

Licentiate Degree in Rural Education: contributions to training monitors of Agricultural Family Schools

Diego Gonzaga Duarte da Silva¹, Lourdes Helena da Silva²

¹Universidade Federal de Viçosa - UFV. Programa de Pós-Graduação em Educação. Avenida Purdue, s/nº Campus Universitário. Viçosa - MG. Brasil. ²Universidade Federal de Viçosa - UFV

Author for correspondence: diegoduartegeo@gmail.com

ABSTRACT. The licentiate degrees in Rural Education are a recent achievement in our society and have been arising from the protagonist of the peasant social movements and trade unions. They had their expansion marked by the announcement MEC/SESU/SETEC/SECADI n.º 02/2012, which enabled the creation of new training courses for rural educators in 42 Brazilian Education Institutions. Considering these licentiate degrees, we highlight the Licentiate in Rural Education of the Federal University of Viçosa (LICENA), which in its creation and institutionalization process had the involvement and participation of diverse social and union movements. Among them, the Agricultural Family Schools (EFAs) have become a partner in the construction of the training processes of the course, as much by the experience with the Pedagogy of Alternating, as by the necessity of the initial formation of its monitors. Aiming to understand LICENA's training processes, we analyzed the evaluations of the monitors on the contributions of the course to the pedagogical practices developed in the EFAs, by conducting interviews that were submitted to the Content Analysis method. The results indicate that LICENA has contributed to the formation of the monitors both through the appropriation of didactic-pedagogical knowledge and through the stimulation of interdisciplinary practices.

Keywords: Agricultural Family Schools, Licentiate Degree in Rural Education, Monitors.

Licenciatura em Educação do Campo: contribuições à formação de monitores de Escolas Família Agrícola

RESUMO. As Licenciaturas em Educação do Campo, conquistas recentes em nossa sociedade oriundas do protagonismo dos movimentos sociais e sindicais camponeses, tiveram sua expansão marcada pelo Edital MEC/SESU/SETEC/SECADI n.º 02/2012, que viabilizou a criação de novos cursos de formação de educadores do campo em 42 Instituições de Ensino Superior brasileiras. Dentre esses cursos, destacamos a Licenciatura em Educação do Campo da Universidade Federal de Viçosa (LICENA) que, em seu processo de criação e institucionalização, contou com o envolvimento e participação de movimentos sociais e sindicais diversos. Entre eles, as Escolas Família Agrícola (EFAs) têm se constituído uma parceira na construção dos processos formativos do curso, tanto pela experiência com a Pedagogia da Alternância, quanto pela necessidade da formação inicial dos seus monitores. Na busca de compreender os processos de formação da LICENA, analisamos as avaliações dos monitores sobre as contribuições do curso para as práticas pedagógicas desenvolvidas nas EFAs, através da realização de entrevistas que foram submetidas ao método Análise de Conteúdo. Os resultados do estudo indicam, dentre outros aspectos, que a LICENA tem contribuído para a formação dos monitores tanto pela apropriação dos saberes didático-pedagógicos, quanto pelo estímulo à realização de práticas interdisciplinares.

Palavras-chave: Escolas Família Agrícola, Licenciaturas em Educação do Campo, Monitores.

Licenciatura en Educación del Campo: contribuciones a la formación de monitores de las Escuelas Familias Agrícolas

RESUMEN. Las Licenciaturas en Educación del Campo, conquistas recientes en nuestra sociedad, originadas del protagonismo de los movimientos sociales y sindicales campesinos, tuvieron expansión con el Decreto MEC/SESU/SETEC/SECADI n.º 02/2012, que posibilitó la creación de nuevas carreras para la formación de educadores del campo en 42 Instituciones de Enseñanza Superior brasileñas. De estas carreras, destacamos la Licenciatura en Educación del Campo de la Universidad Federal de Viçosa (LICENA) que en su proceso de creación e institucionalización involucró diversos movimientos sociales y sindicales. Entre ellos, las Escuelas Familias Agrícolas (EFAs) han constituido una alianza en la construcción de los procesos formativos del curso, tanto por su experiencia con la Pedagogía de la Alternancia, como por la necesidad de formación inicial de sus monitores. Para comprender los procesos de formación de la LICENA, analizamos las evaluaciones de los monitores relacionadas con las contribuciones del curso para las prácticas pedagógicas desarrolladas en las EFAs, por medio de entrevistas las cuales fueron sometidas al método de Análisis de Contenido. Los resultados obtenidos indican, entre otros aspectos, que la LICENA ha contribuido en la formación de los monitores tanto por la apropiación de los saberes didácticos-pedagógicos como por el estímulo para la realización de prácticas interdisciplinarias.

