
Thematic Dossier: 50 years of Alternating Cycle in Brazil: what national and international research says

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The year 2019 marks a milestone in Brazilian Education, particularly in training experiences in Rural Education, on the occasion of the celebration of the 50th anniversary of Alternating Cycle Education. Created in France and brought to Espírito Santo by a Jesuit priest, it was developed by peasants who considered the different realities of our country, as an educational counter-hegemonic possibility, mixing school training with work experience, sense of belonging to the land and cultural identities.

From this perspective, the Association of Family Movements for Rural Education (AIMFR) and the research groups CNPq / UFES Field Cultures, Partnerships and Rural Education, and the International Research on Dual-Alternating Cycle System at Sherbrooke University, Canada, propose to the Brazilian Journal of Rural Education the creation of a file. This is an opportunity to gather, in this important journal, a plurality of discussions and investigative results that emerge from the praxis of teachers and researchers, working with Alternating Cycle Education in Brazil, Canada, Spain, Cameroon, Italy and France. We believe this to be a chance for reflection, problematization and sharing of good experiences, considering the numerous challenges of the current scenario. It is not a contemplative article, but a reflective and problematic one, with a living and dynamic exercise, produced by historically situated subjects, who place themselves in the field of resistance, thus thinking about contexts and rising possibilities.

In this sense, the research now shared emerges from the most diverse experiences - from basic to higher education - revealing us the transgressor potential of Alternating Cycle. To recognize this diversity of practices is also to affirm that Alternating Cycle Education, created

in Brazilian lands 50 years ago, is today part of the Brazilian Education Heritage and, as such, figures in law and public policies. However, this historical and social journey also poses challenges that arise in the very movement of transformation of society and ways of life, work and production. Facing such challenges and keeping on with the struggle are central flags in the production of new and different meanings for Training by Alternating Cycle, without diverging from its pillars, its mediations and/or educational instruments and, above all, while strengthening its political emancipation, transforming agent of realities and their subjects.

For this, we thank the Brazilian Journal of Rural Education for granting us this space which, in turn, translates into an action of visibility of the knowledge's and practices of Alternating Cycle Education.

We chose to organize the 26 texts in three big thematic groups: firstly, articles that talk about the history of alternating cycle education and its intertwining with rural education; secondly, epistemological principles and analysis of mediations or pedagogical instruments, with texts that specifically discuss alternating cycle education in the training of educators-teachers-monitors in the countryside; and finally, we bring researches about different experiences in basic school education and others.

What national and international researches on Alternating Cycle Education in these last 50 years of history show us, is an invitation to the knowledge produced by subjects who act, reflect and problematize praxis through scientific research.

The first article, **Pedagogy of Alternation and Rural Education: from epistemological hybridism's to symmetry with Popular Education**, by Úrsula Adelaide de Lélis (UNIMONTES / Brazil), Magda Martins Macêdo (UNIMONTES / Brazil), Leandro Luciano da Silva (UNIMONTES / Brazil) and Maria Auxiliadora Amaral Silveira Gomes (UNIMONTES / Brazil), historically affirms that Alternating Cycle Education has been constituted as a methodological possibility for the education of rural people, given its pedagogical and political convergence with the principles of Rural Education. However, it points out that hybrid experiences have revealed that the epistemological foundations that underpin this Education have been placed on the fringes of practice, thus emptying the emancipatory potentialities of Alternating Cycle. Based in this principle, the text is the result of theoretical reflections, discussing the epistemological principles that underlie the Alternating Cycle Education, understood as a practice that is forged in the unity of time and space, and its contributions to the emancipatory formation of the rural peoples.

The article "**Stories of life with alternating cycle education: the trajectory of research-training in two steps, three movements and the master of training and sustainable development in Brazil**", by Gaston Pineau (France), Pedro Puig-Calvó (Spain), constitutes a historical reflection based on the researchers' partnership with the Alternating Cycle training processes in Brazil and also in their countries of origin. They understand the anniversary of the Alternating Cycle Education as a significant milestone in vocational training, putting in place discussions and work undertaken with a specific pedagogy for the development of the individual and the environment. They evoke conclusions that challenge a production of existential rhythmic skills to be learned through a greater attention to ecological rhythms, as opposed to the logic imposed by the market.

