phenomenon under study. Still in agreement with the author, we can affirm that the research is similar to the case study, although we have not restricted the investigation, developed here, to a specific group, nor to a certain group of family farmers in one of the localities, more specific. For this reason, our analysis focused on general characteristics that allow us to infer about the nature of the course.

Making inferences about characteristics that we believe to respond satisfactorily to the research questions is a valid methodological procedure for this proposal, as, according to Gomes (2016, p. 81): "We make inferences when we deduce in a logical way something from the content being analyzed". We emphasize

that, even referring to some quantitative data achieved in the research, the analysis has as its centrality the qualitative aspects, which indicate that it is a research with this characteristic.

From the theoretical and epistemological point of view, we take as central categories in the analysis process: Popular Education; Rural Education; Extension; and Family Farming. In a certain way, these categories will be placed in a tense relationship with those in the public sphere, such as: Government Policy; Public Education; and Professional Education. The latter sometimes appear as obstacles to the objectives of Popular Education and Rural Education.

The first topic presents a brief contextualization of the moment when Pronatec and Pronatec Campo were instituted, having as a central aspect its character of light training, focused on the market and committed to the National Learning System, which we will refer to throughout the text as System S. Also, we try to reflect on the role of the Extension Sector and present some aspects that concern the representatives of the rural workers and, in particular, the family farmers.

The second topic deals with the conditions under which the program was absorbed by IF Farroupilha, especially

with regard to the expectations of social movements in the countryside in relation to Pronatec Campo courses, taking as a reference the relationship between Pronatec and the Extension Sector with rural workers at IF Farroupilha - Campus Santo Augusto. As for the expectations of rural social movements, we are based on the text of the National Rural Education Forum held in 2012 (Fonec, 2012). The priority focus will be the institution's incipient experience with teaching and extension activities outside the campus.

Finally, in the third topic, we will present an analysis of the Family Farmer Course Pedagogical Project and the evaluation document used in the final stage of the courses. In this analysis, we will also bring reflections that one of the authors had as an Extension Coordinator, as a teacher in the discipline of Integration and Professional Guidance and, later, as Deputy Coordinator of the program, at Campus Santo Augusto. The objective is to identify to what extent the course was in line with the wishes of Popular Education and the demands of Rural Education.

Pronatec Campo and Extension

In order to expand the offer of professional courses beyond what was already occurring with the creation of Federal Institutes, the Federal Government

created, through Law 12.513/2011, Pronatec - National Program for Access to Technical Education and Employment. In that law, it is written that the program aims to increase opportunities for technical training and to help improve public secondary education, by linking it with vocational education. The program also plans to contribute to improvements in the physical network of vocational education. As for its implementation, it opens up space for the participation of the Union, the state networks and the Federal District, the municipalities and the System S, with the target audience of urban and rural workers in general, also highlighting the service to the indigenous, quilombolas and young people in compliance with socio-educational measures.

For the participation of Family Agriculture workers, the program was articulated along with the Ministry of Agrarian Development and Safra Plan, starting in 2013. Based on this initiative of the federal government, a discussion was established around the characteristics of the program and Pronatec Campo's objectives, aiming to contemplate the experiences of Rural Education in the training courses to be offered. During the National Seminar of the National Forum of Rural Education, held in Brasilia, in 2012 (Fonec, 2012), many criticisms were made

to Pronatec Campo. Among them, the following deserve to be highlighted: being implemented without deepening discussions with social movements in the countryside; not developing technical education in an integrated way with basic schooling; and the program's aims are very much more focused on agribusiness interests.

Pronatec Campo started, therefore, under many doubts and concerns of social movements in the countryside, in addition to those already addressed to Pronatec as a whole. There were severe criticisms about the participation of System S in the formulation of Pronatec Campo, in this case through the National Rural Learning System (Senar). The course offering through System S has become the most important in urban vocational courses. It is important to note that social movements in the countryside did not reject the program as a whole because they understood that:

The courses are not an evil in themselves, nor can the program be rejected en bloc. We understand that especially the gaps in the insertion of federal institutes in training challenges for rural workers can be enhanced in the direction of another paradigm of agriculture. (Fonec, 2012, p. 20).