Palabras clave: Escuelas Familias Agrícolas, Licenciatura en Educación del Campo, Monitores.

Introduction

This study, originating from a research on the contributions of the Licentiate Degree in Rural Education in the Federal University of Viçosa for the formation of students who will work as monitors in Agricultural Family Schools (EFAs), is part of the program of studies on “Licentiate Degree in Rural Education in the Federal University of Viçosa: Subjects, Representations and Pedagogical Practices” which aims to analyze the subjects, the social representations, the processes and the pedagogical practices created in the course.

The Licentiate Degrees in Rural Education (LEdoCs) are recent victories of the social and peasant farmers union movements which have promoted, over the last twenty years, a set of motions and protests for more public policies addressing the education of the rural peoples in our society (Molina & Sá, 2012). Created in the context of the Support Program for Higher Rural Education (PROCAMPO), the expansion of the first experiences of the Licentiate Degrees in Rural Education were marked in the MEC/SESU/SETEC/SECADI public edict N° 02/2012, which made possible the creation of 42 undergraduate courses in several higher education

institutions in Brazil (Molina, 2015). It is within such context - of the Licentiate Degrees in Rural Education created in accordance with the publication afore mentioned - that we highlight the Licentiate Degree in Rural Education of the Federal University of Viçosa (LICENA).

In its creation and institutionalization processes, LICENA relied on the partnership of several social and trade union movements, such as the Agroecological Movement of the Zona da Mata of Minas Gerais - especially the Zona da Mata Technological Center (CTA/ZM); the Rural Workers' Trade Unions; the Agricultural Family Schools (EFAs); the Brazil's Landless Workers Movement (MST); the Pastoral Land Commission (CPT); the Quilombola Network, and others. Among these partnerships, we highlight the EFAs which, with the participation of their alumni, monitorsⁱ and former monitors, have effectively collaborated in the conception of the training processes of the course, both for the experience accumulated by these schools with the alternance training dynamics (Köll, 2016) and for the need for the initial training of their instructors, aiming to promote advances and improvements in the pedagogical practices of these educators.

It is paramount to add that the training process at LICENA is important for the EFAs monitors, especially because many of them do not have higher education and/or, when they do, such education is not in courses aimed at the training of rural school educators. In this regard, it is important to state that the Alternation Pedagogy - one of the pillars of the EFAs - aims to implement an educational dynamic tailored to link the knowledge derived from the life and work reality of the learners, with the knowledge developed in the school daily life in the training process (Silva, 2003). In order to achieve this purpose, it is necessary to have a process of training the monitors which, by favoring a better understanding of the pedagogical dynamics of the alternation, allows them to develop skills and knowledge which extrapolate the activities performed inside the classrooms (Begnami, 2003). This is due to the fact that, in addition to providing compulsory curricular content, the monitors are responsible for the orientation and follow-up of the students in the activities carried out both in the daily life of the EFAs during School Time and in their communities and territories of origin during Community Time.

In this educational proposal, one of the responsibilities of the monitors is the

mediation of the teaching-learning processes, which are carried out in a dynamic capable of recognizing and taking into account the knowledge and practices of the life and work of the students, their families and their communities and territories (Sousa, 2014). Furthermore, the role of the monitors is to promote the motivation for the associative life of the school, the motivation for group life and the mobilization of institutional partners to contribute to the formative process of the EFAs (Begnami, 2003). According to Begnami (2003), the promotion of associative life requires the monitors to articulate, plan and hold assemblies and meetings with the pedagogical team and associations that maintain the EFAs.

The promotion of group life, on the other hand, demands from the monitors the development of activities to excite the life in boarding school that occurs in the EFAs, making this space experienced by the young students favorable ground to the teaching-learning process; while the mobilization of partners requires the monitors to identify and involve employees - such as interns, families, leaders, etc., in order to contribute to the training process of the EFAs.

Recognizing, therefore, the complexity of the monitors' role and the

multiple attributions they perform in the context of alternation training, we discuss the contributions of the LICENA training process to the performance of these professionals in the context of the EFAs. In its origin, we carried out an investigation which analyzed the evaluations provided by the monitors of EFAs on the contributions of the Licentiate Degrees in Rural Education for the development of its pedagogical practices. In methodological terms, the research involved interviews with nine students from the 2014 LICENA class who acted as monitors in EFAs. These interviews, in turn, were submitted to the technical procedures of the Content Analysis method, within the theoretical-methodological perspective of Bardin (1977).