The third article, **Alternation and its 50 years: A training possibility of Countryside Education** by Janinha Gerke (UFES / Brazil), Silvanete Pereira dos Santos (UFES / Brazil), discusses the main theoretical-practical and methodological aspects of alternation and its formative potential in rural education. It is based on the reflections of the Alternating Cycle and Rural Education Working Group, produced at the International Seminar held in October 2018. On the occasion, the celebration of the 50th anniversary of the Espírito Santo Promotional Education Movement (MEPES), a pioneer in alternating cycle education in Latin America, approached the emancipatory cooperation networks in integral education and sustainable development. It emphasizes the relevance of the Alternating Cycle Training Centres (CEFFAs) on the strengthening of family farming and the organicity of the assumptions of alternance training with the Rural Education Movement, regarding its relationship with the demanding guidelines of integral education and sustainability.

The **History of the Constitution of EFAs in the State of Espírito Santo**, by Bruno Raphael Mont Alto Santos (CEIER / Brazil) and Sandra Regina Gregório (UFRRJ / Brazil), is the fourth text of this file. It brings us the history of Alternating Cycle Education in the State of Espírito Santo, the creation of the EFAs - Agricultural Family Schools in Brazil, its characteristics and the movement that emerges for the implementation of the Alternance Education in the country. It initially reports the emergence of the Alternating Cycle Education in France, its characteristics and current context in Espírito Santo. It presents the creation of the Espírito Santo Promotional Education Movement - MEPES and RACEFAES - Regional Association of Family Alternating Cycle Training Centre, highlighting the process of constitution of this institution and its way of working within the CEFFA's.

Following, is the article entitled "**Tutoring in the context of CEFFA: the experts' point of view**", by Jordi González García (Spain) and Dr. Claudia Gagnon (U. Sherbrooke Canada). The text discusses people's education and training as a mechanism for economic growth and personal development. Based on the foundations of CEFFA's educational model, the authors present a study that analyzes the experts' point of view on one of the system's elements: personal guidance. Semi-structured interviews were conducted with five experts selected for their excellent work or academic experience in the countryside of alternating cycle. The results of the inductive data analysis show, among other conclusions, that mentoring is primarily a relationship between people, which must be planned, impacting students beyond their academic success.

As the sixth and last text of this first block, we present the article entitled **Mapping of scientific production at IBICT's BDTD on Alternation Pedagogy 2011-2018**, by Odaleia Alves da Costa (IFMA / Brazil) and Anny Camila Lima Rodrigues (IFMA / Brazil). The study aims to identify how many and what publications are available in the BDTD of IBICT, on the subject Alternating Cycle Education. It intends to build a mapping of the scientific production from 2011 to 2018. This is a bibliographic survey using Iramuteq *software*, that makes a great contribution to Rural Education, considering the possibility of providing the scientific community with knowledge about the reflections in the academic environment about Alternating Cycle Education, as well as a glimpse of new research perspectives. The study allowed us to realize that the Brazilian regions do not have uniformity in the number of publications, as well as to conclude that the Alternating Cycle Education experienced in the CEFFAs, presents itself as a proposal that is articulated with the formation of the critical and participative subject.

We therefore collected texts that deal specifically with the training of educators-monitors and teachers in the countryside, through Alternating Cycle Education. In this perspective, the seventh article in this file, entitled "**The training of indigenous pedagogues in alternance in Paraná: a contribution to interculturality and bilinguism**", by Marcos Gehrke (UNIOESTE / Brazil), Marlene Lucia Siebert Sapelli (UNIOESTE / Brazil) and Rosangela Celia Faustino (UEM / Brazil), presents the process of constitution of the experience in training of indigenous educators, of the Central West State University (Guarapuava / PR), highlighting the arrival of indigenous demands to the University, the participatory construction of the Educational Project of the Course (PPC) and the implementation of Alternating Cycle Education in indigenous higher education in Paraná.

