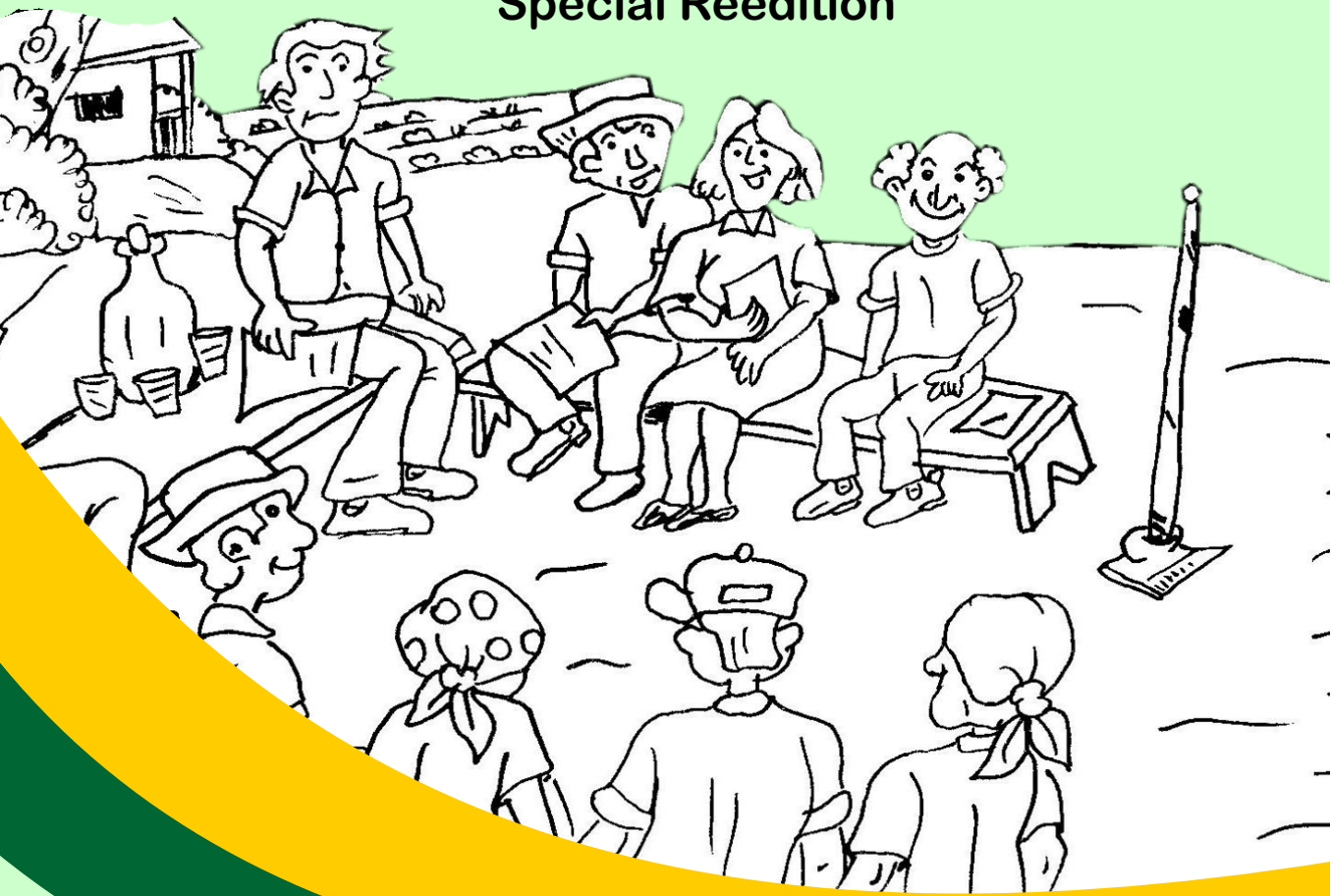


ATER Methodologies and Research with a Participative Perspective EMATER-PARÁ

Special Reedition



EMATER-PARÁ



**TECHNICAL ASSISTANCE AND RURAL EXTENSION COMPANY OF THE STATE OF PARÁ
EMATER-PARA**

**ATER Methodologies and Research with a
Participative Perspective
EMATER-PARÁ**

SPECIAL REEDITION

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LIST OF ACRONYMS

ABCAR	Brazilian Association for Credit and Rural Assistance, created in 1956
ACAR	Credit and Rural Assistance Association, created in 1995
ATER	Technical Assistance and Rural Extension
ABC	Brazilian Agency for Cooperation
ASBRAER	Brazilian ATER State Entity Association
DC	Field Day
DM	Method Demonstration
DRP	Technical Demonstration
DT	Technical Demonstration
EMATER-PARÁ	Technical Assistance and Rural Extension Company of the State of Para
MDA	Ministry of Agrarian Development
MAPA	Ministry of Agriculture, Livestock and Food Supply
MRE	Ministry of Foreign Affairs
NMC	Methodology and Communication Center
PROGATER	Programme of Technical Assistance and Public Rural Extension Service of the State of Para
PNATER	National Policy of Technical Assistance and Rural Extension
SIBRATER	Brazilian Technical Assistance and Rural Extension System
UD	Demonstrative Unit
UE	Experimentation Unit
UO	Notice Unit

There is no higher or lower knowledge.

There are different knowledges.

Paulo Freire

The human mental activity is a part, small and peripheral part, of the science field. It's also true, however, that the whole science is also only a part (...) of human activity.

Geoffrey Vickers

DEDICATION

To the Family Farmers and Rural Extension Workers, for their struggle, dedication and commitment, trying to transform the rural reality towards the construction of sustainable

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To the Executive Direction (DIREX)
for enabling this publication.

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indirectly, helped for the construction of
this publication.

PREFACE SPECIAL EDITION

"ATER Methodologies and Research with a Participative Perspective" is the book that reflects the significant result of collective participation and production of a rural extension workers group from Technical Assistance and Rural Extension Company of the State of Para, EMATER-PARA, which, in the technical workshop, in August 2007, had the challenge to think and theorize about the methodological tools used in the family farmers community in the state of Para.

I initially emphasize the concern to consider and associate the aspects that qualify this reading, in the technical point of view, such as a systemic thought, the interdisciplinarity and field experience, built on the relationship between the interfaces of rural extension and the reality of family farmers, besides it adds valuable lessons to rethink about the role of extension workers based on the guidelines of the new Technical Assistance and Rural Extension National Act, ATER [No. 12.188/2010], which promotes, among other guidelines, the adoption of participatory methodology with multidisciplinary, intercultural and interdisciplinary approach, seeking the construction of citizenship and democracy for public policy management.

From the theoretical foundations point of view, I highlight the concern of stimulate in the reader an understanding of the methodological aspects of the rural extension from the critical reflection on the socio-historical approach, focusing on concepts and paradigms that underlie the methodological trends in the public rural extension, providing the raid on the models of rural extension located in the historical trajectory of the Brazilian scenario that determine the ATER methods, techniques and tools, allowing also the reflection on the methodological processes that converge to a participatory and constructivist proposal, related to the ecological principles and rural sustainable development.

It is the moment in which I am honored to endorse this work that effectively represents the commitment and professionalism in the construction of educational processes, technical and technological, that can contribute

substantially to a model of public rural extension, free and with quality.

This work, besides the unique importance it represents for the state extension scenary, translated in the full support given by the State Government to the process of redesigning and launching the third edition, brings a modern format, with the review signed by expert technician working in different areas of EMATER-PARA, with extensive experience in the field and professional commitment, focused on the development of the mission of the Company for family agriculture in the state of Para

This work appears as one of the hallmarks of scientific publishing of the Amazon rural extension, because it represents the accumulation of decades in which the Technical Assistance and Rural Extension Company in the State of Para, EMATER-PARA, has been seeking to establish the relationship between theory and practice related to its performance and reality of family agriculture in Para. This work organizes the knowledge exchanged between scientific knowledge and knowledge of the rural communities subjects and qualify the knowledge collectively supported between the institution and its range of rural extension workers.

Thus, I am proud to be the head of the Public Company at the launch time of the special edition of this book, which has the prospect of contributing to make extension through the theoretical updating of this work and innovative launching, differentiated by editing and publishing, with digital and bilingual version.

I Also emphasize the special support of the Ministry of Foreign Affairs (MFA), which, through the Brazilian Cooperation Agency (ABC), translated the book into English, giving us a very special occasion for this pre-release publication, which will appear as reference textbooks in the Course `ATER Methodologies and Reseavich with a Participative Perspective` in the first international training conducted by EMATER-PARA and intended to rural extension workers from countries in South Africa. In the event, the Company will represent the Brazilian Association of State Entities ATER, ASBRA, through technical cooperation.

I deeply thank you for sharing this significant moment in the trajectory of EMATER-PARA and congratulate everyone who contributed, directly and indirectly, with the review, translation and publication of the third edition of this book, which will surely be the methodological framework of programs and projects of each office, at local and regional level, adding to the process of strengthening the valuable work that the government of Para has done for the benefit of family agriculture in the Amazon.

Cleide Maria Amorim de Oliveira Martins
PRESIDENT OF EMATER-PARÁ

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1 INTRODUCTION

The Technical Assistance and Rural Extension Company in the State of Para EMATER-PARA mediated by the principles of the Programme of Technical Assistance and Rural Extension Service of the State of Pará, PROGATER-PA, is seen on the social scene as a result of the initiative shared between governmental and non-governmental sectors.

Emphasizing the active role of social movements, EMATER-PARA develops social activities for family-based productive sector, based on the National Policy on Technical Assistance and Rural Extension, PNAT, making appropriate at this time, a reflection on the methodological procedures used on activities directed to the field, aiming to realize the multi-faceted universe of family agriculture.

Considering the procedures, the complexity in serving this segment becomes a challenge, given that we must reflect on the collective participation, the assumptions of the solidarity economy, supporting sustainable production practices in the appreciation of the local space-territorial and the paradigm of agro-ecology in the following contexts: institutional, technical, political, environmental and social.

In this understanding, the present study, coordinated by the Center for Company Methodology and Communication - NMC aims, as the main goal, to enable the review of ATER practices and EMATER-PARA researches focused on the effective participation of social stakeholders, aiming, this way, to create subsidies for field practices, rethinking concepts, postures and improvement of extension activities, given the new ruralities current demanded.

Besides professional references, technical expertise and lived experience in the field, other aspects were considered in the composition of the organizational staff of this material: gender equality in the relationship between subject, the multi and interdisciplinary, integrating and valuing the diversity of knowledge and local and regional representative, by giving the opportunity to looks and performances from each reality, though focused on a common goal.

It is noteworthy that these variables are designed for other times than just this building, because they are seen as essential constituent elements for the praxis and practice of public rural extension.

The book, itself, is query capability to guide the planning of extension work, in a participatory and collective way, and as theoretical support, for the selection and use of specific methods and procedures of this activity. In this logic, aims to contribute to the efficiency improvement, related to communication and interaction between subjects in the context of ATER.

To support these propositions, it initially presents an understanding of the public ATER through the history, according to the socio-political, economic, socio-cultural, socio-educational and technical principles, describing, then the methodological understanding, starting with the material produced in the workshop. The central idea is to refer the reader to critical reflection from the scenarios, subjects and social institutions, as well as the intrinsic and indissociated relationship established between them, that is, from the point of view of this process, changes and transformations related to any social activity only occur due to the subjects' own history and the effective participation in response to a particular social context.

In the sociopolitical and economic bases are described the various scenarios and conditions that characterize the history of public rural extension services in Brazil and the major events that contributed to institutionalize the activity, by directing care to family-based rural communities.