Thus, in the context of a study which analyzes the contributions of LICENA training to the performance of EFA monitors, the present work is organized in four sections other than this introduction: in the first section, we talk about the processes of constitution and the principles which guide the Licentiate Degree in Rural Education in Brazil; in the second, we present the proposal for the formation of the Political-Pedagogical Project for LICENA, characterizing its main objectives; in the third, we describe

and look into the evaluations of the monitors about the contributions of LICENA to their pedagogical practices in the EFAs; and in the last section, we present our final considerations.

The Licentiate Degree in Rural Education in Brazil

The trajectory that culminated in the creation of Licentiate Degrees in Rural Education (LEdoCs) was marked by numerous mobilizations of peasant social movements and trade unions seeking to guarantee a quality educational model for the rural people, either by the creation of new schools in the countryside and/or by not allowing the closure of existing ones, either by increasing the level of schooling of the schools in operation and, mainly, by creating training courses for rural educators (Molina & Sá, 2012).

As Molina and Sá (2012) observed, from the numerous demands made by peasant social movements and trade unions to ensure the fulfillment of the guidelines established during the "2nd National Conference: For a Basic Rural Education", in 2005, a Working Group (GT) is created. GT is responsible for the elaboration of proposals to assist the Secretariat for Continuing Education, Literacy, Diversity and Inclusion (SECADI) in order to negotiate with the Ministry of Education

(MEC) the creation of a public education policy towards the formation of educators for Rural Education.

This GT was made up of representatives of various social and trade union movements, such as the Council of State Secretaries of Education (CONSED), the National Confederation of Agricultural Workers (CONTAG), the Union of Municipal Education Officers (UNDIME), the Brazil's Landless Workers Movement (MST), the Family Agriculture Farm Workers Federation (FETRAF), the Educational Network of the Brazilian Semi-Arid (RESAB), in partnership with the University of Brasília (UNB), the Federal University of Minas Gerais (UFMG), the National Forum for Rural Education (FONEC), the Family Centers for Formation by Alternation (CEFFAs), the National Secretariat for Youth (SNJ), the Ministry of Agrarian Development (MDA) and the Ministry of Social Development and Fight Against Hunger (MDS) (Brazil, 2013).

Based on the discussions carried out by the GT, the Support Program for Higher Rural Education (PROCAMPO) was created with the collaboration of the Ministry of Education in 2006, with the objective of promoting the training of educators to work in the final school years of elementary and secondary school of

rural areas (Santos, 2012). Since 2007, this policy made possible the creation of the LEdoCs, on an experimental basis, in four universities indicated by the peasants social and trade union movements: the Federal University of Minas Gerais; the University of Brasília; the Federal University of Bahia and the Federal University of Sergipe (Molina, 2015; Molina & Antunes-Rocha, 2014). The experiences of these four universities made it possible for SECADI to broaden the offer of these courses through public edicts in 2008 and 2009, in which they invited the higher education institutions (IES) to offer this new undergraduate course. By 2010, the 2008 and 2009 Edicts have made way for other 30 IES to offer Licentiate Degree in Rural Education (Molina & Sá, 2012). Subsequently, with the creation of the National Rural Education Program (PRONACAMPO) in March 2012 and with the incorporation of PROCAMPO that same year, the MEC/SESU/SETEC/SECADI public edict N.º 02/2012 was published making it possible the creation of 42 Licentiate Degrees in Rural Education in Brazil (MOLINA, 2015). The purpose of PRONACAMPO is to support the State with technical and financial resources in the implementation of Rural Education policies, in order to increase access to

basic education for rural peoples and to promote the professional qualification of these people. This program is structured around four main axes, namely: 1) Management and Pedagogical Practices; 2) Initial and Continued Teacher Training; 3) Youth and Adult Education and Professional Education; 4) Physical and Technological Infrastructure (Brazil, 2013). PROCAMPO, which provides for the creation of LEdoCs, is inside Axis 2.

The Licentiate Degree in Rural Education is a new undergraduate modality which is present in the Brazilian Higher Education Institutions which focuses on the initial formation of educators for “a professional performance which goes beyond teaching. A formation which enables the educators to work also in the management of the educational processes happening in the school and its environment” (Molina & Sá, 2011, p. 36). This modality of higher education seeks to guarantee the initial formation of educators who are committed to the struggles of peasant social movements and trade unions, and educators who are able to develop practices and theories that contribute to the organization of an educational model which suits the ways of life of the rural people (Molina & Sá, 2011).