Through documental and bibliographical research, the protagonism of the indigenous movements in the struggle for the right of access to higher education in Paraná is explained, in an intercultural and bilingual perspective. The research shows that the results of the ongoing training process reflect a better participation of indigenous peoples in the decisions and organization of indigenous higher education, the establishment of an intercultural and bilingual curriculum, and the establishment of an Intercultural Degree.

Fabília Vellasquez Paiva (UFRRJ / Brazil) and Aloísio Jorge de Jesus Monteiro (UFRRJ / Brazil), in the article “**Alternation as a decolonial diasporic movement: for a popular memory-history of subjects in Course**”, aim to contribute to the debate on Alternating Cycle Education, based in a concrete research experience with the first class of the Rural Education Undergraduate Course (LEC) of the Federal Rural University of Rio de Janeiro, Seropédica campus. Taking the problematic of Alternating Cycle as a decolonial diaspora movement, particularly the exchange of knowledge between School Time and Community Time in their diverse methodological dynamics, the authors investigate how the historical memory could be written by a collective popular education of the participants of the Course. Through a discursive analysis of official Course documents, also revisited by the students' participation in different methodological processes during graduation, the study demonstrated how the effective proposals made available another possibility of formation, based on Alternating Cycle.

Dulcinéa Campos (UFES / Brazil), Dalva Mendes de França (UFES / Brazil) and Valmere Santana (UFES / Brazil) in her article “**The curricular organization in alternation on the teacher’s training courses: PRONERA and graduation Degree in Rural Education**”, aims to contribute to a reflection on the theoretical-methodological principles that guide the curricular organization in alternating cycle, in the Degree in Rural Education. It analyzes how these precepts, materialized in the pedagogical work of the alternating cycle course, can serve as a parameter for the construction of a new school reference. Based on a bibliographical research, supported by the conception of Rural Education, dated at the National Seminar of 2002, its analysis is based on the assumptions of dialectical historical materialism. The results of this study indicate that the proposition of an alternating curriculum organization in the Rural Education Degree, aimed at teaching coherently with the dialectical method of reality interpretation, giving teachers the necessary tools to rethink and transform the existing school configuration in the field.

As the tenth article, we bring the **“Teacher formation in alternate times and spaces: synchronizing learning times”**, by Celia Beatriz Piatti (UFMS / Brazil) and Jose Roberto Rodrigues de Oliveira (UFMS / Brazil) who ask: In the degree in Rural Education what is the sense and meaning of alternating cycle? The objective is to present the results of an experiment conducted with undergraduate students in Rural Education, using the field notebook records - alternating cycle instrument - performed in 2017. Such records, according to the authors, point out three moments: Who am I? Who are we? What is the point of graduating only to work in a countryside school? These records are expressions of the possibility of the subjects to realize their training, regarding their right to access university, but also the guarantee of permanence in alternate educational times and spaces.

Following, the article **“Rural Education and Pedagogy of Alternance: UnB experience in the Kalunga historical site and cultural heritage”**, by authors Caroline Siqueira Gomide (UnB / Brazil), Rafael Litvin Villas Boas (UnB / Brazil), Maria Lúcia Martins (EPOTECAMPO / Brazil), Luan Ramos Gouveia (UNESP / Brazil), Ana Leda Dias (UnB / Brazil), historicizes the dynamics of the University of Brasilia's (UnB) Rural Education Degree with the communities of the Kalunga territory and cities around the *quilombo*. It analyzes the advances, limits and challenges of teaching, extension and research actions developed in the territory, considering the forms of political and community organization of the region, and the relationship between culture and forms of resistance to the modes of production that imply environmental degradation, such as mining and agribusiness. In the extension activities, the perspective of praxis is highlighted, and, from this action, we can see a series of advances in the strengthening of the process of education, training and social organization of the rural and *quilombola* population of the region.

Reflecting on the limits and potentialities of Alternating Cycle Education in teacher education within the context of Rural Education, is the central objective of the twelfth text, entitled **“History of Rural Education and Pedagogy of Alternation: limits, challenges and possibilities in teacher training”**, Sebastião Silva Soares (UFT / Brazil), Selva Guimarães (UNIUBE / Brazil). The article presents a brief historical review of the Alternating Cycle Education and its integration in the curricula of the higher education degree courses implemented in Brazil, through Selection Notice no. 2/2012-Sesu / Setec / Secadi / MEC. According to narratives of teacher-educators of two institutions contemplated by this public call in the northern region of Brazil, there were conceptions, limits, potentialities and future projections of the Alternating Cycle Education.