Rural workers joined the program making some demands. One of them was, exactly, that the courses were executed by

the public educational institutions, rejecting the System S. The expectation of the movement was to find in the public network a more democratic environment for the elaboration of the course projects, so that they could better meet the demands of rural education, based on the perspective of transforming education and respect for rural ways of life. One of the aspects quite emphasized by social movements, in relation to Pronatec Campo, was the need to open up to the experiences of Pedagogy of Alternation, which has a lot of credibility among family farmers due to its trajectory of several decades in Brazil, in Rural Family Houses and in Agricultural Family Schools (Zonta, Trevisan & Hillesheim, 2010).

Due to the direct involvement of one of the authors in the program, it was found that there was a commitment by IF Farroupilha - Campus Santo Augusto to meet some rural demands, but also to comply with government policy determinations to accelerate the execution of the program as many courses as possible within the given time. As it is a government policy, the program was determined with a set of procedures and deadlines considered essential, generating disagreements between these impositions and the needs of rural workers. At IF Farroupilha - Campus Santo Augusto, a

process that we follow closely and which is the object of this analysis, the Extension sector, as a whole, was absorbed by the demands of Pronatec. There was no time for more detailed planning of the courses and, very clearly, what prevailed was the lightened execution to apply the available resources, within the time established by the bureaucratic processes determined by the government policy.

Especially in the years 2013 and 2014, Extension and Pronatec became almost synonymous, although other projects were developed in that period. The urgency significantly influenced the quality of the courses, as it reduced the planning time and, above all, made more effective assessment processes unfeasible. Regarding extension activities, if, on the one hand, it worked as a mechanism of approximation with workers' representations, on the other, it restricted the development of long-term projects, as the priority was the execution of the program.

Extension, which according to Freire (2008) is already a non-dialogical form and does not even allow rural workers to be protagonists in their training, as it refers to the transfer of something from outside and not collectively built, has become a simple transmission belt, failing to deepen dialogues with the communities involved,

nor did it stimulate the inseparability with teaching and research. From the perspective of Popular Education and Rural Education, this would be the fundamental relationship, because we agree and

We are convinced that any popular education effort, whether or not associated with professional training, whether in the agricultural field or in the urban industrial sector, must have, for the reasons analyzed so far, a fundamental objective: through the problematization of the world-man or in their relations with the world and with men, enable them to deepen their awareness of the reality in which and with which they are. (Freire, 2008, p. 21).

If understood as a possible space for dialogue and knowledge sharing, even though in its origin and practical tradition it is antidialogical, we believe that Extension can be a democratizing space for formal education. The role of Extension, in the fulfillment of the inseparability with research and teaching (Constituição Federal, 1988) can be that of articulation between research projects, workers' demands and course projects. For this, the knowledge that the institution produces with research, and the didactic organization of the knowledge already accumulated must, alongside the workers' practical knowledge, become a link between practical knowledge and not

hierarchization or even exclusion of knowledge.

Federal institutes have in their origin the purpose of articulating technological knowledge to the reality of the world of work and of productive and social arrangements. Accordingly, the IF Farroupilha Institutional Development Plan (Plano de Desenvolvimento Institucional - PDI) contains the following:

In the teaching, research and extension relationship, the concept of class is extended beyond formal time in the institution, to all time and space, inside or outside the institution. Research and extension are educational principles in courses at all levels and modalities and must be constituted in specific and systematic work in response to the needs that emerge in the articulation between the curriculum and the wishes of the community. (Plano de Desenvolvimento Institucional – IF Farroupilha, 2014-2018, p. 53).

Therefore, we can affirm that the institution has, and had since its creation, even by legal determination, the objective of articulating research, extension and teaching. It recognizes its importance in the development of educational processes. However, depending on the character and the circumstances in which the courses are developed, the processes and results may be different.

We have found, in our experience, that the introduction of Pronatec and Pronatec Campo contributed little to the

advancement of dialogue and cooperation between knowledge. More strongly, perhaps, it reinforced the idea of Extension as the transmission of the knowledge that those who possess it deliver to those who do not yet have it. With that, the Extension, although with some intervention effort regarding the themes and pedagogical practices, was characterized as an action of bureaucratic order in the implementation of the program and in the execution of the courses. What we can highlight of importance were the meetings held for the knowledge, even if limited, of the realities of each locality. These meetings were organized by the Directorate of the Department of Research and Extension of Campus Santo Augusto, Extension Coordination and Coordination of Pronatec, with the directors of the participating workers' entities. The unions affiliated to the Federation of Workers in Family Agriculture in Rio Grande do Sul (Fetraf-RS), the Federation of Workers in Agriculture in Rio Grande do Sul (Fetag - RS) and the Casa Familiar Rural de Catuípe, RS (Rural Family House of Catuípe, RS) took part. All belonging to the region covered by IF Farroupilha - Campus Santo Augusto. In these meetings, dialogue prevailed as a way of assessing the needs of each of the interested locations.