The LEdoCs seek to form at a higher level the educators who already work in rural schools and who do not have a college degree, such as the monitors of the EFAs; the leaderships linked to the social and union movements and the subjects who develop educational activities outside the formal education domains in partnership with the peasant social and union movements (Santos, 2012). With that in mind, as explained and analyzed by Molina and Sá (2011), a training is proposed which enables the educators to perform a professional activity capable of articulating the school's educational processes to the community in order to integrate everyday community life into school life. In the pursuit of such integration, these courses curricula organization is thought out in an alternation regime divided between School Time and Community Time. This contributes, among other aspects, to the permanence and performance of future educators in the countryside (Molina & Sá, 2012). Thus, the alternation in LEdoCs aims, through the articulation between school/community and theory/practice, to provide mechanisms to their students, in their academic activities, so that they can perceive and intervene on the problems experienced in the schools where they work and in the social environments within

which they live (Molina & Antunes-Rocha, 2014).

Combining the integration between school and the community through alternation, the Licentiate Degree in Rural Education has the "purpose of building a development model for the countryside committed to the economic, social, political and cultural sustainability of the land and of the subjects who work on them." (Antunes-Rocha, Diniz & Oliveira, 2011, p. 22). These objectives conflict with a conception of country and of society postulated from the capitalist principles which see country as a commodity, provided that said principles disregard the cultural and social practices of the rural peoples, who live and are inserted in the rural environment, and their social and union movements. Therefore, the formative processes in the LEdoCs must be articulated to the living conditions of the peasant peoples, in order to empower the rural schools and contribute to the process of appreciation of the livelihoods and production of the people who resist the capital-imposed logic of countryside and of society (Molina & Antunes-Rocha, 2014).

Consequently, the proposal of training for educators in the LEdoCs is placed against a counter-hegemonic perspective, marked by the presence of peasant social and labor movements in

Higher Education Institutions in the North, Central-West, Southeast, Northeast and South regions of Brazil (Molina, 2015). For this purpose, these courses are committed to organizing a pedagogical work coherent to the ways of life of the peoples of the countryside, in order to protect and cherish their forms of work, values and traditions.

The Licentiate Degree in Rural Education at the Federal University of Viçosa

The Licentiate Degree in Rural Education at the Federal University of Viçosa (LICENA) inaugurated in 2014, after its approval by the MEC/SESU/SETEC/SECADI public edict N° 02/2012, aiming at a teacher formation to coordinate formal and non-formal educational spaces (Lopes, 2016; Carvalho, 2017). In its previous proposal the course provided for a teacher formation qualified in Natural Sciences to act in the final series of Elementary and High Schools of the rural schools (PP/Licena, UFV, 2014).

In addition to the teacher formation course preparing educators to work in rural schools, as well as in other Licentiate Degrees in Rural Education, LICENA aims to train educators for professional practice beyond teaching (Molina & Sá, 2011) and

which, in partnership with peasant social organizations and movements, is involved and committed to the reality of rural peoples and their social struggles (PP/Licena, UFV, 2014). In order to train educators committed to peasant dynamics, the LICENA formation process uses the alternation regime, which allows, among other aspects, the incorporation of the realities of the life of the students in the course, with the intention of valuing the ways of life and production of the people of the countryside (Carvalho, 2017).

The alternation regime of LICENA has favored the development of a process of interdisciplinary formation capable of integrating the knowledge, struggles and labor practices of the rural people with the formative processes of the course, in order to contribute to the valorization and recognition of the rural environment and the social struggles of peasants (Lopes, 2016). From this perspective, Carvalho (2017) points out that one of the objectives of LICENA is the development of interdisciplinary practices through the integration of the knowledge and social practices of students which are developed during the Community Time - when they are doing agricultural activities, working in rural schools and militating in peasant social and union movements - to the training processes experienced during the

School Time, in the academic activities carried out at the Federal University of Viçosa.

In the development of the interdisciplinary formation process, aiming at the integration of the activities of Community Time and School Time, LICENA uses in its alternation dynamics a set of pedagogical instruments, such as Thematic Study Projects, Common Placement, Reality Notebook, Travel and Study Visits, External Interventions, Feedback Activities and Experiences, Professional Project and Study Overtimes (PP/Licena, UFV, 2014). These instruments favor the integration of the disciplinary knowledge with the knowledge of the students' experiences, based on the problems experienced by them in their life and work contexts. This knowledge integration seeks a systematic and constant recognition and appropriation of the forms of work, experiences and cultures of the rural people, contributing to the human formation of the students of the course from the construction of knowledge integrated with the social contexts in their ways of living (Carvalho, 2017).

In addition to favoring the interdisciplinary training process, the alternation system developed by LICENA has made it possible for rural school educators, as well as peasants, indigenous

people, quilombolas and other rural people to undertake higher education without abandoning their territories of living (Carvalho, 2017). And in this regard, Molina (2017) points out that the alternation regime, also present in other LEdoCs, seeks to prevent rural people from leaving rural daily life to enter higher education.