The socio-educational contextual approach, the essence of public rural extension, aims to stimulate reflection, from the overcoming educational paradigms point of view, proposing the field work organization in the vertical direction, one-sided and disciplinary way, divorced from the reality of the subjects. It Proposes also to rethink the extension practice from the holistic concept, which seeks to understand the history subjects in its entirety.

In the technical dimension, the book makes the approach of principles that should be considered by the methodological practice, looking for desirable and consistent changes in time.

In this sense, it discusses the agro-ecological approach in its various components in the context of extension: the family-based production, from the understanding of multifunctionality itself, family farming, in terms of market and product differentiation, the organization, participation and solidarity, as indissoluble processes to promote citizenship, and sustainable rural development, as a consequence of all these factors.

2 RURAL EXTENSION AND ITS BASES

Regarding to methodological-theoretical arguments about the rural extension in Brazil, we take as reference Costa Neto and Brandão dos Anjos (2002) who consider social dimensions as constituent parts of the concept of sustainability.

Consider that the social aspects are separated from those that underlie political relations, economic, cultural, educational, technical, and others that, in an integrated and articulated way, underlie the various contexts experienced through the history of the Brazilian rural extension, is disregard what is fact: social issues are overlapping on technology issues.

We cannot conceive, as "beings at the same time physical, biological, social, cultural, spiritual and psychic" (MORIN, 2005), the simplification or fragmentation of multi-dimension that, in a complex way "imbricate" on an interdependence between the social aspects and socio-economic, socio-political and socio-educational cultures, for a technical based on respect for the different ethnicities that make up the Brazilian rural universe, with emphasis on humanization of these subjects, builders and rebuilders of a story of "rural development and agriculture which ensure greater ecological sustainability and social equity" ... considering the realities of different agro-ecosystems." (CAPORAL and COSTABEBER, 2007)

Given this context, the analysis of social arguments about the history of rural extension is justified by the breadth and relevance of the different aspects, approaches and concepts presented here.

2.1 SOCIO-POLITICAL AND ECONOMIC BASE

In Brazil, the rural extension is marked by the need to contribute to the new world order, post Second World War (1939-1945), in which the expansion of markets and the increase in exports reflected the focus of the socioeconomic situation of this historical context. With this purpose, the speech of the importance of agricultural modernization, inserted in the strategies geared to the country's industrialization policy was sharp and widespread to society.

It is necessary the organization of a technical group to contribute directly with the aspects related to agriculture, enabling the creation, in 1956, of the Brazilian Association for Credit and Rural Assistance – ABCAR. It is important to highlight that the history of Brazilian extension is not born of the bowels of the national reality, but is a model imposed by the imperialist interests of the post-war age.

In our country, rural extension, despite the existence of strong and significant State ATER organizations, was, during many years, centered by the Federal Government, possibly reflecting the need of "aid programmes" of the U.S. Government.

The influence of these "aid programmes" to "development" of third world built the characterization of national service of ATER that, according to Simões (2003), presents the following templates categorized by Schmitz:

1) Classic model (1948-1956): based on supervised credit and had as main goal the increase of production and productivity. It was abandoned because of unsatisfactory results;

2) Model innovative-diffusor (1956-1967): targeted to small and medium-sized producers, with the subsequent process of expropriation and oriented rural credit. This model has lost its meaning and the extension changed its clientele;

3) Model of technology transfer (1968-1978): focused on technology transfer in a vision geared solely to the increase in production, being the goal to assist the farmer who commercially exploited his property instead of small and medium-sized producers, whose evolution was considered lengthy and delayed the economic advancement. In Government plans that time, agriculture was thought, at the same time, as the market for machinery and agricultural inputs and source of foreign exchange.

Thus, the success of conservative modernization was achieved by paying high social and environmental costs: instead of firming the man in the field – one of the main objectives of the creation of the extension service – has further strengthened his output. It surpassed the stage of a broader action facing

the ambience of the farmer and his family; the work with young people, within the framework of the community, is not justified anymore.

Note that, from the final years of the Brazilian military dictatorship, starts the model of "rethink" of rural extension, characterized by the struggle of various sectors related to redemocratization. Again, the preferred audience is modified, as well as the focus on services and activities are defined: small and medium-sized farmers and rural youth, emphasizing the production of basic foods and activities that lead to the strengthening of community structures. Therefore, the activities of rural extension return to prioritize the social focus.

The participatory planning, the importance of the farmer's knowledge and the educational principles of Paulo Freire, as the horizontal relationship between educator-educating, mark the speech of a part of rural extension. Unfortunately, these proposals were only in the speech and the model of rethinking was unable to prevent the dismantling of the service, despite internal struggle of some ATER agents.

In this context, the strengthening of civil society, organized in rural areas, boosts the State to formulate a PNATER, based on a new paradigm that guides both the state ATER and the non-state ATER. It has as its target audience the family agriculture, seeks the construction of citizenship, the use of participatory methodologies and principles of agro-ecological transition. Therefore, according to Caporal and Ramos (2006), "a new ATER needs to be truly democratic and participatory."

In this brief summary, we can say that the free and public ATER remains one of the main instruments of intervention, ordering and State control over the countryside. The political aspect refers to this: the exercise of power, when we discuss the rural environment, we are debating about the power in rural areas. In the current phase, it is a fact that there is the strengthening of civil society through political representativeness, negotiating skills and manifestations, with the support of several intellectuals who animate the debate about PNATER, which is based on a constructivist paradigm and with emphasis on ethical and agro-ecological principles.

From June 2003, the ATER is re-directed from the Ministry of Agriculture, Livestock and Food Supply-(MAPA), to the Ministry of Agrarian Development-MDA, starting the whole process of construction of the new policy, systematized in PNATER.

The importance of the centrality of family farming in the context of the new ATER is associated with the spatial dimension of development, because it allows a more balanced population distribution in the territory, related to employer agriculture, usually linked to monoculture, that generates large population voids, reduction of quality of life in social and environmental aspects in rural areas, extending to the urban centers.

Family farmers are traditional both in working with the land and their way of life. This tradition includes a relative autonomy and a family organization which comprises, among other aspects: the work of the family in the property; food production for own consumption; production for the market and a way of sociability, centered in rural communities.

Thus, the family agriculture is understood as one that combines land ownership with family labor. It is organized around the family, by a logic that brings together knowledge and values that ensure the reproduction of family unity of production and the permanence of heritage. The land has a special meaning for farmers, so that, even having the possibility to maintain or to progress, through the exercise of non-agricultural activities, in the family unit of production or outside it, the land does not lose its sense, that is, remains the basis of family patrimony on which constructs the family and work.

2.2 SOCIO-CULTURAL BASE

The ways to realize social scenarios, events and the natural environment are key processes that influence on the way of being, thinking and acting in the world, with the world and to the world. Similarly, they become responsible for the construction of cultural reference of a specific social group, influencing the subjects in the way they interact with each other and with the environment.

In this sense, Caporal and Costabeber (2002) consider that the knowledge and local values need to be analyzed, understood and used as a starting point in development processes. In this context, the possible interventions must respect and appreciate the local culture, diversity and worldview of the different ethnic groups and populations, without harming the organic unit and entire family agriculture segment.

2.3 SOCIAL-EDUCATIONAL BASE

Understand the methodological approaches that underlie the work of ATER in a socio-educational dimension, primarily go through knowledge and reflection of the historical trajectory that involves this social activity.

The paradigm of green revolution encouraged the chemical, biological and mechanical model of industrial agriculture, aiming the "agricultural modernization" through technological packages from major research centers.

The rural extension, such as social activity, acts committed to sustainable rural development and for the beneficiaries, the main subjects of all the methodological process of (re) construction of knowledge.

It means that the rural extension, such as the educational process, is not neutral. The methodological option, by essence, it is intentional and tied to a worldview. Therefore, it is a political action as much as education, that has the purpose to mediate the construction of technical knowledge and common knowledge, seeking to match the particular reality and contexts (political, economic, cultural, environmental). The methodological choice is signaling the social and political character that the rural extension acquires in field practice.

History shows that the model of education prevailing in the country, until the mid-80's, was based in the U.S. and European ideals, decoupled from reality and needs arising in the country. The technicalities assumption, with the predominance of the technique on other components of the teaching-learning process, and indifferent to the various dimensions that come together in this relationship, inspired the whole system and educational practices of the time.

The education taken as main activity and the learner understood as a passive person, a receiver of knowledge ready and finished. Education, in this conception, is understood as a neutral process and specifically behavioral, focused on making it from pre-established templates.

In this same process, the creation and deployment of rural extension model in Brazil, corresponding to the current economic model, the capitalist mode, suffer influence of the functionalist-structuralist North American paradigm. The important thing was to match the expectations of the juncture related to productive activity: efficiency, effectiveness and productivity.

The action of extension workers, in this perspective, takes, as guidelines, unilateral reproductive practices; technical knowledge is passed on as absolute truth, without considering the folk knowledge and the local reality. The technical basis of methodologies has support in punctual, isolated and fragmented demonstration – what and how to do – and, basically, by oral presentation. However, already at that time there was a movement of opposition to this unilateral model guidance practice, that has been consolidated since the 80's, with the democratization of the country and other cyclical transformations, such as the expansion of the role of field and city social movements and the breadth of the concept of participation.

New paradigms emerge redirecting the reflection and discussion around rural extension practices in Brazilian territory. So, it is discovered the large contributions of education scholars such as Piaget, Vigotsky, Gramsci and Paulo Freire. These contributions encourage new interpretations and differentiated stances emerge, reinforcing, and recognizing the historical sense of the field subject as the constructor of his own knowledge and history.

The rural extension is strongly influenced by new pedagogical chains that advertise differentiated elements related to teach-learn. Participation, dialogue, the intrinsic construction, flexibility and interdisciplinarity are guiding the critical and reflective praxis of the extension action, considering determining the involvement and participation of family farmers as subjects in the whole working process of ATER. The participatory approach, which

enables the expression of thought, of problematizing the reality itself, and the constructive approach, where the subject is the Builder of his own knowledge, are placed on the agenda in discussions relating to a differentiated context of rural extension.

Considering the educational character, that is inherent, the rural extension should take precedence by methodological practices that allow the action-reflection-action, giving to the subject the opportunity of construction and reconstruction of knowledge needed to social life and productive activity in an informed way.

The methodological procedures, in terms of participation, have as differential the social and political commitment, leaving the representation of the center of the process as a purpose in itself, but being understood as a way to enable the participation and emancipation of subject in the field.

2.4 TECHNICAL BASE

The technical approach based on the use of participatory methodologies is in a profound process of reflection on extension practices since the mid-20th century, decades of 40 and 50, until the early 80's. The emergence of social movements, the struggle for amnesty, the Diretas Ja, the full effervescence of environmental issue in the world, the emergence of Agroecology, as science or scientific discipline, a fundamental tool for the construction of a new paradigm of development, influence new ways of production and social relations. In this case, basic farming family assumes highlighted relevance.

The theoretical basis, which underlies the use of methodological practices of ATER and action research, necessarily goes by holistic understanding of the natural system and interrelations in the evolution of human societies, as well as in the use of natural resources, for the production of food and raw material for present and future generations, permeating the whole planning process, which should consider the following principles and/or approaches::

2.4.1 Agro-Ecological approach for family-based production:

This approach came in contrast to the paradigm of the green revolution, based on chemical industrialization and production of modern inputs from a unilateral world view, in which the notion of one true knowledge is centered in the scientific knowledge, leaving aside the experience and knowledge of farmers, making them invisible in political, social and economic.