Thanks to these understandings, despite their not being part of the didactic organization of the Pedagogical Project, it was possible to understand and meet peculiarities that were challenges in the development of the course, in different classes, taking into account the specificities of each one of them. This allowed us, for example, to develop courses in modules, without changing the cycles of classes at the Casa Familiar Rural de Catuípe, whose teaching organization is structured through Pedagogy of Alternation.

Experience has shown how important it is for the institution, as the executor of a government policy, to mobilize efforts to make possible adjustments. There were occasional changes, sometimes of organization, sometimes of didactic and pedagogical character, within the macro structure of the program. Perhaps the only possible ones, within a lightened professional education program, very focused on quantitative aspects. It is in this sense that we refer to the tension between Popular Education and education carried out by the government, which already exists in the basic schooling structure, but which at Pronatec Campo presented specific challenges. Provoked about the dichotomy between Popular Education itself, practiced in popular movements, and

the public school, referring to educators, Freire replied: "It is up to them and finally, to do what they can today to make it happen, tomorrow, what is impossible today". (Freire, 2014, p. 117-118). In the same text, the author draws attention to the historicity of educational acts.

The relationship between Pronatec Campo, Extension and Rural Workers at Campus Santo Augusto

Specifically at IF Farroupilha - Campus Santo Augusto, the extension activities did not have a consolidated profile, since the experiences of local and regional dialogue were incipient, although two important activities with regional nature had already been carried out: an initial and continuing training course for workers (FIC) (Decree n° 5840/2006-Resolution n° 48/2008), many of them linked to rural work, and a Specialization course in Youth and Adult Education, with an emphasis on Rural Education.

With regard to the activities carried out in the 2013-2014 biennium, through Pronatec Campo, the focus of the research that originated this article, in 2013, nine classes of the Family Farmer Course were offered, distributed in several municipalities in the Region called Colonial Northwest. In the following year, three more courses were carried out for rural workers, one group from the Family

Farmer course, one from the Dairy Farming course and the other from the Producer of Fruits, Vegetables and Aromatic Plants Processed by Drying and Dehydration.

The staff of professors in the Pronatec and Pronatec Campo courses was constituted, as required by law, from internal and external public notices. This enabled the participation of IF Farroupilha - Campus Santo Augusto servers and professionals linked to other institutions. How important is this uniqueness? In general, education policies are geared towards an abstract collective.

Our tradition is inspired by a generalist vision of rights, citizenship, education, equality that ignores differences in territory (field, for example), ethnicity, race, gender, class. Throughout our history, this was the supposed inspiration of the Education LDBs, of the normative framework of the various councils, the formulators and implementers of management policies, curriculum, training, the book and didactic material, the organization of school times and of the configuration of the school system. (Arroyo, 2007, p. 160).

Starting from the assumption that our thinking and practice assume that policies must be universal or generalist, valid for all, without distinction, it can be said that the form of selection amplified the difficulties so that the profile of the courses would meet the demands of social

movements in the countryside, who demand training based on theoretical and practical references in rural education.

Rural Education incorporates the knowledge constructed in the organization of rural workers and is confused with the struggle for the right to education for rural workers (Caldart, 2012a). For this reason, it has a critical profile and is committed to social changes. "It is an education project that reaffirms, as a great purpose of educational action, helping in the fullest development of the human being, in his humanization and critical insertion in the dynamics of the society of which he is a part ...". (Caldart, 2011, p. 154).

Two issues deserve to be considered as an obstacle in the construction of a course with a critical profile and geared to the demands of social movements in the countryside: the first is that many effective teachers at IF Farroupilha - Campus Santo Augusto did not know enough about Rural Education and its objectives, as there were and are different views of education among them; the second is that it was not possible, due to the nature of the selection processes, already mentioned, to have a permanent staff of teachers, whose practices could be rethought and improved based on dialogue and experience. This caused a change of focus in the subjects of the courses, especially with regard to the basic training

intended in the objectives and course descriptions¹. We believe that this issue is common to the educational processes conducted by public institutions, whose plurality of ideas and interpretations is very large. However, it is necessary to consider that the right to education is a clear objective of the movements carried out by rural workers and in university segments (Munarim et al., 2009), a fact that contributes positively to the effort of all participants in the attempt to give quality to courses.