Essentially, the Licenciante Degree in Rural Education of the Federal University of Viçosa has been committed to the formation of educators able to develop pedagogical practices articulated to the social contexts experienced by the rural people. They are practices which seek, among other objectives, to link the formative processes of the course to the struggles, ways of working and the ways of life of peasants (Molina & Sá, 2011).

Students of the Licenciante Degree in Rural Education: the pedagogical practices of the Monitors

The studies carried out in LICENA show, in common, that the course has made efforts to develop training processes for rural educators who, in accordance with the life, work and struggle contexts of peasants, can contribute to the implementation of pedagogical practices that potentialize the knowledge, cultures and forms of work of the rural people

(Lopes, 2016; Carvalho, 2017; Lima, 2017).

In our research, specifically regarding the contributions of LICENA to the pedagogical practices developed by EFA monitors, the majority of interviewees (8/9) positively evaluated the process of formation experienced, highlighting the appropriation of didactic-pedagogical knowledge (4/8) and the experience of interdisciplinary practices (3/8) as dimensions that contributed to advances and improvements in their pedagogical practices. One of the interviewees (1/8), despite their positive assessment of the training undergone in LICENA, did not justify their evaluation.

Specifically in regards to the monitors (4/8) who associated the improvement of their pedagogical practices, after entering LICENA, to the appropriation of didactic-pedagogical knowledge, the tendency among them is to emphasize that access to this knowledge made possible the appropriation of new teaching methodologies, as well as new didactic strategies for the development of the contents linked to the Natural Sciences in the classroom routines. They also emphasize that, prior to joining the course, they had a lack of didactic-pedagogical training that limited their professional performance pertaining the use of teaching

methodologies, the development of pedagogical practices articulated to the reality of the students of the EFAs, and the theoretical deepening in the disciplines taught. This lack of training, in turn, will be associated with a recognition of the need for specific pedagogical training for teaching in the context of the rural schools.

Therefore, it is in recognition of these shortcomings and limitations that the interviewed monitors emphasize the appropriation of didactic-pedagogical knowledge as a condition that enabled the use of teaching methodologies and didactic strategies in the development of pedagogical practices which foster, among other things, a greater motivation and participation of EFA students in the daily life of their classes. Other than the didactic methodologies and strategies, the monitors highlighted that the acquisition of didactic-pedagogical knowledge also allowed for a deeper understanding of the academic contents, helping them to carry out debates and discussions on diverse themes which emerge within the scope of the formation process of the EFAs.

... I realize I am very different from when I started in the course in terms of knowledge, content, of those shortcomings that I said before. Many things have been answered and other questions have arisen. But I believe I am an educator still in development. I think I'm not ready, nor will I be when I finish the course.

We are constantly learning (Monitor 3).

I rate this as very good because in the classroom you need to have a closer relationship with the students so you can get closer to the reality they experience. And when you know methodologies and ways to work, it facilitates this process. The way to work in the countryside, the visits themselves, inside the classroom, because it is not simply the chalkboard, the chalk or the datashow. There are several other ways which the course taught us that at the same time motivated us to look for this too (Monitor 5).

This dimensions of the didactic-pedagogical knowledge contributions to the pedagogical practices of the teachers coming from an initial formation process is studied by Nez & Silva (2010), in a work about the Computer Science Undergraduate Course of the Mato Grosso State University (UNEMAT), emphasizing that the use of different teaching methodologies in daily teaching potentiate the pedagogical practices of teachers, making classes more interesting, as well as it fosters a better understanding by the students about the contents of the subjects, contributing to improvements in the teaching and learning processes (Nez & Silva, 2010).

It is worth mentioning, as Queiroz and Maia (2014) acknowledge, that the didactic-pedagogical knowledge encompasses a set of other knowledges:

professional, curricular and disciplinary ones. The distinction among these knowledges is analyzed by Tardif (2007), who considers professional knowledge as being constructed along the processes of teacher training in Higher Education Institutions; disciplinary knowledge such as those related to the specific disciplines of teaching degree courses such as Geography, Physics, Mathematics, Portuguese, History, to name but a few; while curricular knowledges are those which, present in the course curricula, guide the pedagogical action of educators.

With that in mind, we can understand the acquisition of didactic-pedagogical knowledge as one of the contributions of LICENA to the monitors of the EFAs. Among other aspects, the interviewees reveal that the theoretical training experienced in the course has enabled them to understand and use different resources and didactic strategies which, in turn, contribute both to stimulating the participation of EFA students in class and to a better guiding of the study themes and activities carried out during School Time. To this idea, we add the importance of the initial teacher training performed for a specific teaching activity in the rural schools, given that the majority of interviewees (5/9) worked in the EFAs

without proper training for a teaching position.