The following article, **“Alternance notebook as instrument of registration, evaluation and teacher training”**, by Lisiane dos Santos Moreira (UNIPAMPA / Brazil) and Ana Carolina de Oliveira Salgueiro de Moura (UNIPAMPA / Brazil) presents an investigation aimed at understanding the contributions of the Alternating Cycle notebook for teacher training. The participants in the research were undergraduate students of the eighth semester of the course, that took part in a survey related with their experiences with the Alternating Cycle Book. Considering that personal and professional development are interrelated, the reflection provided by the writing in the Notebook, according to the authors, represents a privileged action in the formative process.

As the fourteenth and last text of this second block, we bring the article **“Rural Education in a Decolonial Turn: the Community-Time Experience at the Fluminense Federal University (UFF)”**, by Francisca Marli Rodrigues de Andrade (UFF / Brazil), Lucas do Couto Neves (UFF/Brasil), Letícia Pereira Mendes Nogueira (UFF / Brazil) and Marcela Pereira Mendes Rodrigues (UFF / Brazil). The research presented tried to understand the process of construction of the Community Time, implemented in the Interdisciplinary Degree in Rural Education (UFF) to then identify the decolonial pedagogical elements that enhance the training of countryside educators. Methodologically, a qualitative research proposal and an interpretative approach were adopted. The main results indicate the importance of Community Time in the training of rural educators, as well as in the processes of reality transformation.

In the following block we present the collective of texts that compose the diversity of training experiences in the Alternating Cycle Education, in different regions of Brazil and the world, from basic professional school education to further degrees.

The article **“Pedagogy of Alternation as a possibility of permanence of peasants students in a school of Alto Paranaíba region”**, by authors Gustavo Adriano Ferreira (UFTM / Brazil) and Verônica Klepka (UFTM / Brazil) discusses Alternating Cycle Education as a contribution / strategy of permanence of peasant students at the EJA High School in a municipality of Alto Paranaíba. (*“EJA Educação de Jovens Adultos”* – Youth Adult School) The research was conducted through interviews with high school students and countryside workers enrolled in the State School EJA, as well as with the school management. The interview with the school board demonstrated that the interest in Alternating Cycle Education is related with flexibility of time for students, meeting other needs beyond study. The analysis shows, on the other hand, that alternating cycle is seen as a formative potential,

contributing to the reduction of school un attendance or dropout during the most intense periods in their coffee crop activities.

As the sixteenth article of this collection, we bring the article **“The Family Farm Schools in Africa: the case of Cameroon”**, by Benoit Birwe (Africa), Pedro Puig-Calvó (Spain), with the main objective of presenting the discussions around a historical investigation of Family Alternating Training Centers (CEFFAs) in the African context. The authors analyze the main territorial difficulties of CEFFAs and problematize the strategies needed for the development and sustainable implementation of institutions in Cameroon.

The following text, by authors Marlo dos Reis (UNIFAP / Brazil) and Roni Mayer Lomba (UNIFAP / Brazil), entitled **“The pedagogy of alternation and the construction of the social movement of extractivists in Amapaense Amazon”**, aims to present partial results of a study conducted in 2017-2018 on the extractive social movements in the southern state of Amapá, especially the centrality of the Alternating Cycle Education in the struggles and construction of the collective identity of these subjects. It is a research based on historical-dialectical materialism as a theoretical, methodological and analytical approach. The main categories of analysis are 'class struggle', 'peasant identity' and 'awareness'. The results of the study show the Alternating Cycle Education as a central strategy of rural education and intellectual formation of these protagonists, reconfiguring the meaning of the struggle for the conquest of public policies and social rights.