In addition to this lack of continuity of the teaching staff in the different classes, with regard to courses aimed at Family Farming workers, we emphasize a second issue that contributes to this analysis: when researching the reports of the extension activities carried out in the period, we verify that the projects were not intended to interact with the local and regional reality of rural workers. In 2013, the projects developed were not aimed at the specific objective of working with rural workers, or, more specifically, Family Farming, which is a reality in the region. In the following year, only one project had as its theme the local productive arrangements involving directly the rural workers.

The information related to the extension activities shows us the lack of

continuity in the relations established in the first years of implementation of Campus Santo Augusto, described initially, and the lack of harmony between Pronatec Campo and the other activities. There was no articulation to establish a dialogue that would be able to deal more deeply with the problems related to Family Farming in the region. Even some actions that could indirectly interest family farmers, such as courses to improve agro-industrial processes, were not offered to rural workers on their properties, being restricted to already structured establishments, such as the Santo Augusto agro-industries, contemplated in an extension project.

We can say that, therefore, there is a need for a closer relationship between extension actions and the organization of training courses for family farmers. In this sense, the fast way of organizing and executing Pronatec Campo courses, together with the lack of continuity in relationships between the extension sector of IF Farroupilha - Campus Santo Augusto and local and regional communities, made it difficult to meet important demands from social movements in the countryside and in the institution itself, which has the inseparability of teaching, research and extension as one of its objectives. “These

movements target public policies”. (Munarim et.al., 2009, p. 57).

The Family Farmer Course, Popular Education and Rural Education

In order to point out possible commitments of the course with the pedagogical references of Popular Education and Rural Education, analyzing a pedagogical project requires, first of all, to recognize them as a theoretical and practical field that lead to educational experiences different from education conceived mainly in contemporary times. According to Mejía (2003, p. 83), “One of the most interesting phenomena generated by popular education is the way in which it frees up the pedagogical fact by taking it out of the school sphere and placing it in the different socialization processes”. For Brandão (2012), popular education has occurred in different situations,

A first experience of education with the popular classes, which was posteriorly named basic education (in the MEB, for example), of liberating education, or later of popular education, appeared in Brazil in the early 1960s. (Brandão, 2012, p. 90).

The conceptions of Popular Education have taken different forms throughout Brazilian history. For the analysis carried out here, we consider that Popular Education is “... an educational practice that proposes to be differentiated,

that is, committed to the interests and the emancipation of the subordinate classes”. (Paludo, 2001, p. 82). We understand that Family Agriculture workers and rural workers, in general, occupy this subordinate space in the face of Agribusiness' political hegemony.

Although we agree with the fact that education occurs in different social spaces, that is, in addition to formal schooling, whenever it is mentioned without adjectives it leads us to think about structured education with social purposes, especially schooling. Consequently, it refers to the adequacy of new members of a society to their hegemonic values. When education is accompanied by the adjective “popular” or “from the countryside”, it is linked to the path that the demands for education of the people have taken over the most recent history, in a very special way, within social movements and, in certain circumstances, in official programs and school spaces organized in a specific way for the education of lower-classes people.

For Brandão (2002), lower-classes people are the indigenous, the peasants and the workers, who throughout history have had only a minimum of schooling so that they would remain at the disposal of the exploratory system to which they were submitted. Although in the second half of the last century the experiences of Popular

Education had strong cooperation from Federal Universities and campaigns, whose participation by the State was important,

... what historically made possible the emergence of popular education was the conjunction between periods of populist governments, the accelerated production of a student, university, religious and partisanly active intellectuality, and the conquest of spaces for new forms of organization of the popular classes. (Brandão, 2012, p. 91).

In this sense, there is an educational process in addition to the knowledge systematized historically and inherited by the new generations, since the very space in which social practices occur is an instrument of non-formal education.

Its objectives are not given a priori, they are built in the interactive process, generating an educational process. A way of educating is built as a result of the process focused on the interests and needs of those who participate. (Gohn, 2010, p. 19).

Rural Education has been constituted, despite its specificities, from practices similar to Popular Education in general. It has been built on social movements in the countryside, whose struggle for the right to land and the preservation of ways of life in the countryside, alongside the search for access to systematized knowledge has been weaving a pedagogy of the movement (Caldart, 2012b).