Regarding the interviewees (3/8) who credit the improvement of their pedagogical practices after joining LICENA to the use of interdisciplinary dynamics, they recognize that the teacher training processes experienced in the course have enhanced their performance as educators, stimulating them for the development of pedagogical and didactic strategies which promote articulations and dialogues among the theoretical contents of the different disciplines and the knowledge derived from the EFA students' experiences, traditions and cultural backgrounds. In their reports, the interviewees repeatedly highlight the importance of this articulation between the different knowledges, considered as one of the strategies of valorization of the rural people, their ways of life, work and their cultural expressions. The interdisciplinary teacher training in LICENA is also recognized and valued for the transiting possibilities through different areas of knowledge offered to the students of the course, favoring the understanding of the different school disciplines and the integration of the different theoretical contents.

I don't know how the students see it, but I thought it was very good. It was

very good because I think I have improved in relation to my teacher attitude. In all respects I acquired knowledge. But the fact that I can articulate between various contents without being stuck within a single one, I think that was the best thing I learned. I don't know Geography totally, I don't know Physics, Chemistry, but I am able to work with these school subjects. For example, if you need, in an emergency, for me to replace you in a class, I can articulate it with the kids... (Monitor 2).

My current practice today is a great deal from hearing what students have to tell me. It's a lot more about hearing them today and asking "why this? and why that?", so that they can feel more appreciated. Then you gotta have some dynamics. You gotta have some cards up your sleeve so you can get those students who have difficulties to express their ideas. So with that, I make the learner express his feeling, what he thinks, what he can do in the community. You can not unlink ... I mean, I work with agroecology, but I can integrate this with other disciplines and the world today... (Monitor 7).

According to Carvalho (2015), interdisciplinary practices are those which take place when teachers, in the development of a broader formative process, use and integrate in their disciplines the knowledge of other areas of knowledge in a way that makes the contents more comprehensible for students. To the author, one of the aspects which contribute effectively to the development of interdisciplinary practices is the contextualization and search for integration

of students' knowledge - derived from their experiences, social practices and ways of working - with the content of the disciplines taught. This contextualization is recognized as a catalyst of a teaching practice oriented towards overcoming traditional pedagogical practices, based upon a simple transfer of knowledge from teachers to students.

It is in this respect that, in the interviewees' evaluation, the interdisciplinary experiences lived in LICENA contributed to the construction of interdisciplinary practices in the context of the EFAs where they work, favoring the implementation of dynamics directed both at the creation of dialogues between the disciplines taught and other disciplines, as well as at an articulation between the disciplines and the learners' knowledge and experiences. Regarding this aspect, LICENA teacher training is recognized and valued by the monitors, among other aspects, for the contributions to the development of pedagogical practices which, favoring the integration between different disciplines, allows for a critical and larger understanding by the students about their realities of life, work and struggles; thus, overcoming models and practices of producing fragmented knowledge.

Just as Carvalho (2015), we emphasize that formative processes carried out under this integrative logic are not common in the regular teacher education courses in our society. The dominant trend in teacher training courses is the presence of a "segmented curriculum as a habitual model in undergraduate courses, rendering the future teacher unable to develop a systemic vision through which knowledge is related to social needs" (Carvalho, 2015, p. 103).

In spite of most of the monitors (8/9) positively evaluating the LICENA formative processes for the development of their pedagogical practices, one of the interviewees (1/9) pointed out a negative dimension of the formation process experienced: the intensification of the teaching work faced in the EFA after their insertion in the Licentiate Degree in Rural Education. In their report, we highlight the situation of a monitor who, due to the accumulation of functions and demands of the academic world, faces the lack of conditions and time necessary for the planning and preparation of the teaching activities, as they had done before joining the course. In this evaluation, there are also issues concerning the high demand by the course for academic activities which, besides compromising the planning of their classes, has also made it impossible to

build partnerships, study visits, and search for alternatives in order to improve and advance in their pedagogical practice.

My practice, today, I feel that it is quite faulty... If I am to give a grade to my practice before the course, I would give it 8 or 9. Today, if I am to give a grade to my practice, I would give it 6 in the practice in EFA because of this time, this lack of preparation and a lot of modification in the space. Before, we had spaces, other places to turn to and today we have a lot of difficulty about that (Monitor 9).

It is interesting to mention that difficulties and challenges such as those reported by the interviewee, especially the overload of academic activities in the course, were also identified in the Carvalho (2017) study on LICENA. Specifically, the high volume of academic activities during School Time and the excess of activities in Community Time were considered by the students as factors of physical and mental exhaustion, detrimental both to academic achievement in the course and to the development of their professional activities. Similarly, they are evaluations that reveal some of the challenges faced by LICENA students in reconciling the training process in the course with teaching activities in schools and also in the development of a pedagogical practice that allows for a better monitoring of and guidance to the students of EFAs, which

may compromise the teaching-learning processes in rural schools.