By focusing its emphasis on agro-ecological focus, the PNATER establishes the grounds for the family-based production, considering it a production and consumption unit, which determines that the cultivation of goods of this significant sector of agriculture industry must consider their requirements, as a consumer, and their needs, as a producer of goods, such that in discussion of practices developed by ATER are considered not only the market vision but also the situation of the family farmer, as a unit of production and consumption;

2.4.2 Differentiated markets and products of family-production:

In the relations with the market, the family farming, as what determines the PNATER, must adopt strategies involving not only economic advantages but the notion that the systems and local productive arrangements are appropriate, related to the maintenance of biodiversity, the empowering and value adding to products in that there is the largest accumulation of experiences, contribution of millenarian traditions that allow lower cost and greater accessibility to the market;

2.4.3 Organization/participation/solidarity

One of the legacies left by the paradigm of the green revolution to family agriculture is related to their own organization practices, that the adoption of technological packages withdrew from familiar production process, which was closely linked to systemic mode of producing of these farmers. The practice of cultivation by product eliminated internal organization modes of family production, such as: the practice of task force, day trading, among others, that served as a strategy of development of labor

and the style of organizational practices of solidarity character.

2.4.4 Local/territorial development

The term territorial/local development has an ambiguity, since the local development is not in isolation, immune to any external reference. When we talk about local community development, specifically, we will find elements that are not part of the local context, but the municipality, the State or country.

The introduction of the concept of territory, because it is more comprehensive, involving various communities, municipalities, regions, has a broader dimension of reality, involving physical aspects, spatial, historical, political, environmental and cultural. Typically, these characteristic aspects of a particular community, municipality or region resemble, requiring a contribution of public policies that meet the set and not just a unit, in isolation.

This notion of development is related to the idea that development must be centered on local reality, on customs, habits and traditions, without losing sight of the strategies that should be articulated to external factors such as how to boost and stimulate the local development, considering the aspect of sustainability.

3 INTER, MULTI AND TRANSDISCIPLINARY APPROACH

"Disciplinary language [...] could not cause the interaction between the various disciplines of knowledge created by modern science." (Barbosa, 2001)

It is known that "The academic world is the world of disciplines." The advance of science and technological progress are due, most, to the explosion of disciplinary research.

"The complexity of the problems made it necessary the gradual closing and association of the disciplines, in different levels, from the simplest - the multidisciplinary, to the fullest - the transdisciplinarity" (Chaves, 1988)

According to Magalhães (2005), in a world of speed, immediacy and real-time in the socialization of knowledge, in which individuals have more and more need to retain a large amount of information, disciplinary pedagogical practices need to be rethought.

Whereas the rural extension rests on complex educational processes, it is necessary to emphasize the importance of working within the different perceptions inside the perspective of solving the same problem, defining the multi, inter and trans, based on Piaget (cited in Chaves, 1988), who considers that there is an occurrence of a multidisciplinary approach when "to solve a problem, it is necessary to obtain information from two or more branches of science or knowledge, without the disciplines involved in the process are themselves modified or enriched", refers to interdisciplinarity as "the level at which the interaction between various disciplines and the heterogeneous sectors of the same science leads to real interactions, a certain reciprocity in the exchange leading to mutual enrichment". Referring to Transdisciplinarity, the concept involves "not only the interactions or reciprocity between specialized research projects, but the placement of these relationships inside a total system, with no rigid boundaries between disciplines," therefore, in its breadth, is what is between the disciplines, through from different disciplines and beyond all disciplines in a context of complexity that "overlaps" the exact sciences, humanities, art, literature, poetry, and previous experience.

The ways of insertion and approaches related to free and public rural

extension are determined by how the work itself is organized under the action of the extension workers. These ways, whether in theoretical or technical dimension, can manifest differently, depending on the conception given about the role of rural extension and on the subjects involved.

From the point of view of all that surrounds the human nature in its contradictions, limitations, needs and interests, the work of rural extension when organized predominantly in specific areas to meet individual facts and circumstances, is fragmented. The specialized activity, alone, tends to focus attention on specific demands, regardless of other needs that naturally comprise the same context of rural reality. These actions are sometimes separated from the whole and do not admit other interpretations of knowledge and / or areas of knowledge about the process.



Figure 1 – Representation of the traditional conception of education, in which the EDUCATOR is seen as a TRANSMITTER of information.
Source: EMATER-PARÁ

The starting point for the organization of actions, in this conception, takes as the first reference the specificity, no matter if it is expertise, technology or technical making areas, instead of the total context, greater, related to the reality of rural communities. Some knowledges are designed as higher value compared to other areas and represented in compartmentalized areas, allowing dichotomies and causing irreparable damage to the context of the extension, as much in the various disciplines that it contains as in the corporate issue. An example of this condition is the distance established between the field of humanities and social sciences and the field of agronomy and related sciences - the social and economic area - part of the history of public rural extension services in Brazil. It is the negation of dialogue and integration between fields of knowledge that, in the whole, enable the qualification of ATER.



Figure 2 – Representation of the traditional conception of education, in which the subject is taken as a passive receiver of information.
Source: EMATER-PARÁ

Just as the human condition, social relations themselves do not proceed in parts, that is, do not experience, for example, the emotional, social and professional aspects in isolated and dissociated moments, in the same way, the knowledge must be channeled to meet human nature in its entirety.

4 PARTICIPATORY ASSOCIATION IN RURAL EXTENSION

The participative association in ATER is in itself an ambivalent content. On the one hand, the individuality of a subject that is unique, the technician, carrier of culture, world views, expectations, dreams and designed and lived experiences, usually from the urban vision of the world. On the other, also a guy who is unique, farmer, carrier of culture, world views, expectations, dreams, experiences, designed and lived in a rural vision of deep interaction with the land, nature, and often mediated by conflict and violence.

Because are these individuals from different worlds, one has to have a set of behavioral measures to guide the relationship between them and facilitate the communication between them. Basis, therefore, of an organic participation that drives everyone toward a common goal: to build sustainable rural development in a participatory manner, without losing sight of the need for more participatory management models, rescuing the importance of commitment and responsibility of the technician that induces a more thoughtful and creative action, established in sustainable development processes and not just performing tasks

Although the pedagogical practice is grounded in knowledge exchange, it will only be possible if the language is decoded and understood by all. So even though, from habit or expertise, the host has to use technical language, it should be done in a intelligible manner to the oriented public, whenever possible.

In the process of association, be understandable and respectful about the beliefs, habits, customs and ideologies expressed in community practices, without it means an attitude of neutrality, and not taking any position, specific activities and tasks of the community.

5 COMMUNICATION AND METHODOLOGY

Communication and methodology are intrinsic issues and transversal support to the work of ATER in the state of Para. It is fact the impossibility to separate these processes in real and practical terms, since no methodological framework may be supported without considering an effective and efficient communication between subjects.

In the case of family farms, a multifaceted social segment by incorporating within it the traditional populations (indigenous, maroon and extractive), there is need for a new look and a new practice by the extension worker, given that the communication processes of these populations have their own signs and codes that must be unraveled and understood, so that the construction of the message shows the collective vision of these people and their totalitarian nature that, in the perspective of interculturality, their reality, their habits and customs may be an active part, instead of integrative, in the process of sustainable rural development, which the essence must preserve the self-determination and autonomy of populations.

Although believing the technological aspects induces development and the procedural induces sustainability management, interdisciplinary and entirety, other important aspects should be considered regarding to communication and the methodologies applied in rural extension, that is, need to interface with the culture, politics, the economy (from the perspective of fair trade), participatory governance and respect for nature in its various inter-relationships.

It is necessary that this complex and demanding context, regarding the use of participatory methodologies, meets the varied and at the same time unique universe of agro-biodiversity, understood as the manifestation of everlasting life, interactive chains, consisting of agricultural, extractive and non-agricultural activities, part of the rich and varied landscape that surrounds the Amazonian biodiversity. However, the new ATER policy defines as functions of the Rural Extension:

To stimulate, encourage and support sustainable rural development initiatives, involving agricultural and non agricultural activities, fishing, extractive, and others, centered in the strengthening of family agriculture, aiming at improving the quality of life and adopting the principles of agro-ecology as guiding principle of the actions (BRAZIL, 2004).

The Amazon agriculture is naturally multivariate and mediated by age-old practices that, given the context of environmental issues, become relevant as a starting point to reflect and promote sustainable activities and practices, where the disclosure and intervention must be embodied in participatory activities.

Tools, processes and participatory methods is useless if the practice is against the speech. Participation requires a change of attitude, behavior, in which all are respected equally, and there is no hierarchy of power, just because.

"[...] When working with a participatory approach, our attention should not be focused on the instruments, methods and techniques, but what is the central question of participation: power. Or rather, disputes over power. Participatory tools are there to help structure the main disputes over power between social actors, making them more transparent and thus contribute to more equitable distribution of power." (BROSE, 2001).

For didactic purposes, the selection of the methodology presented in this framework was guided by three principles, the following reasons: the intensity level of use of the method, the scope of applicability and cost of use. On the other hand, one must consider that there is no rigidity in the use of the method, technique or tool.

There are times, especially in relation to the first two principles mentioned above, that a method or technique can be used during the application of another method, as a subsidy for its execution, without spoiling the main goal, being the extension worker responsible for matching each action with the observed reality.

We can cite, for example, using the lecture method as a methodological technique to run the Field Day. Certain methods and techniques are not specifically considered as ATER, but due to the nature and applicability, were built and are being used quite properly in the rural extension.

6 ATER AND RESEARCH METHODOLOGY

Represent the set of methods applied to rural extension and research, being a process that analyzes the functionality, capabilities, limitations, and enables to assess the assumptions or implications of their uses.

Have, also, a definition taken as the theoretical approach of instrumental and procedural set for communication and interaction with subjects of field.

According to Kummer (2007), when using the term "participatory methodology", refers to a set of methods with similar characteristics used to achieve the same goal, based on the fundamental principle of participation.

6.1 ATER AND RESEARCH METHOD

Previously planned direction that guides the use of different techniques, ways and procedures to achieve a specific purpose in rural extension.

The methods are supporting instruments chosen as resource for communication and interaction between rural specificities and the subject of the field. However, the methodological option should be chosen considering each reality, understanding socio-cultural specificities and the interest of persons, or group of people, and with pre-established purposes. Among them we highlight:

6.1.1 Contact

Method of communication and relationship that takes place through formal or informal conversation, planned or occasional, in diverse locations. Its main characteristic is that the public served may or may not be inserted into local planning of ATER of the institution.