When trying to identify similarities between the Family Farmer course, Rural Education and Popular Education, we do not intend to enter into the discussion about its full possibility in public spaces. On the other hand, as we mentioned earlier, Popular Education has counted and still counts on the participation of the public system. If it is undeniable that there is a lack of public investments and, consequently, the existence of a significant portion of the population without access to quality schooling, there are actions that provide important experiences. This approach can be educational and transformative for different subjects, such as university students and teachers who work in programs involving universities, governments and social movements (Souza, 2012).

The peculiar environment of popular learning created the conditions for the development of alternative teaching and learning methodologies, whose characteristics are more appropriate to the reality of the lower-classes people. According to Brandão (2012), the incorporation of the lower-classes people into official education systems does not overcome social inequalities and the hierarchy of knowledge. In this sense, the author reinforces the idea that there is a tense relationship between popular

knowledge and erudite knowledge. It is in this perspective that we understand the limits of the attempts to approach a course offered by a public institution and Popular Education. But, on the other hand, it can also be an opportunity for a dialogue between knowledge and educational experiences.

Rural Education results from a trajectory that, to a large extent, is confused with the very history of Popular Education as a whole, especially due to the educational processes that take place among the participants of the movement, the relations they establish with the hegemonic and social forces with the State (Gohn, 2012). A pedagogy of Rural Education has been constituted throughout the history of the organization of rural workers, including in the struggle for the right to schooling. As Caldart (2011, p. 149) explains:

One of the fundamental traits that has been drawing the identity of this movement for rural education is the struggle of the rural people for public policies that guarantee their right to an education that is in and from the countryside.

There are efforts to build an increasingly authentic identity between Rural Education, rural subjects and their historical interests. For the author

Rural education is identified by its subjects: it is necessary to understand that behind the geographical indication and the coldness of statistical data is part of the Brazilian people who live in this place and from the specific social relationships that make up life in and from the countryside, in their different identities and in their common identity; there are people of different ages, families, communities, organizations, social movements ... (Idem, p. 150-151).

In the case of Rural Education, the struggle for schooling is a fact that is part of the same struggle as workers for land, agricultural policy and public school. For this reason, the tension between the teaching programs, or more specifically in the case under study, between the bureaucratic organization of Pronatec Campo courses and Rural Education, enters pedagogical aspects in itself. Certain expressions objectively demarcate the positioning of this pedagogy. "It is an education of and not for rural subjects. It was done through public policies, but built with the right-holders who demand it". (Caldart, 2011, p. 151).

In the analysis of the Pedagogical Project of the Course, we observed that the general objective of the course is to meet the demands listed in an opportunity map generated after IF Farroupilha held a conversation with several regional entities. This indicates that, at least with regard to the offer of courses, the program was

presented with a willingness to listen and meet local and regional needs. In this sense, in the case of rural workers, the position of the offering institution - IF Farroupilha - was consistent with one of the demands of rural social movements, which is the establishment of dialogue.

Regarding the set of specific objectives contained in the pedagogical project, we can divide them into two axes: the first refers to the technical training itself, highlighting, even, the desire for quick training; and the second is related to the concern to provide general training, including reference to "... values necessary for the professional-citizen, such as the mastery of language, logical reasoning, interpersonal relationships, responsibility, solidarity and ethics, among others". (Projeto Político Pedagógico, 2013). In both cases, the desire to raise any question about the historical conditions in which we live is not objectively manifested. In other words, there are no Popular Education components expressed in the objectives, because, if so, among them would be an understanding of the historical process that involves rural workers and, specifically, family farmers.

In the space reserved for the description of the graduate's profile, the emphasis on "technical and technological competence" stands out, that is, an

emphasis on the need for the professional to be qualified for the development of Family Farming activities, which seems obvious because it is the specific purpose of the course. It also refers to the commitment to sustainable agriculture. Would it be a defense of agroecology and a departure from the logic of agribusiness? If we consider that, further on, in the description of the graduate's profile, there is a concern with humanistic training, of general culture integrated with technical training, within an ethics of sustainability, we can conclude that it is. However, there is no clearer position regarding the character of the agricultural practices advocated by the course, which could signal the commitment to the resistance of rural workers in relation to the logic of agribusiness. This reveals the generalist aspect of training, and that possibly these ideas are common in other courses, and therefore do not represent more specific commitments to the struggles of the participating workers.