However, in a more expressive and shared way, the assessments made by the monitors reveal an understanding of LICENA as a teacher training course for educators of rural schools, which, guided by the search for interdisciplinarity and articulation among the different knowledges involved in the educational dynamics, has contributed for the development in the EFAs of reflections and pedagogical practices committed to the principles of Rural Education.

Final Considerations

The Licenciature Degrees in Rural Education, in different regions of the Brazilian society, aim at the initial formation of educators committed to the struggles of the rural people, as well as the development of practices which contribute to an educational organization which, articulating world dimensions of the life and work of rural people, contributes to the education of their students (Molina & Sá, 2011). They are courses which seek to overcome fragmented teaching models and practices in knowledge areas, proposing the development of politically and socially committed training processes and practices with peasants, their ways of life, their

cultures and knowledges, in order to add up to the improvements needed at basic education in rural schools (Molina, 2017).

With this in mind, our analyses reveal that LICENA, despite facing numerous challenges such as the intensification of the teaching work of the monitors who work in EFAs, have made efforts for the implementation of a formation process thought out in order to articulate the knowledge and social practices performed by the students in their spaces of life, work and social struggles, aiming at valorizing and strengthening the countryside, the peasants and their demands for a quality education. In their reports, the interviewed monitors reveal that the training of educators from countryside schools experienced in LICENA has contributed to the formation of reflective professionals capable of developing pedagogical practices at the basic level rural schools articulated to the realities of life, work and struggles of their students. Thus, LICENA is valued as a process of forming educators who, in addition to an understanding of the complexity of the Brazilian countryside and the disputes existing there, are able to implement pedagogical processes and practices committed to the consolidation of the Rural Education movement. It is from this perspective that our analyses of the

contributions of LICENA to the pedagogical practices of the EFA monitors reveal, among other things, that the course has contributed to a teaching performance committed to the principles of Rural Education, both for the dimension of appropriation didactic-pedagogical knowledge, as well as for the fostering of the implementation of interdisciplinary pedagogical practices.

As for the appropriation of didactic-pedagogical knowledge, the educators reveal that the training process experienced in LICENA contributes to the use of resources and didactic strategies which, promoting the participation of their students in class, has enabled discussions on several emerging themes in the daily life of the EFAs and favored the development of pedagogical practices more articulated to the realities of life, work and struggle of the students.

On the interdisciplinary practices, the monitors show that the practices experienced in LICENA contribute to the construction of horizontalized relations in the everyday life of the classrooms of the EFAs, mainly by stimulating dialogues and favoring interactions between learners and monitors of different areas of knowledge. They also reveal that the implementation of said practices has contributed to a systematic and constant effort to empower

and incorporate the knowledge and social practices of the learners into the training dynamics in the EFAs. Also, the interdisciplinary practices experienced in the course formation process favor and fuels the promotion of dialogues with other monitors, fostering the collective work in the EFAs where the monitors work. In summary, the processes and training dynamics experienced in LICENA are recognized and valued by the educators as opportunities for advancement and improvement in their practices, which contribute to the formation of critical-thinking and committed individuals to the Rural Education movement.

Referências

Antunes-Rocha, M. I., Diniz, L. S., & Oliveira, A. M. (2011). Percursos formativos da turma Dom José Mauro: segunda turma do curso de Licenciatura em Educação do Campo da FAE-UFMG. In Molina, M. C., & Sá, L. M. (Orgs.) *Licenciatura em Educação do Campo: Registros e Reflexões a partir das Experiências Piloto* (pp. 19-34). Belo Horizonte, MG: Autêntica Editora.

Bardin, L. (1977). *Análise de conteúdo*. Lisboa: Edições 70 Ltda.

Begnami, J. B. (2003). *Formação pedagógica de monitores das Escolas Famílias Agrícolas e Alternâncias: um estudo intensivo dos processos formativos de cinco monitores*. (Dissertação de Mestrado). Universidade Nova de Lisboa e Universidade François Rabelais de Tours.