“Family Farm School: 50 years of history narrated by many voices”, by Rogério Omar Caliari (IFES / Brazil), Erineu Foerste (UFES / Brazil) is the next article. The study aimed to investigate the relationship between peasant families and the Olivânia Agricultural Family School. The processes for data production, systematization and analysis benefited from semi-structured interviews, document analysis, direct observation, systematic field diary records. The complex realities found were focused in comprehensive ways and contextualized in conversation circles with the protagonists of the research from the moments of interaction potentiated by the Alternating Cycle Pedagogy.

Ahead, we bring the nineteenth text, **“Pedagogy of Alternation in basic and professional education: achievements and challenges in 25 years of operation of the Network of Semi-Arid Integrated Family Schools (REFAISA)”**, by Tiago Pereira da Costa (IRPAA / Brazil), Helder Ribeiro Freitas (UNIVASF / Brazil) and Cristiane Moraes Marinho (IFPE / Brazil), as the result of a professional master's research. The authors analyze and systematize the achievements and challenges of the Family Farm Schools (EFAs) linked to

the Network of Integrated Family Farmer Schools (REFAISA). The methodological approach was based on qualitative research and action research mediated by participatory methodologies as tools for problematization and data collection. As a result, advances are evidenced in the formation of adolescents and young people in connection with the territories and their complexities, and in the promotion of Contextualized Education in Alternating Cycle with its pedagogical instruments that guide the integral formation of the subjects.

The following text by Débora Monteiro do Amaral (UFES / Brazil), Patricia Hand Littig (UFES / Brazil), Sheiliane Bravim (UFES / Brazil) and Amanda Ludovico Breda (UFES / Brazil), **“Alternation Pedagogy in Espírito Santo State and the Agricultural Family School of São Bento do Chapéu”**, aims to discuss how the São Bento do Chapéu Family Farm School performs the training of the subjects who pass through the institution and what are the contributions to the peasant communities of the municipalities of Domingos Martins, Marechal Floriano and Santa Leopoldine. This is a qualitative research, whose results showed that the perspective of Alternating Cycle Education as an epistemological process and methodological organization promotes a rapprochement between school and family; articulates practical and theoretical knowledge of the communities and school curriculum.

As another contribution of international research, we bring the text of the authors Dr. Roberto García-Marirrodriaga (Spain), Andreu Gutierrez Sierra (Spain), entitled **“The multifunctional profile of the teachers in the alternation rural schools”**, which discusses the required teaching multifunctionality of the educators. The authors state that one of the keys of the alternating cycle education system is the commitment of teacher-monitors to the multiple functions that exceed teaching. For them, this requested multifunctionality is the cause of a series of difficulties associated with a professional profile that is not easy to find.

“Dandô Project and the Integral Educational of the youngsters from *Escola Família Agrícola de Vale do Sol*: a culture of resistance to "Transgenic Music"” by Roberto Kittel Pohlmann (EFA / Brazil) and Cheron Zanini Moretti (UNISC / Brazil) proposes a discussion on resistance to “transgenic music” from the Dandô Project, as a pedagogical tool developed at the Vale do Sol Family Farm School (EFASOL) in the Rio Pardo Valley-RS. As a theoretical-methodological strategy they chose Freire's Culture Circles, in accordance with the Southern epistemologies. The article evokes and joins the scope of Southern epistemologies, precisely because it is close to the idea of the common place, either by the recognition of the students in the singers or vice versa. Some of the results or discussions achieved may be exemplified by the speech of one of the students involved:

“What has changed (from the Dandô Project) is that before I listened to a song just for listening, but today I pay attention”.

“Alternance Pedagogy study plan (SP): Problematizing perspective on the formative action of the Cocais/PI Agricultural Family School (EFA Cocais/PI)”, by Maria Raquel Barros Lima (EFA / Brazil) and Carmen Lúcia de Oliveira Cabral (UFPI / Brazil) is the twenty-third article of this dossier. The authors analyze the Research Guide (RG) of the Alternating Cycle Education in its problematic dimension in the formative action of the Cocais / PI Family Farm School (EFA Cocais / PI). As fundamental question: to what extent is the RG-mediated problematizing dimension effective in the Cocais / PI EFA? Connected to other mediations, no less relevant, the RG articulates, beyond the formative times and spaces, the daily knowledge of families in the processes of teaching and learning. The data analysis showed the realization of the problematic condition inherent to the RG in the formative action developed in the EFA Cocais / PI, but also revealed the existence of gaps in the realization of what they call the RG-cycle.