At the end of the section referring to the graduate's profile, it is written:

In particular, the Initial and Continuing Training (FIC) Family Farmer course seeks to train producers for understanding the complexity and dynamics of the rural world and the production practices adopted by producers, and it also intends to contribute to the training of agents to transform the local

reality. (Projeto Político Pedagógico, 2013).

The final message of the text regarding the graduate's profile takes up a specific objective, of which we highlight the concern with the transformation of the local reality. The expression "transformative education" has become commonplace in school documents, as well as the word "transformation", often "... exhausted ... from its dimension of action". (Freire, 2005, p. 90). It is difficult, therefore, to know if there is an effective relationship between these expressions and the theoretical references of Popular Education and Rural Education, in favor of changes in the concrete reality, as certain concepts have been appropriated by different educational programs and pedagogical projects.

With regard to curricular organization, there are two sets of subjects, one referring to technical training and the other to basic training. In the disciplines of technical training, several aspects are contemplated that aim at improving the production and organization of family property. In this set, it is not possible to perceive any similarity with the commitments of Rural Education and Popular Education, as these are technical aspects. However, in the disciplines that we call basic training, there is a sort of

content that allows advancing in the understanding of the world, by improving the different codes and languages, while dealing with themes that broaden the understanding of social reality, as well as pointing to the necessary transformations of that reality. In this sense, it is possible to observe important approximations with the theoretical references of Rural Education and Popular Education.

In what was identified as the basic training referred to above and described, we highlight a particular discipline, called Integration and Professional Guidance. It was created to be a kind of opening of the training proposed in all Pronatec and Pronatec Campo courses, at IF Farroupilha - Campus Santo Augusto. The points listed in the course description of this discipline exemplify the effort made to broaden the horizons of training. To facilitate the understanding of the proposed analysis, we literally transcribe the topics on the course description:

Knowledge about Pronatec and IF Farroupilha. Individual and society, law and citizenship. Changes in the world of work. The relationship between capital and labor. Forms of organization of workers. Communication at work. Professional profile, resumé and interview. Labor legislation. (Projeto Político Pedagógico, 2013).

Exactly half of the topics on the course description correspond to content

that opens space for reflection, to realize the situation experienced (Freire, 2005). Confronting individual and collective projects, it was possible to begin a reflective exercise of our condition as an individual and the implications of our social being. The perception of the other and the possibility of collective fulfillment in the world of work triggered significant reflections among farmers, especially about the individualistic and competitive way that has been taking over life in the countryside.

As a result, reflections on lost traditions have become frequent, including cooperation, joint efforts, loans and shared services. Many of these farmers speak of these practices as stories told by their parents. At the same time, there is disenchantment with many of the cooperative experiences, for example. During the discussions, expressions of disappointment with the forms of rural representation and organization were common. However, when discussing technological changes and the ways in which they reached Family Farming, manifestations arose about the need for some form of collective organization to face costs and competition. These moments can be recognized as those when "... by deepening the awareness of the situation, men "appropriate" it as a

historical reality, for this very reason, capable of being transformed by them". (Freire, 2005, p. 85).

The themes of work and the organization of rural workers made it possible to reflect on the relationship between capital and labor. Although family farmers are not subordinated to capital as employees - as they still use family labor and are owners of land and work equipment (means of production) - they are increasingly conditioned by the financial and market systems, controlled by capital. We have heard repeatedly about ways of imposing rules and overlapping business interests over family farmers. We know that this perverse relationship established with family farmers is part of the commodification of primary production and the annihilation of ways of life in the countryside. "The concentration of land and, therefore, the centralization of capitalist wealth has been expropriating a huge contingent of rural workers who, in large part, become wage earners in farms or outside it, this considering those who have the opportunity". (Fiod, 2009, p. 48). Many farmers expressed the hope that the qualification of their activities can guarantee continuity in the field. However, there are a large number of examples of giving up and losing small property, a

reality that they themselves see in their localities.

From what is contemplated in the Pedagogical Project of the Course, in general, we could conclude that the course has no relation with the Popular Education and Rural Education projects. However, a closer look at the topics covered in the basic training module, more specifically in the Integration and Professional Orientation discipline, makes it possible to state that there was at least an intention to insert important aspects of those education projects. The evaluation of the experience we had in 2013 allows us to affirm that there were privileged spaces for analysis and reflection on the conditions of Family Farming, its strategic character in food production and its distinctive Agribusiness project.