- Carvalho, J. G. (2017). *A formação por alternância na Licenciatura em Educação do Campo da UFV: experiências e representações sociais dos educandos*. (Dissertação de Mestrado). Universidade Federal de Viçosa.
- Carvalho, M. M. (2015). Interdisciplinaridade e formação de professores. *Revista Triângulo*, 8(2), 93-112.
- Kölln, M. (2016). *Da semente à flor: emergências emancipatórias na Licenciatura em Educação do Campo da UFV*. (Dissertação de Mestrado). Universidade Federal de Viçosa.
- Lima, S. L. P. (2017). *A alternância na Licenciatura em Educação do Campo: representações sociais dos docentes da UFV*. (Dissertação de Mestrado). Universidade Federal de Viçosa.
- Lopes, N. C. (2016). *Trajetórias Escolares dos Licenciandos em Educação do Campo da UFV*. (Dissertação de Mestrado). Universidade Federal de Viçosa.
- Molina, M. C., & Antunes-Rocha, M. I. (2014). Educação do Campo: história, práticas e desafios no âmbito das políticas de formação de educadores – reflexões sobre o PRONERA e o PROCAMPO. *Revista Reflexão e Ação*, 22(2), 220-253.
- Molina, M. C. (2015). Expansão das licenciaturas em Educação do Campo: desafios e potencialidades. *Educar em Revista*, (55), 145-166.
- Molina, M. C. (2017). Contribuições das Licenciaturas em Educação do Campo para as políticas de formação de educadores. *Educação & Sociedade*, 38(140), 587-609.
- Molina, M. C., & Sá, L. M. (2011). A Licenciatura em Educação do Campo da Universidade de Brasília: Estratégias Político-Pedagógicas na Formação de Educadores do Campo. In Molina, M. C., & Sá, L. M. (Orgs.) *Licenciatura em Educação do Campo: Registros e Reflexões a partir das Experiências Piloto* (pp. 35-61). Belo Horizonte, MG: Autêntica Editora.
- Molina, M. C., & Sá, L. M. (2012). Licenciatura em Educação do Campo. In Caldart, R. S., Pereira, I. B., Alentejano, P., & Frigotto, G. (Org.) *Dicionário da Educação do Campo* (pp. 468-474). Rio de Janeiro, São Paulo: Expressão Popular.
- Nez, E., & Silva, V. N. (2010) A importância dos saberes pedagógicos na prática dos professores da educação superior. *Revista da Faculdade de Educação*, (14).
- Programa Nacional de Educação do Campo - PRONACAMPO*. (Janeiro de 2013). Recuperado de: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=13214-documento-orientador-do-pronacampo-pdf&Itemid=30192.
- Queiroz, V., & Maia, H. (2014). Saberes didático-pedagógicos: sentidos atribuídos por professores dos anos iniciais do Ensino Fundamental. In *Anais do Encontro Nacional de Didática e Práticas de Ensino*. Fortaleza.
- Santos, C. A. (2012). *Educação do campo e políticas públicas no Brasil: o protagonismo dos movimentos sociais do campo na instituição de políticas públicas e a Licenciatura em Educação do Campo na UnB*. Brasília, DF: Líber Livro.
- Silva, L. H. (2003). *As experiências de formação de jovens do campo: alternância ou alternâncias?* Viçosa, MG: UFV.
- Sousa, A. P. F. (2014). *Práticas Pedagógicas em Alternância: contribuição ao estudo do trabalho docente na Escola Família Agrícola de São João do*

Garrafão, Espírito Santo. (Dissertação de Mestrado). Universidade Federal de Viçosa.

Tardif, M. (2007). *Saberes docentes e formação profissional*. Petrópolis, RJ: Vozes.

Universidade Federal De Viçosa. (2014). *Projeto Político Pedagógico: Curso de Licenciatura em Educação do Campo*.

ⁱ The term monitor is used to refer to the educators in the EFAs.

* Research conducted with financial support from CNPq (Edital Universal 2016, Process 401555/2016-00) and FAPEMIG (Edital PPM XI, Process 00632-1).

Article Information

Received on September 18th, 2018
Accepted on October 21th, 2018
Published on November 15th, 2018

Author Contributions: The authors were responsible for the designing, delineating, analyzing and interpreting the data, production of the manuscript, critical revision of the content and approval of the final version published.

Conflict of Interest: None reported.

Orcid

Diego Gonzaga Duarte da Silva

 <http://orcid.org/0000-0003-3999-1828>

Lourdes Helena da Silva

 <http://orcid.org/0000-0003-1837-7335>

How to cite this article

APA

Silva, D. G. D., & Silva, L. H. (2018). Licentiate Degree in Rural Education: contributions to training monitors of Agricultural Family Schools. *Rev. Bras. Educ. Camp.*, 3(3), 891-910. DOI: <http://dx.doi.org/10.20873/uft.2525-4863.2018v3n2p891>

ABNT

SILVA, D. G. D.; SILVA, L. H. Licentiate Degree in Rural Education: contributions to training monitors of Agricultural Family Schools. *Rev. Bras. Educ. Camp.*, Tocantinópolis, v. 3, n. 3, set./dez., p. 891-910, 2018. DOI: <http://dx.doi.org/10.20873/uft.2525-4863.2018v3n2p891>