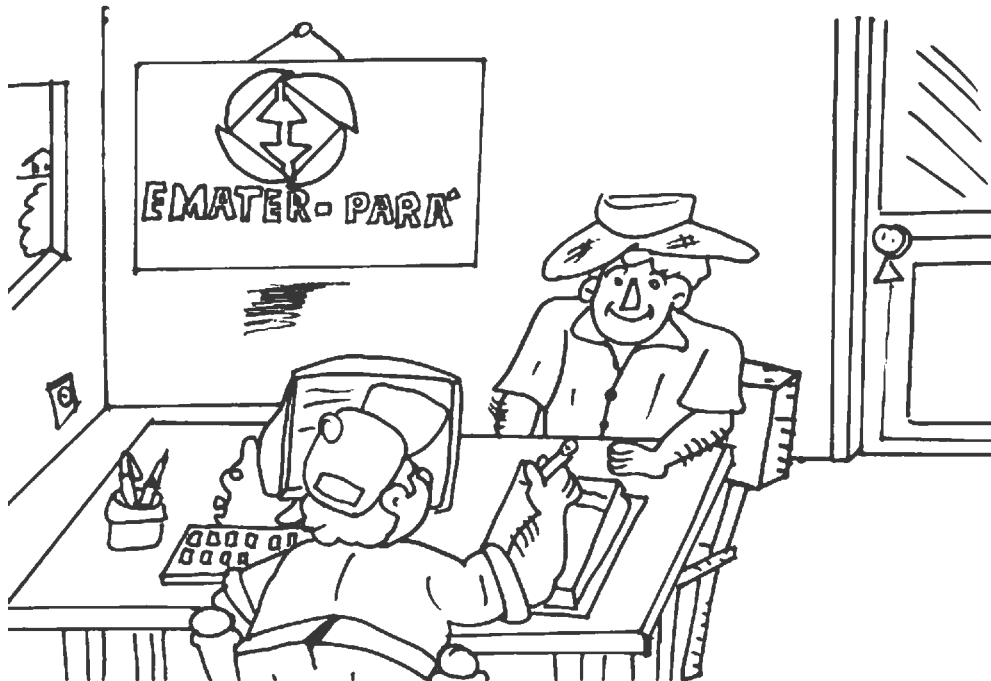


Figure 3 – Representation of scenario with method application CONTACT.
Source: EMATER-PARÁ

Purpose and applicability

Establish communication with the general public, allowing the exchange of information, clarification and diversified guidelines related to ATER.

Can be used in such a way as possible, in an indefinite place where there is service demands to those individuals who seek specific information, and in their own Office, when necessary to perform any service previously scheduled. In this contact, the extension worker previously explains why this form of service, as well as should clear the importance of communication between them for clarification and related guidelines. In eventual contact, the process occurs as the necessity of institutional activity.

Process of organization and execution

In both forms, the extension workers should dispense due attention to the public, demonstrating the interest and safety of the nature of the service, strengthening the quality of the relationship and dialogue, the reliability and

credibility in the technical service of the institution.

Time and number of participants suggested

The forecast suggested that the use of the technique should vary between 10 to 15 minutes, for service to one or two people maximum per contact.

Suggestions of techniques and tools used during the process

As a function of time, it is not recommended techniques and auxiliary tools.

6.1.2 Meeting

Method of participatory communication, interactive and reflective, in which two or more persons are grouped to discuss, debate, and/or to inform different subjects, whose forwards may or may not be consensus, based on interests and needs of those involved.



Figure 4 – Representation of scenario with method application MEETING.
Source: EMATER-PARÁ

Purpose and applicability

Develop reflection process from questioning, confrontations and associations of ideas, informing and debating, to troubleshoot, resolve and/or commitments. When necessary, inform, discuss problems and propose solutions and/or forwards.

Process of organization and execution

Participatory planning: goal setting, public screening, indicative agenda, date, location, materials, invitations and dissemination, evaluation and registration.

Opening of the meeting with the reading of the agenda, presentation of the Coordinator, the Secretary and the dynamics of participation and registration in the MINUTES.

Time and number of participants suggested

In normal situation, until 2 hours; in extraordinary situations, depending on the nature of the meeting, you can extend any longer. Can be of great breadth, depending on the purpose of the work.

Suggestions of techniques and tools used during the process

Lecture, SWOT, group dynamics, among others.

6.1.3 Visit

Scheduled and planned method of service previously used to specific service to the public, aiming to assist technically the familiar production unit, the projects in development, rural organizations in forms of groups, associations and cooperatives, among others



Figure 5 – Representation of scenario with method application VISIT.

Source: EMATER-PARÁ

Purpose and applicability

Diagnose localized situations, inform, exchange experiences, assist, monitor, assess, redirect actions and advise.

Despite being an efficient method, must be considered the high cost of its implementation compared to the other. Should be accomplished as the extension worker planning (calendar of activities) or, eventually, in function of specific demand.

Process of organization and execution

Plan objectives, tools and resources necessary for the proper development of the activity. The extension workers must obtain previous information to the implementation of the visit and dispose of property registration, for monitoring of information and other necessary records.

Time and number of participants suggested

The completion of this activity is relative. It depends on the time that is

necessary for finishing the programming and the number of participants to attend.

Suggestions of techniques and tools used during the process

Technical demonstration, questionnaires, interviews and other spoken map

6.1.4 Course

Method for initial and continued training process that uses a set of theoretical and practical activities of educational nature, with specific programming. Organized in certain hours and must be taught by subject matter expert.

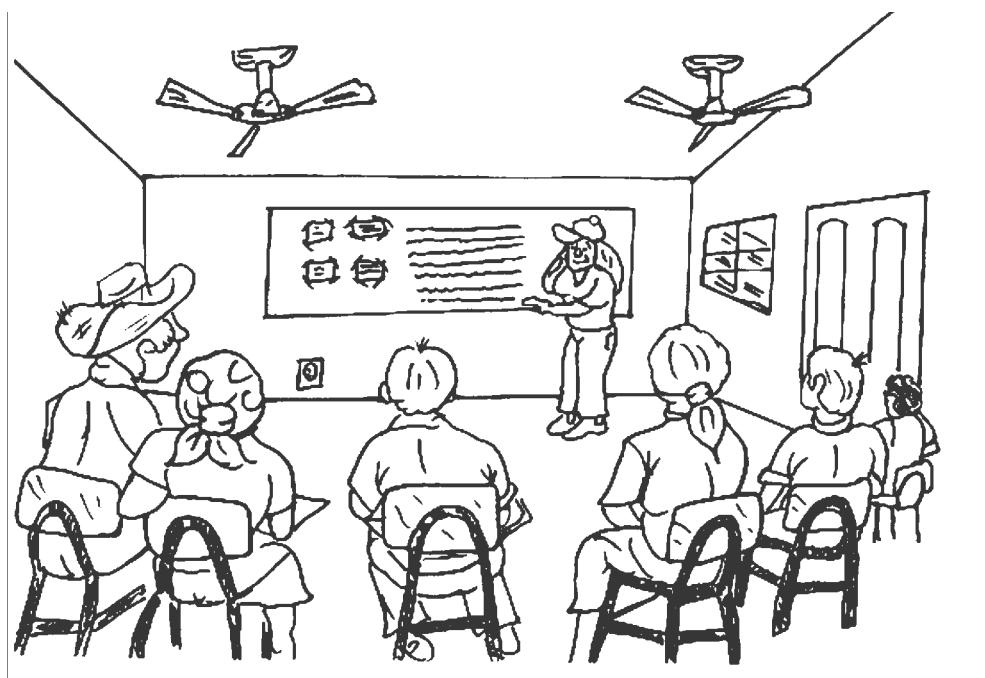


Figure 6 – Representation of scenario with method application COURSE.
Source: EMATER-PARÁ

Purpose and Applicability

Enable the (re) construction of knowledge about complementary technologies, knowledge or skills, as practices that contribute to the improvement in job qualification or field and the improvement of the quality of life. In addition, during its execution, allow the training of a significant number of people in the shortest time, giving more rapid dissemination of shared knowledge and/or constructed.

Used for technical training in the various existing themes in rural extension, with emphasis on family farms.

Process of planning and execution

In the organization, identify the public and define the resources (human, material and didactic); invitation to attendees and instructors; identification of the content, methodology and work load and the necessary infrastructure; calculation of costs and dissemination; monitoring and evaluation.

In execution occurs: the presentation of the participants, the definition of collective co-existence agreement, submission of General Programming Course (content, methodology, work load), delivery of equipment and evaluation.

Time and number of participants suggested

Minimum of 40 hours in length, however, in the case of modular/presence nature courses, there will be flexibility of the work load, extrapolating this established minimum period. If intended for small public, form classes of a maximum of 40 participants; for general public use massive training resources, forming classes with up to 100 or more participants.

However, field experiments have shown that when working with a number above 25 participants, especially when the methodology requires practical content, limited infrastructure and few available instructional resources, problems can occur, such as dispersion and depopulated.

Suggestions of techniques and tools used during the process

Lecture, seminar, group dynamics, technical demonstration, METAPLAN and others.

6.1.5 Participative Rural Diagnosis - DRP

Participatory research method that uses a set of techniques and tools, contributing to the construction of diagnosis in rural communities from an array, in which participants can share information, registering the Group's perception about problems and potential of the community, region, city or territory, as well as allow people, or group of people, the (re) discovery of the history of your community and subsidizing the participatory community management with a view to sustainable rural development.

Purpose and applicability

Systematize ideas and information about the reality of the community, region, municipality or territory in the process of construction of participatory planning, with forwards of actions, from problems and opportunities identified by the participants.

The diagnosis requires from the moderator a impartial stance in managing discussions and possible conflicts, without induction of responses or results, mantaining always participatory and egalitarian character, related to endogenous knowledge, promoting the participation of all.

The application of the DRP is suggested when there is the need for identification of demands of the subject, that will guide the planning from the perspective of sustainable development, with the participation of different social actors involved in this process

Process of organization and execution

Hold preparatory meeting to decide, discuss and negotiate the methodology to assist the completion of the diagnosis; identify and mobilize representatives of different community groups; Choose location for realization of DRP; prepare schedule of implementation; indication and moderating team preparation process; identify the expectations of the participants of the DRP.

It is necessary to organize information, electing, ranking and prioritizing problems and potentialities for field, interpreting the data, identifying alternative actions face of demands presented, systematize and socialize the information obtained during the DRP has joined the community.

It is understood that the return and socialization of information to the community must be made soon after the systematization process, because a long period without contact with the group can take you to oblivion and bring into disrepute the institution.

Time and number of participants suggested

The time is variable according to the community in which the DRP will be applied and on the basis of the number of people involved in the process of implementation of that diagnosis, recognition and interpretation of information. The number of participants, therefore, is variable according to the reality of each community.

Suggestions of techniques and tools used during the process

Metaphor, Venn diagram, brainstorming, METAPLAN and others.

6.1.6 Field Day - DC

Method that allows simultaneous approach of theoretical and practical aspects, involving a particular theme that requires both technical guidance and practical demonstration. It is carried out in a rural property, where the practices and/or technologies disclosed are used in local conditions, enabling participants to note, the discussion and analysis of the issues presented.



Figure 7 – Representation of scenario with method application FIELD DAY.
Source: EMATER-PARÁ

Purpose and applicability

Disclose results and/or technological innovations which, by its complexity, need to be exposed in sequence, with the purpose to provoke in participants the interest and motivation for the adoption of the technology presented.

The method is structured in the form of stations, in which the subjects treated are detailed, characterized and demonstrated in its specificity.

Process of organization and execution

Extension workers, staff and community partners work together in the organization process of this method and should use the resources available locally, as well as split activities in teams (coordination, technical, help desk, infrastructure, power, transportation, mobilization and dissemination).

In implementation, organize the main theme, dividing it into stations identified by boards. There will be guides to lead participants to these stations, forming a circuit of information on the spot, in which each exhibitor will

present them through pedagogical resources, like the album series.

It is important to define the exhibitors and the forecast for the exhibitions and debates, so that the groups triage, synchronously, the various stations; the final plenary, performing with all guests and exhibitors for clarification related and evaluation of the activity.

Time and number of participants suggested

The time of implementation of this method is from 4 to 6 hours. Because of its complexity, it is indicated for 80 participants, approximately.

Suggestions of techniques and tools used during the process

Meeting, visit, group dynamics, lectures and technical demonstration and others.

6.1.7 Excursion

Planned method that aims to demonstrate and disseminate successful rural experiences to a group of people with common interests, through targeted visit that allows observation, reflection and exchange of information and related knowledge.



Figure 8 – Representation of scenario with method application EXCURSION

Source: EMATER-PARÁ

Purpose and applicability

Equip the groups of farmers and managers of information and knowledge, with reference to an experience lived by groups in similar conditions.