Following, the text **“The Pedagogy of Alternation in pomerana community of Santa Maria de Jetibá, Espírito Santo, Brazil”**, by Edineia Koeler (UFES / Universität Viadrina, Germany), Erineu Foerste (UFES / Brazil), Alberto Merler (University of Sassari, Italy). The article analyzes aspects of the Alternating Cycle Pedagogy, understood from Nosella's perspective (1977, 2012), and its relationship with Pomeranian culture. It takes as its object of study the Emílio Schroeder State School, located in Alto Santa Maria, Santa Maria de Jetibá, Espírito Santo, Brazil, to understand how such a community, with significant presence of the traditional Pomeranian people, comprises the alternating cycle project. With a qualitative-descriptive approach, it benefits from narratives of a teacher with significant experience in Family Farm Schools and, in addition, analyzes a set of documents consisting of 52 questionnaire forms applied in 2011 to students' families. It is noteworthy that the cultural and identity dimensions of the traditional Pomeranian people can contribute to the problematization of the school project, whereas the initiative of rural communities is fundamental for the conquest and permanence of alternative projects in rural education, and that parents' poor education may have immediate repercussions on school work, but it does not prevent them from seeking quality education for their children.

Eric de Oliveira (MEPES / Brazil), Mônica Aparecida Del Rio Benevenuto (UFRRJ / Brazil), in the article **“The contribution of the Alternation Pedagogy and the young professional project in the life projects of young graduates of the EFA in Jaguaré/ES”**,

verify the contribution of the Alternating Cycle Education in the working life projects of the students who completed the Technical Course in Agriculture at the Jaguaré Agricultural Family School. The goal was to understand if these young people put into practice the Young Professional Project (final work of the Technical Course in Farming) in their properties seeking professional autonomy, verifying the permanence or not in the countryside, as well as their continuity in their studies. The results revealed that the youths put the projects into practice, continued their studies and remained in the field, keeping themselves economically sound through farming activities with their families and other youngsters.

Finally, the twenty-sixth article, entitled **“Curriculum and Pedagogy of Alternation: an experience of the Forest School in Rio Branco, Acre”**, by Letícia Mendonça Lopes Ribeiro (UFAC / Brazil) and Adriana Ramos dos Santos (UFAC / Brazil), presents the experience of Alternating Cycle Education in Centres of Vocational Technical Education at a secondary level, highlighting the history and curricular practices of the “Roberval Cardoso Vocational and Technological Training Center”, better known as “*Escola da Floresta*”, in Rio Branco, Acre. Despite having as its educational pillar the admittedly neoliberal *Curriculum for Skills*, the specific case of *Escola da Floresta* can be a successful example of the Alternating Cycle Education and the exercise of dialogicity between the social and individual issues that permeate the peasant context, especially in interactions between learners and learning mediators. It is concluded that it is essential to think (and enable) the training of professionals who will work in the Acre forest in a conjuncture that refutes training and urban-centric education and values the peasant identity.

We present our sincerest gratitude to all the authors who submitted their productions, to the ad hoc reviewers with their valuable contributions, as well as to the editors of the Brazilian Journal of Rural Education for the reception of this file, registering in the wake of the Alternating Cycle Education and its contributions to Education.

Enjoy the reading!

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Conflict of Interest: None reported.

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How to cite this Editorial

APA

Puig-Calvó, P., Gagnon, C., & Gerke, J. (2019). Thematic Dossier: 50 years of Alternating Cycle in Brazil: what national and international research says. *Rev. Bras. Educ. Camp.*, 4, e8135. DOI: <http://dx.doi.org/10.20873/uft.rbec.e8135>

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PUIG-CALVÓ, P.; GAGNON, C.; GERKE, J. Thematic Dossier: 50 years of Alternating Cycle in Brazil: what national and international research says. **Rev. Bras. Educ. Camp.**, Tocantinópolis, v. 4, e8135, 2019. DOI: <http://dx.doi.org/10.20873/uft.rbec.e8135>