Regarding the evaluation, the Pedagogical Project provides a variety of instruments that each teacher can use to ascertain the results on the objectives of their discipline. It was not possible to analyze these evaluations, because, by organizing the Pronatec and Pronatec Campo courses, only one general evaluation was filed. From it, it is not possible to infer about the character of the approach of the disciplines as a whole, since the aspects on which the participants were provoked to manifest themselves are

generic and focused on the organization and functioning of the course, giving rise, as we have already mentioned, to the purpose of compiling bureaucratic information. But the evaluation by discipline, according to the structure of the Pedagogical Project, was diagnostic, formative and summative, made operational by different instruments such as: seminars, written and oral tests, demonstration of techniques in laboratories, reviews etc.

In the form provided for the evaluations, three fields appear with some items to be answered. We did not analyze the responses indicated in relation to them, because we understand that they themselves reveal the bureaucratic character of this type of evaluation. These items refer to the form of organization of the course; the work performed by teachers; the performance of the Pronatec team; and conclude with a self-assessment space for participants. There are no questions that can generate new inferences about the questions that we tried to answer in the survey.

Conclusion

What can we offer as a conclusion? We started from the hypothesis of the need for a dialogue between the extension of the Federal Institute - Campus Santo Augusto

and family farmers, so that Pronatec Campo's Family Farmer courses were developed in a manner consistent with the objectives of Popular Education and Rural Education. The analysis we carried out involved a brief characterization of Popular Education and Rural Education, which made it possible to clearly read the Extension reports for the years 2013 and 2014 and the Pedagogical Project of Family Farmer Course carried out in the same period, as we proposed for the research.

We noticed a gap between the extension projects carried out by IF Farroupilha - Campus Santo Augusto and Family Farmer courses, by Pronatec Campo. We point this aspect as an obstacle to the deepening of the dialogue and the constitution of a pedagogical project more identified with the historical needs of the rural workers. However, when we revisit our path, mainly because one of the authors of this article participated, in different periods, in the Extension Coordination and the Pronatec Campo Coordination, we discern important actions regarding collective participation, especially in setting the courses, with the effective participation of entities representing rural workers in the municipalities involved.

We believe that the Pedagogical Project of Family Farmer Course has limitations, many of them related to the requirements of the program. Nevertheless, it has in its constitution the opening for a training that goes beyond the merely technical qualification. The basic training modules represent an effort to develop spaces for improving languages and interpreting the historical circumstances we are experiencing. In this sense, the Integration and Professional Guidance discipline was - keeping the differences in focus by the different teachers involved - a space for dialogue.

We understand that the evaluation process could not be sufficiently analyzed, because what we found on the file were only general evaluations, centered on methodological and organizational aspects. For this reason, we made a brief reference to the evaluation instrument applied at the end of the course and to the evaluation forms and instruments indicated for the subjects during the process. We know that a significant number of participants had been called upon to speak about the meanings of the training developed. As we chose to analyze the classes in general, we did not mention aspects of these specific evaluations.

Due to the aforementioned limitations, the Family Farmer course

carried out by Pronatec Campo did not present links consistent with the great demands of Popular Education and Rural Education. In the same way, the extension activities fell short of what we could identify as a “communication”, in the Freirean sense, between the institution and the family farmers. However, even if in a shy way, the Pedagogical Project of the Course, by reserving a space for basic training, made possible some pedagogical practices that signaled progress. There was dialogue between the participants, at least in specific moments, involving the workers' representations, which we highlight as an important aspect to be considered.

The research identified several obstacles in the development of the analyzed course, which refers to the necessary continuity of studies on the complex relationship between the demands of Popular and Rural Education and the limits of government policies. But, as we learned from Freire (2014), if on the one hand progressive education cannot alone make social changes, on the other hand, we cannot wait and expect to make changes only in a transformed society. Thus, we seek to understand the process of execution of the Family Farmer course, within the limits of the program and limited to the historical conditions of the moment. The

same history that limits is the one that opens up other possibilities.

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ⁱ Different interpretations and approaches occur in the courses, because even the professors of the permanent staff, in technical and higher education courses offered by the Federal Institutes, as it could not be otherwise, have different perspectives due to the plurality of ideas that enrich the educational processes.

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