The tour will occur when getting evident the need to promote the exchange of experience with other groups of family farmers, managers and social actors that have affinities with the theme, as well as to stimulate discussion in the group from the view and knowledge of a new fact.

Process of organization and execution

Plan collectively, in advance, in order to attain the determined goals; Guide clearly what should be observed during the tour and the subsequent usefulness; Select the location to be visited (can be a rural property, an experimental field, an agribusiness etc.), according to the profile and a visitor's interest; check the routes of access to places of interest and the existence of educational opportunities; joint monitoring and evaluation.

To start the tour, must be distributed material ID (badge) to hikers; submit to the group the sketch (map), with guidelines for moving up the property and of the spaces to be visited; make the delivery of informational material for farmers, containing a summary of the practices and results that should be observed on the site; introduce the site's owner to the Group of visitors; lead the hikers to the various steps provided in the roadmap of the tour, which constitute the multiple locations and/or techniques to be view in the visited property; encourage the group to ask questions, exchange ideas and to clarify the doubts.

It is important that in prior contact with the owner or administrator of the site, are punctuated, if exist, the internal rules of posture and behavior for visitors, so that the technician can explain to the participants at the start of the tour, thus avoiding possible unforeseen or constraints.

Time and number of participants suggested

Should be held during the period from 1 to 3 days. The amount of participants is flexible, depending on several factors. However, the tour should not be programmed with a substantial number of participants, because it may harm the goals and purpose of the tour.

Suggestions of techniques and tools used during the process

Walk, talk, group dynamics, technical demonstration and others.

6.1.8 Fair

Method of socialization that facilitates trading relations, exhibitions, talks and demonstrations of products and services, and can occur in forms: eventual, permanent or periodic; considering, also, the agricultural calendar and the period of greatest occurrence of a specific product.



Figure 9 – Representation of scenario with method application FAIR.
Source: EMATER-PARÁ

Purpose and applicability

Enable visibility, opportunity of negotiating and marketing of products and services produced by rural families.

It is done through exhibition, demonstration or publicize the products and services of rural communities, according to productivity.

Process of organization and execution

The process of planning this method comprises: the Organizing Committee, rules, authorization, disclosure, space allocation, infrastructure, cleaning, transportation and logistics.

At execution time, it is necessary the accreditation of persons who will work at the fair; organize the space for disposing of products and materials; organize and divide the space to accommodate rural producers; divide the space of the fair by category of products and services to be shown, depending on the number of people participants; ensure the quality of products and services that will be made available to the public; keep site clean and organized; monitor the flow of sale and consumption, as well as consumer satisfaction and conduct ongoing evaluation.

Suggested time and number of participants

It is suggested the period of 1 to 5 days of operation, depending on the purpose and scope of "fair". The number of participants will be defined as the space available, the theme and purpose of it.

Suggestions of techniques and tools used during the process

Special week, meeting, visits, courses, workshops, panels and other

6.1.9 Festival

Celebratory and festive character method. It aims to give visibility to cultural, technological, social, economic, environmental and ethnic issue of a certain society, community or social group



Figure 10 – Representation of scenario with method application FESTIVAL.

Source: EMATER-PARÁ

Purpose and applicability

Publicize, promote, enhance, socialize information, knowledge and cultural practices. Held on the occasion of festive, commemorative dates and seasonal calendar of crops grown in the region or when there is need to offer public space for rural communities so that, in addition to direct marketing, will also showcase for products, activities and rural cultures.

Process of organization and execution

The process of organization of this method is: diagnose, composing commissions, schedule, distribute, perform, monitor and evaluate.

Planning starts through training of coordination which, together with representatives of local communities, will plan the festival; set location and duration of the event; disseminate it at least 1 month; carry out the planned activities and promote the onsite assessment, involving all participants.

Time and number of participants suggested

From 1 to 7 days. Due to free public participation, if well planned and

publicized, it is of great magnitude.

Suggestions of techniques and tools used during the process

Meetings, workshops, lectures, exhibitions and courses.

6.1.10 Exchange

Method that emphasizes the exchange of experiences, knowledge and techniques, in a participatory and collective manner, becoming the subject an interest of the parts involved.



Figure 11 – Representation of scenario with method application EXCHANGE.

Source: EMATER-PARÁ

Purpose and applicability

Refine, socialize knowledge and experiences. Apply the method when diagnosed the common interest between groups.

Process of organization and execution

In the process of implementation, the Organizing Committee of the Exchange should focus on issues that are interesting to the Group and that should be discussed; Select the properties; calculate costs and necessary materials; monitor and evaluate with everyone involved; inform about

displacement, meals and other relevant matters; encourage the group to ask questions, exchange ideas and clarify all doubts.

Time and number of participants suggested

According to the nature of the Exchange, is between 1 and 3 days. Because of the offset and achievement of programming, the number of participants suggested is from 30 to 40, considering the need to allow the fluent dialogue and participation.

Suggestions of techniques and tools used during the process

Contact, visit, meeting and lectures.

6.1.11 Workshop

Method of ater developed with groups of people. Discusses the subject of common interest for construction of a final product, whose group's expectations must be highlighted, so you will have the characteristics inherent in the group involved. It is driven from the discussion of problems and potentialities. The workshop is characterized by the formation of a collective space.



Figure 12 – Representation of scenario with method application WORKSHOP
Source: EMATER-PARÁ

Purpose and applicability

Enable the intellectual construction, such as: concepts, plans, tools, information material such as booklets, forms, or production of material, for example, products resulting from manual skills, machines etc., in a collective and participatory manner. Used when you have the need to articulate the theory and practice, considering the educational nature of rural extension.

Process of organization and execution

In the process of organization of the workshop, you must define topic of interest from the necessity diagnosed. Its implementation considers: programming (materials and methods facilitators), infrastructure (physical space, offset, lodging and feeding attendees), disclosure, monitoring and evaluation.

To start this method, you should do: self introduction of participants, definition of collective co-existence agreement, presentation of programming, exposure of the content, the formation of working groups for construction of the final product, socialization of the final product and evaluation.

Time and number of participants suggested

The workshop can be held from 1 to 7 days. The number of participants will depend, primarily, on the methodology adopted and the complexity of the subject, and may vary from 15 to 40 people.

Suggestions of techniques and tools used during the process

Group dynamics, lecture, SWOT, Venn diagram, map and others.

6.1.12 Special Week

Festive and commemorative method, technical, composed of a set of pedagogical activities, theoretical and practical, aiming the motivation, learning, reflection, construction, knowledge exchange and development of skills within a week. Enables simultaneous approach of theoretical and practical aspects, involving a particular theme that requires both technical guidance and practical demonstration.

It is held simultaneously at the headquarter of the municipality and in rural communities, where practices and/or technologies disclosed are used in local conditions.

Purpose and Applicability

Publicize, promote, enhance, socialize information, knowledge and cultural practices. Promote the exchange of experience with other groups of family farmers, managers and social actors that have affinities with the theme, in order to stimulate discussion in the group from the view and knowledge of a new fact.

Held on the occasion of festive, commemorative dates and seasonal calendar of crops grown in the region, promote debate on relevant aspects, present information, seek solutions or workarounds for the issue and fostering the development of healthy habits, such as: reading, dance, health issues, to organic production etc.

Process of organization and execution

The special week happens from a prior diagnosis of community that point the central theme for application of the method. After obtaining such diagnosis, will convene a meeting with all potential partners.

Still in the planning, set the period, combine methods, techniques and tools necessary for the achievement of the goals, elaborate project that demonstrates the detail of the items necessary for the completion of the event, including the responsibility of each partner or institution involved.

Time and number of participants suggested

The method has duration of 5 to 7 days, directed to a large audience in the field and the city, served in many times by the most appropriate method.

Suggestions of techniques and tools to use in the process

Lecture, seminar, group dynamics, technical demonstration, meeting, courses, workshops, panels, exhibitions, Roundtable, among others.

6.1.13 Seminar

Method of socialization and improvement of knowledge, planned with oral exposure, coordinated by people with knowledge about the subject, developed through presentations, study sessions and use of specific auxiliary techniques.



Figure 13 – Representation of scenario with method application SEMINÁRIO.

Source: EMATER-PARÁ

Purpose and applicability

Identify problems, explore and discuss relevant aspects, presenting information, seek solutions or alternatives relating to the subject under discussion.

Sensitize participants to the scientific spirit, for group work and reflection of the processes that involve the common theme, deepening the knowledge.

Process of organization and execution

Identification of the problem or subject to be deepened, composing teams or commissions for drafting agenda and schedule of implementation, set the goal of the debate about the problem or issue, set the central theme of the seminar, organize the programming and the structure of the event, select the exhibitors and guests who will be making the exposure of subjects, arranging the space for conducting the seminar according to the expected number of participants, arrange the material resources required, schedule times to the discussion and clarification of questions and/or issues that are being presented.

The event should be divided into three different times, as described below:

1) plenary sessions: is the time that the exhibitors provide information in order to facilitate reflection and discussion by the participants;

2) group work: at this moment, occurs the reading and discussion of text-roadmap for discussions in small groups, usually are formed working groups to broaden the discussions and/or constructions of proposals, concerning to the subjects under discussion, in which each group should have a coordinator for moderating the discussions, and a private Secretary to annotate the conclusions suggested by the group. The working groups should be geared to socialization of buildings after the debate;

3) final plenary: at this stage, will be presented the conclusions of the working groups and validation of the proposals, using for that the most varied techniques, such as: oral exposure, metaplan, electronic media, posters, movies and others.

Time and number of participants suggested

From 1 to 3 days, depending on the purpose intended with the seminar. As massive method wide-ranging and considering the cost/benefit ratio, should have at least the presence of 50 participants.

Suggestions of techniques and tools used during the process

Lectures, exhibition, roundtable panels, group work, dynamic, among others.

6.1.14 Demonstrative Unit (UD)

Method for demonstration and experimentation of scientific outcome validated elsewhere or in the region itself. The UD can be installed on a rural property of a farmer or a group of farmers who will use the same production process already tested, however, should be considered the economic and social peculiarities of each productive unit in which will be installed the UD's. The property become characterized as a reference unit for those practices or production system, serving as a source for compelling and differentiated learning practices or system by the other family farmers.

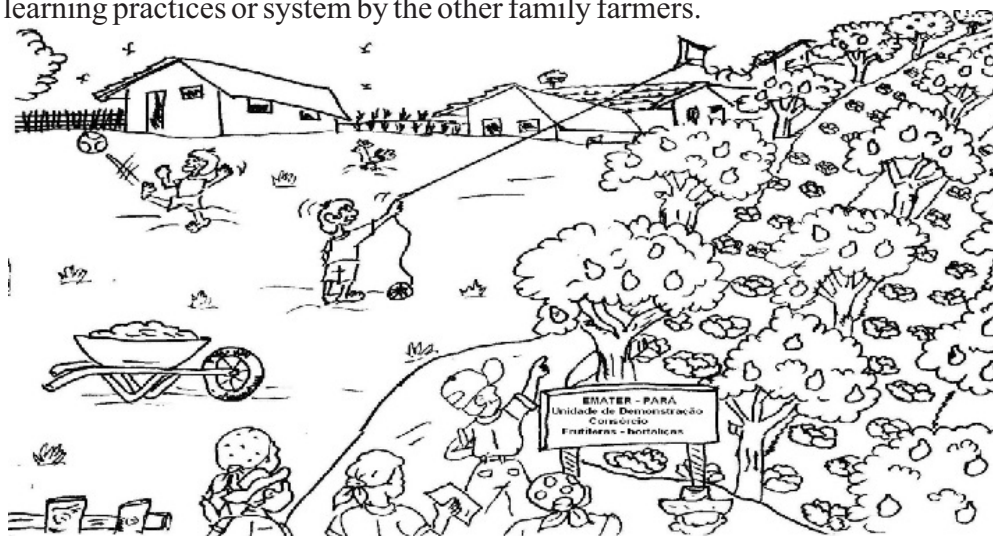


Figure 14 – Representation of scenario with method application UD
Source: EMATER-PARÁ

Purpose and applicability

Submit a living example through demonstration and experimentation with methods, techniques or practices of proven efficiency and effectiveness in generating positive results in production management.

It is used to minimize the high resistance of the farmer to adopt techniques, practices and processes that have generated significant positive

results in comparison with the practices in use in installation region.

Process of organization and execution

In the current process of organization of UD, participatory planning is an integral part of this process. In the elaboration of the project is necessary to consider: theme, purpose, location, size of the area, description of methodology and methods, photographic record, fill chips of compiling data, systematic and ongoing reporting and ongoing assessment.

The community should choose the property to be deployed, remembering that the profile of the farmer, owner of the area to be located at UD, should contemplate the following characteristics: being representative of the community group, be competent person, observer, determined, organized, committed and innovative, with predisposition to receive frequent visits.

The systematization of the results is crucial as way of verification and validation of research, and should be published and disseminated.

Time and number of participants suggested

Depends on the type of culture and activities in experimentation, but not recommended duration less than a year. Regarding the number of involved, should be broad, but it will be deployed in just a single area or community.

Suggestions of techniques and tools used during the process

Field day, DM, excursion, visit, meeting, interview, and others.

6.1.15 Experimentation Unit (UE)

Area designed for the sharing of the actions of family farmers and extension workers for the construction and/or reconstruction of scientific knowledge to support the process and/or social and productive practice. It is an experimental method, there is no, therefore, record of scientific proof yet.



Figure 15 – Representation of scenario with method application UE
Source: EMATER-PARÁ

Purpose and applicability

Try technological processes and sustainable practices of economic, social and environmental nature, with evaluation of the results achieved, compared with the technologies in use.

Used when there is a need for presentation of different processes for facing a relevant situation of family or community, diverse in nature, related to the future prospects of the community itself.

Process of organization and execution

Delimitation of the problem jointly, extension workers and farmers and/or community, negotiation about the technologies and/or practices, considering the relevance of the problem, feasibility of experimentation, interest and commitment of the group, local potential, economic capacity, sociocultural values and traditions.

Draw up the plan of action – Participatory research project; deploy the search unit of execution as the project, understanding that can be physical (experimental space technologies) or procedural (debates and construction of

diversified learning); perform the monitoring and control, and the assessments of results; prepare and submit reports; disseminate the results and publish them.

The Experimental Unit should be held preferably in community spaces, owned by one of the participants or, yet, in pre-established government places, that will be references of experiences built.

Time and number of participants suggested

Varies from 1 to 2 years, considering the nature of experimentation with collective breadth.

Suggestions of techniques and tools used during the process

Exchange meeting, visit, excursion and others.

6.1.16 Notice Unit (UO)

Observation method and application of research results or successful practices, duly experienced in other regions (validation of result). The OU must be deployed in a community or region that still has not practiced that activity, since the fundamental characteristic is that farmers are involved by the observation in construction of learning and adapting practices from technologies, techniques, practices, tools and results throughout the development of the OU. From the point of view of installation area, the OU can be structured in a family unit or in the common area of the community, however the monitoring should be shared with local farmers, to experience the processes and technical procedures used and the comparison with customary practice places.

Purpose and applicability

Prove successful trials results and held in different social and environmental conditions, comparatively, prove advantageous in relation to local practice used. Can still be used to prove, or not, social phenomena identified in studies and participatory diagnoses of rural communities.

This method will be applied when it is necessary to observe and validate the socioeconomic and environmental processes and techniques of agricultural, social and non-agricultural character, or developed successfully in other locations.

Process of organization and execution

Diagnose the community or the property; do a survey of successful experiences in other regions; socialize and discuss the possibility of implementation in the community; select the interested in the activity; compile the project and demarcate the area of observation unit or the scope of the study, with drafting of schedule of activities to be performed by technicians and farming families; explain the techniques and/or practices for experimentation; make the installation of the OU, and then review the techniques and/or practices to be introduced in accordance with the situations in use of the OU.

The process of implementing the OU should be accompanied by steadily and systematically, because the results should be published in the form of technical notes, research reports, articles and other instruments of credibility that may become reference on knowledge generation, subsidizing the scientific character of the search.

Time and number of participants suggested

Minimum time for the completion of the method is of 1 year and will need a family enforcer and people interested in technologies and/or practices introduced.

Suggestions of techniques and tools used during the process

Visit, meeting, lectures, DM and others.

6.2 ATER AND RESEARCH TECHNIQUES

Set of procedures to support the development ATER and research processes, considered as a way for operationalization of the methods or technical resources. It is intended to assist the extension workers in the conduct of planned activities, facilitating interaction with the methodological approach, the participation of those involved and the scope of the established goals.

6.2.1 Technical Demonstration (DT)

Didactic procedure used to stimulate the involvement of the participants and facilitate the development of skills through practical demonstration and repetition of a particular technique in presence of all subjects, thus facilitating the dissemination of knowledge.

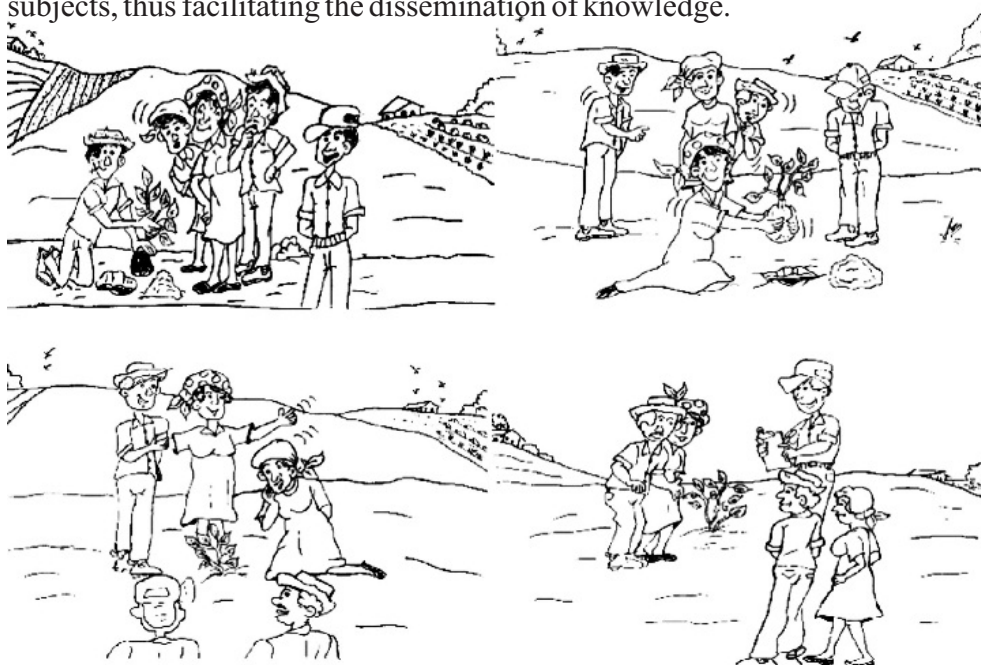


Figure 16 – Representation of ATER techniques application scenario – DT Technical Demonstration

Source: EMATER-PARÁ

Purpose and applicability

Develop skills through observation and repetition of actions, considering the error as a constructive practice.

Process of organization and execution

This technique is divided into three phases: Participatory Planning (feasibility, theme and audience, location, time, demonstrator, materials and methods, sequential screenplay and costs); Realization (review of objectives, identification of material and demo itself, as screenplay, repetition by participants) and evaluation (discussions and conclusions).

Time and number of participants suggested

The suggested time to complete this procedure is from 1 to 4 hours, with the participation of 5 to 20 persons maximum.

Suggestions of techniques and tools used during the process

Because of its nature, it is recommended the use of group dynamics of integration

6.2.2 Interview

Oral research technique that can be planned, structured (with use of pre-established screenplay), structured way (with roadmap of issues enabling flexibility) or open (free, but with goal to be considered)



Figure 17 – Representation of ATER techniques application scenario - INTERVIEW
Source: EMATER-PARÁ

Purpose and applicability

Get data and information enabling the expansion of knowledge about a particular situation or facts of the community, region, municipality or territory. Used when there is a need to obtain data to assist the construction of diagnosis and participatory planning.

Process of organization and execution

Activity planning: definition of the nature of the interview as purpose, choice of interviewee or group of people who provide information, identification of data to be obtained, drawing up the roadmap or the questionnaire definition of location, time and date for conducting the interview.

Relating to implementation, the extension workers should pay attention at some issues that facilitate the use of the technique, like explain to the interviewee the purpose and relevance of the survey data to guide the work

of ATER, establish mutual trust, avoiding biased questions; Don't assume what will be answered by the interviewee and, above all, develop ability to ask questions and hear, during the interview process, valuing what people have to inform.

Time and number of participants suggested

Apply the technique at the time of 1 to a maximum of 2 hours; the interview, however, can be individual or collective, since representative of the universe in which it is inserted. Depending on the peculiarity of the technique, it is not necessary to use other techniques or tools support.

6.2.3 Lecture

Oral exposure technique on subject previously selected and destined to specific audience. Considering the intended purpose, the speaker should be expert on the subject being discussed.

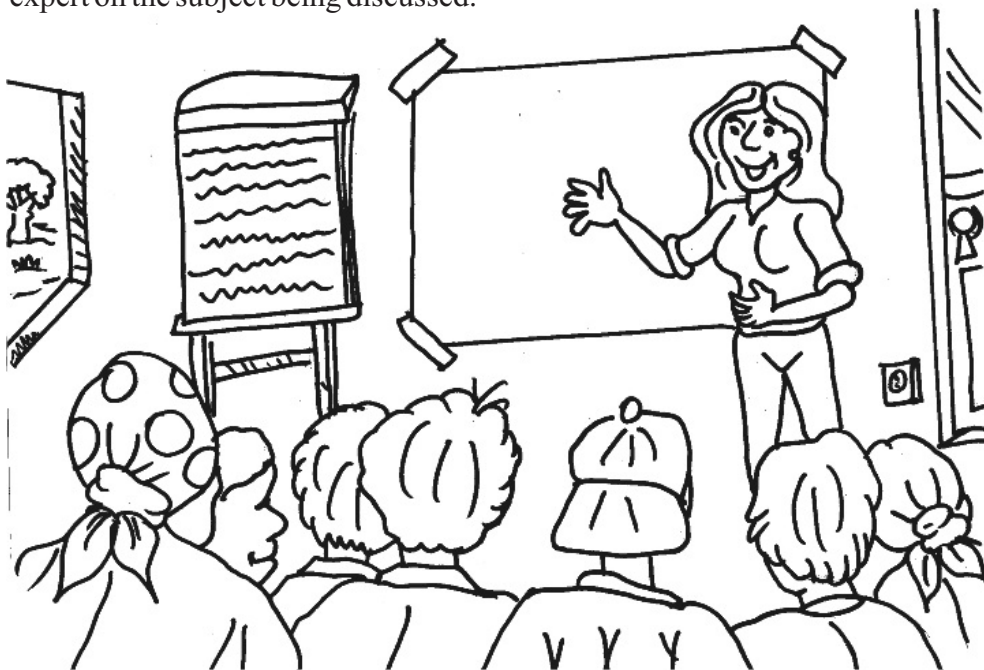


Figure 18 – Representation of ATER technique application scenario - LECTURE.
Source: EMATER-PARÁ

Purpose and applicability

Inform and enlighten people about a particular subject or topic of common interest. Used when there is the need to interact with significant number of people to discuss specific issues.

Process of organization and execution

The choice of theme should occur in a participatory way between stakeholders, as well as an indication of the speakers. Before you start, check the functioning of support instruments, in the case of multimedia use. Inform about the time available for plenary and speaker, requesting support for logging and tracking time.

Time and number of participants suggested

The time of a speech can last up to 4 hours, since that is interactive and with the use of dynamic groups. It is performed to an audience from 20 people.

Suggestions of techniques and tools used during the process

Dynamics and use of multimedia tools.

6.3 ATER AND RESEARCH TOOLS

Its the set of instruments used in the practice of ATER and research that support the built of information on the reality of rural communities by assisting in the achievement of the goals of rural extension. The ATER tools are didactic resources that support the implementation of related methodologies, with the purpose of facilitating communication, exposition of ideas, individually or in group, thinking about aspects of the reality of those involved, among others.

It Serves mainly to support the participatory approach, which must permeate the rural extension and communication between the families and/or family farmers group. The use of participatory ATER tools stimulates mutual respect between subject, being assured talk and listen space, equally, without hierarchy of power. It is assumed that, despite all the ATER`s participative methodological instruments, the rural extension will not comply with its educational role if the extension speech is contrary to its practice of communication in the field.

6.3.1 Brainstorming

Tool widely used with Group of people for association and interpretation of ideas, facilitating oral or written expression of those involved in the process.

Purpose and applicability

Encourage collective participation in the process of construction of ideas on common issues to the group, in a reflective manner.

Used in circumstances that requires to enlarge the group clarification and organize the interpretation, individual and collective, on a reality issue.

Process of organization and execution

The agent monitors the flow of ideas freely and creatively, ensuring the participation of all. The goal must be clear and guided by a key question, which is exposed for all to reflect on it and put their suggestions in cards or on adapted

location and structure, objectively, through keywords or short phrases

Guiding questions:

Must be written a key question about the theme that you want to discuss, which leads the group to the reflection.

Time and number of participants suggested

1 hour (30 minutes for reflection and production of ideas, regardless of their merit, and the remainder to arrange them in groups, discuss them, underscoring the notes that the Group find convenient). Must be written one idea per card.

Resources that can be used during the process

Cardboard, kraft paper, flipchart, cards and Atomic brushes.

6.3.2 Venn Diagram

Tool of interpretation and analysis of social interrelationships, in a participatory and reflective way.

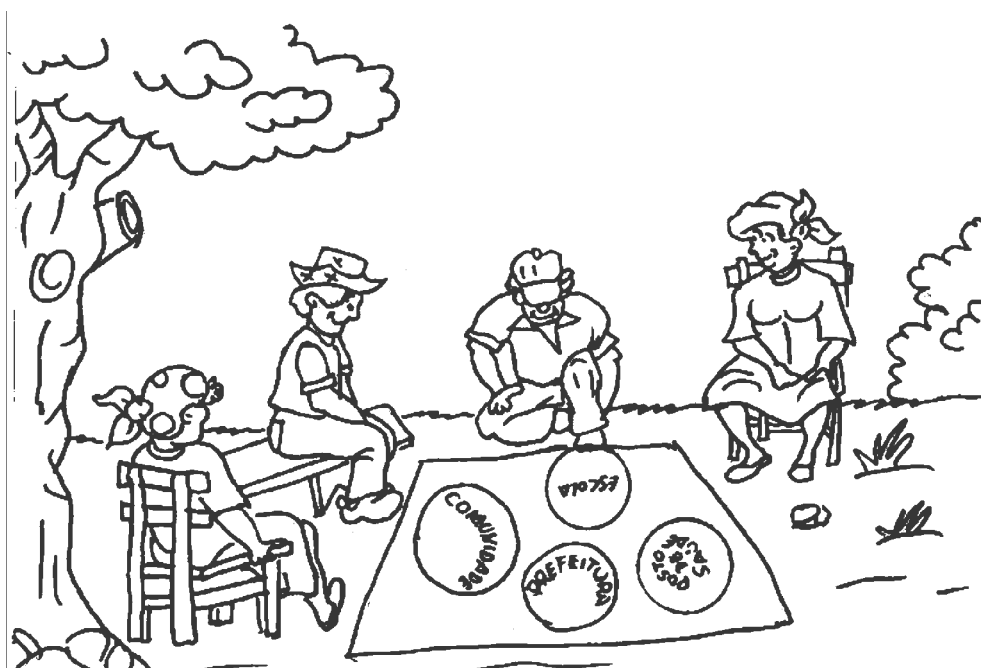


Figure 19 – Representation of the ATER tool application scenario – VENN DIAGRAM.
Source: EMATER-PARÁ

Purpose and applicability

Identify, by means of symbolic representation, the level of relationship (importance and proximity) between the subjects and institutions, as well as between the subject and other external organizations.

Used when necessary to discuss the role of institutions and social organizations in the local development process.

Process of organization and execution

Must propose the construction of the diagram, explaining the objectives and procedures, ensuring the participation of all. Discuss with the group on the role of each institution and their way of acting in the community. Request for the group to write paper or draw circles, geometric shape, the name of each institution, noting that the size of circle represents the level of importance within the community. Put the geometric shape related to the Organization at the Center and distribute around the other figures, according to their level of proximity, so that those that are closer to the Organization are those which have a better level of relationship. You can still work with arrows to identify the sense.

Guiding questions:

What are the institutions that have direct involvement with the Organization?

Which ones have indirect acting?

Which ones are most important to your organization?

Which is less important?

Which ones are closest to and maintain more contact?

Which ones are less forthcoming and less maintaining contact?

Time and number of participants suggested

1 hour divided between the Assembly, reflection and analysis.

Resources that can be used during the process

Cardboard, kraft paper, flipchart, scissors and Atomic brushes

6.3.3 SWOT

Tool that helps in the discussion processes, group analyses and systematization on the social organization of the community.

Purpose and applicability

Identify, analyze and visually demonstrate the collective ideas on common issues to the social organization of the community, using standard matrix to represent the group constructs.

Used to prioritize themes identified in different fields of action: the "governability" and "outside of" governance of the organization. The acronym stands for: (S) Strength, (W) Weakness, (O) Opportunities and (T) Threats.

Process of organization and execution

It is asked the group to identify important points and put them inside the quadrant, in accordance with considerations of actual possibility of interference.

During execution, the participants express their ideas regarding favorable external situations, answer the question, describing what opportunities exist. Focusing on the external environment, participants analyze the current situation, identifying the main tack for the Organization and which, if not eliminated, minimized or avoided, can become threats and, therefore, affect it negatively. Participants identify internal key aspects which the Organization has, considering the strengths, and must therefore keep them to ensure their survival. Participants identify the main problems existing internal, regarded as negative aspects or restrictive forces, which must be minimized to avoid negative influence on its performance. Please note that the current situation shows SWOT. In another moment, what is now a threat could be an opportunity and vice versa.

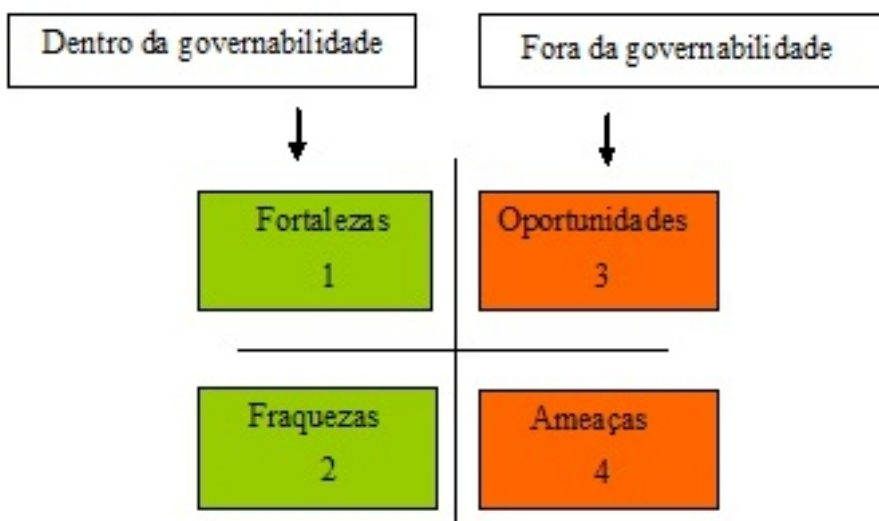


Figure 20 – Representative matrix of SWOT

Source: EMATER-PARÁ

Guiding questions:

Which points are considered positive or strong in the organization or have direct interference?

Which points are considered negative or weak in the organization or have direct interference?

What are considered important and positive, but are not over the control of your organization?

What are deemed irrelevant and negative, but are not over the control of your organization?

Time and number of participants suggested

120 minutes to survey and analysis.

Resources that can be used during the process:

Cardboard, kraft paper, cards, flipchart, pencils and Atomic brushes.

6.3.4 Iceberg

Tool for interpretation, collective discussion and analysis on contexts exposed and non exposed in a particular social organization.



Figure 21 Representation of the ATER tool application scenario – ICEBERG.

Source: EMATER-PARÁ

Purpose and applicability

Draw up Diagnostics from concrete aspects, directly observable, such as: size, goals, organization chart, financial resources, products, assignments, among others, and the abstract aspects that coexist in the Organization, such as: power relations, influences, interactions, group norms, confidence, commitment and the others.

Used when we need to analyze the visible aspects and those which are hidden that influence and determine the functioning of the organization.

Process of organization and execution

Initially, the agent explains that the design of iceberg has part which is recognized immediately and another hidden, greater, that needs to be seen and identified. Similarly, this occurs in social organizations. The agent can work

with the total Group of participants or split randomly or strategically, in smaller groups, with repetition.

Guiding questions:

What are the aspects that are visible?

What about the invisible?

What is the importance of each pointed aspect to the Organization and to the changing process?

What is the influence of each aspect?

What are the aspects that are easily changed and those that are difficult?

Time and number of participants suggested

60 minutes.

Resources that can be used during the process

Sheets of cardboard or kraft and brushes.

6.3.5 Life Line

Visual Demonstration tool and symbolic representation, built in the collective. Is caught on the events and historical facts relevant for the residents, based on older people experience t in the Organization.



Figura 22 Representation of the ATER tool application scenario — LIFE LINE
Source: EMATER-PARÁ

Purpose and applicability

It enables the reflection on the community from the symbolic representation of facts, significant changes and transformations that have influenced the local development process.

This tool is easy to use. It's used to provide the symbolic vision about the history of the organization.

Process of organization and execution

The agent asks the members to draw a line with the starting date of the Organization's activities and, from there, point the important facts in the life of the organization from a reference date, set by the participants. It consists of a living based history caught told by older people in the Organization, events and facts of relevance to the residents. It is important to check the representativeness of the community.

Guiding questions:

What are the most important events in the life of the Organization to date?

Who, when and how was it founded?

What changes and impacts more important?

How were these changes?

What are the positives and negatives?

After analysis about what managed to realize again, assessment is made on the current situation from the weaknesses and strengths.

Time and number of participants suggested

120 minutes (preparation and analysis).

Resources that can be used during the process

Cardboard, kraft paper, brushes, magazines, newspapers, pictures, etc.

6.3.6 Spoken Map

Tool to facilitate interaction and collective production, representing, symbolically, the community experiences of the participants.



Figure 23 – Representation of the ATER tool application scenario – SPOKEN MAP

Source: EMATER-PARÁ

Purpose and applicability

Give opportunity to the collective reflection on the community through the symbolic representation of the elements that make up.

Demonstrate, by means of forms, structures, designs, colors and traits according to geographical maps, the problems, relationship interactions, the milestones, among others, representing the dynamics of community life.

Organization process

Its prompted to the participants to put in the center of the paper the main idea, by visual analogy. In the margins, the less important. Make circles around the concepts. Can be used to define relationships, arrows, and dashes. You must use different colors to highlight some points.

Guiding questions:

Which is the Organization's heritage?

How many members does it have?

What are the partners?

What are the main problems?

What are the strengths of the Organization?

What are the weaknesses?

With the identification of strengths and weaknesses, sets up the way to intervene in the organization.

Time and number of participants suggested

120 minutes (preparation and analysis).

Resources that can be used during the process

Cardboard, kraft paper, brushes of different colors.

6.3.7 Metaphor

Tool to facilitate reflection and collective interpretation, of the senses and meanings, beginning by figures and/or pictures previously selected.



Figure 24 – Representation of the ATER tool application scenario – METÁPHOR
Source: EMATER-PARÁ

Purpose and applicability

Show, by means of symbology, as people realize the Association or the community they belong, relating with a picture/image that can express the sense of this perception.

Discuss and reflect, when necessary, on possible and necessary changes to strengthen the organization.

Process of organization and execution

Formation of groups to work on the composition of the metaphor by sectors of the organization. The group chooses an image, compares the Association and explains the significance of the relationship.

Use questions relevant to stimulate reflection, construction and the exposure of groups, such as:

If your organization is an animal/culture, what animal/culture it would be?

What this metaphor (animal or cultivation) has strong or weak?

What is good and bad in this metaphor (animal, cultivation)?

What's the current state of the metaphor?

How is the environment outside?

What does this animal/cultivation?

Want to add some design to image?

Can be made other questions, always correlating and referring to the drawing, for example, who cares or determines what the pet will do. Finally, it is important to consider jointly the drawing and make the reflection on what the metaphor is demonstrating and what needs to be changed.

Time and number of participants suggested

120 minutes (for construction of the design/implementation of the questionnaire and analysis/reflection)

Resources that can be used during the process

Sheets of cardboard or kraft paper and brushes.

6.3.8 Organizational Landscape

Tool used to assist the mapping of structures that comprise the social organizations of the community, identifying the interrelation of their limitations.



Figure 25 – Representation of the ATER tool application scenario – ORGANIZATIONAL LANDSCAPE

Source: EMATER-PARÁ

Purpose and applicability

Stimulate awareness of the social dynamics processes and of any conditions that interfere with the development of community organizations, enabling participants to collective analysis of relevant aspects, limitations, problems, resources, positives and negatives points present in these processes.

This tool is used to obtain information about the Organization's past and present, related to its disabilities or its fouls, and the future of it, regarding expectations of improvements, spanning three fields of endeavor: familiar or community (where are located the organisms), such as: church related organizations, leisure, etc.; public policies (all segments: municipal, State and federal) and the private sector that meets community (transportation companies, supermarkets etc.).

Process of organization and execution

Orient the participants that will be undertaken three triangles, representing: the present, past and future of organizations, which will be used for registration and comparison. Use memory stick so that the participants describe the institutions which the community maintains contact and place them inside the triangle that symbolizes the present situation and, after

reflection, analyze the previous situation of these organizations and the future prospects for them. To analyze the future, identify problems and obstacles. The condition of closeness to vertices will indicate the situation of the organization. After this step, stimulate the group to discuss mechanisms to be adopted in the community to achieve the desired future.

Suggestion of guiding questions:

Which organizations have significant relationship with the community?

What organizations do not establish relationships, but are important for the community?

Where the Organization stands? Triangle present

Where the Organization was located? Triangle past

Where would the Organization be? Triangle future

Time and number of participants suggested

120 minutes (preparation and analysis)

Resources that can be used during the process

Cardboard, kraft paper, brushes and memory.

6.3.9 Facts Research

Social and participatory research tool that assists in the discovery of relevant information to the community.

Purpose and applicability

Basic information about the community at the beginning of the work. Serves to know the Organization and also to verify the level of involvement and participation of the members.

Process of organization and execution

The technician will signal and write on a sheet of cardboard for everyone to follow. In case of not getting any replies, the technician should pick them up in official documents of the organization.

Guiding questions:

When and how did the Organization appear?

What are the goals?

What are the official documents of the Organization?

What is the schooling of members?

Which is the Association's infrastructure (land, goods, vehicles)?

How many members are there (active and inactive)?

What are the professions that are represented within the Organization?

What were the important events of the Organization and what has changed?

What are the positive and negative aspects?

What are the impacts?

How has the change happened?

Who participated? Who defined? Who disagreed?

Time and number of participants suggested

120 minutes.

Resources that can be used during the process:

Cardboard, kraft paper and brushes.

6.3.10 Six Fields

This tool raises information in the field of the goals, structure, interpersonal relations, plan of jobs and benefits, support, management, among others, from direct questions made to key persons of the institution, taking into consideration some items, such as: positions of direction, antiquity, respectability, sociability etc.

Purpose and applicability

Is used to diagnose the organization from information about the structure and routine groups, mainly, for, after analysis, propose forwards, strengthening the potential and looking for work around obstacles and problems.

Process of organization and execution:

Choose key people, set the interviews of isolated form and apply the guiding questionnaire.

Guiding questions:

Goals:

What are the three most important goals of the Organization?

Has the Organization been able to achieve these goals?

What are the main obstacles?

Organizational structure:

Who does what in your organization?

What is missing to work properly?

Interpersonal relationships:

How do you relate with colleagues?

How do you relate with your superiors?

How do you relate with your auxiliaries?

What are the main problems that interfere in the relationship of cooperation and work?

Job Plan and benefits:

How are rewarded the efforts of officials and members?

Are there penalties in the Organization?

What benefits and penalties would you add or withdraw?

Physical structure, financial and personnel:

What are the available materials and structure?

Who administers?

What is missing?

Management?

How do you qualify the management?

Are there informal leaders?

Are the members satisfied with the way of management?

Time and number of participants suggested

120 minutes.

Resources that can be used during the process

Sheet of paper and pen.

7 FINAL CONSIDERATIONS

The preparation of this work gave opportunity to a group of professionals from diverse areas of EMATER PARA experiencing a process of full collective participation, through the democratic interaction, the interrelation with varied experiences, life and professional, and the construction of the certainty of achievement of the goals set out. From the point of view of institutional integration, this book represents the sum of the collective effort targeted against a single purpose and common: build a methodological reference for supporting the organization of ATER work developed in the company.

The debates promoted provided the exchange of experiences among the group, making it possible to observe that the collective participation is a determining factor in the quality of the ATER provided by any institution, as well as the axis for consolidation of the transition movement that characterized the contemporary public rural extension.

An important point to be stressed at this time, concerns to the understanding that we should have before any proposal for processing and adequacy of social practices, for example, the context and the changes must be understood and (re) designed from the point of view of time and space to which they are located and are intended, respectively.

It is a fact that the rural extension model, which seeks to develop the natural resource management in agro-ecological perspective, has no more supplies through practice focused on "dissemination and transfer of knowledge to the field", inherent to the subject and his reality. The effort in this direction requires differentiated practices and a conscious extension professional about the multiple responsibilities that are present in their political, technical and social role, in which the activities can be considered, primary, the juxtaposition between the social dimension and the technical demands stemming from agro-ecosystem.

Another issue is the recognition of the diversity of identities that make up the reality of the field and of individuals as authors and subject of their own

story, composed by rural farmers, gatherers, fishermen, fish farmers, craftsmen and craftswomen, indigenous, maroons, among others, holders of knowledge, that while common, popular, must be respected and considered in varied forms of interaction of rural extension activity. It means that any methodological procedure used in field practice, must, first of all, allow the participation of those involved throughout the process.

It is in this scenario that the participation, as the basis of the ATER methodology, is important and indispensable tool to promote the role of these identities in the appropriation of other knowledge, or knowledge generated, enabling processes of emancipation and social inclusion.

On this imperative, the completion of the workshop ATER methodology and research on rural extension, under the participatory approach, came to contribute with the current context, showing the relevance of research, dialogue, reflection, exchange of experience, as structuring elements of rural extension aimed at local development.

The research, investigation-reflection-action process recently incorporated to assignments from EMATER PARA, is another aspect that could be discussed at the workshop as a methodological participative character, which can consolidate the differential in field activity, here understood as a process of observation, experimentation and proof – with specific instruments - of theory-practice relationship. The survey, as extension method, is indispensable resource to (re) construction of alternatives for strengthening the family-based productive systems, in the perspective of social and environmental sustainability and viability.

In these reflections, the methods, techniques and tools, recognized as a ATER methodology, were reworked from the conceptual point of view, the purpose and applicability, under the terms of participation, of systemic conception of family production unit. Accordingly, it is noteworthy that the instrument alone is not enough. The function and purpose that we use the methodological feature is what characterizes the essence and orients the purpose for what it is intended, making it a political and educational act.

In general, the main result was the revision and the contextualization of the methodology adopted in EMATER-PARÁ and the encouragement to discussions and reflections about extension action as a facilitator agent of processes, from the perspective of local sustainable development. Otherwise, it means that, as a technical resource, the book is built, but is not finished and not decoupled from historical and social perspective, inherent to the context of continuous transformation and reconstruction that characterizes the family agriculture in the State of Para.

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GLOSSARY

AMBIVALENT - Have understandings of both sides of an issue.

MASSIVE TRAINING – structured methodology to reach populations with low levels of schooling and professional training. It aims, at short-term and low cost, working with a large number of people, with the purpose of incorporating them into the productive market through organization in associative company production and/or provision service, from actual and potential conditions of individuals, groups and the community itself, in the perspective of social inclusion.

INNOVATIVE-DIFFUSOR – Term cited in the history of Brazilian ATER that expresses the influence of economic development model of the age, through the modernization of agriculture. Have as basic features extensive dissemination of technological innovations, just to disseminate or impose the adoption of techniques or practices concerning to the intensive use of inputs and agricultural machines, viewing to increase productivity, without considering the experiences and goals of the people met.

ECO-92 – United Nations Conference on environment and development, held in Rio de Janeiro, in the year 1992. The main objective of the Conference was to seek ways to reconcile the socio-economic development with the conservation and protection of the Earth's ecosystems.

STATIONS (Field Day) – technical and laboratorial resource of Field Day Methodology, presented in sequenced moments and interconnected areas, with purpose to demonstrate the relationship between theory and practice.

STRUCTURALISM – theoretical and philosophical approach for interpretation of reality that takes as reference the regulator limits of determined social structure, decoupled from a broader view. There is, in this design, no consideration for historical determinants and the role of individuals and groups as social subjects.

EXTERNALITIES – involuntary Circumstance arising from human action, positive or negative character that overlaps with reality inherent to willingness of subjects.

PHYTOTHERAPEUTIC Medicinal Products – based on natural herbs, with handmade handling, used both in human and animal medicine.

FUNCTIONALISM – sociological interpretation chain, establishing an analogy between the human body and society, assuming an integration and a balance. All individuals and existing institution must contribute functionally to the maintenance of social organization.

HOLISTIC – the idea that the social actors are complex in nature and therefore need to be understood in its multiple necessity and reality. In methodological perspective is the principle of totality that contrasts the dualistic vision, segmented, present in conservative practices.

PARADIGM – knowledge that leads to the study of a scientific field; a scientific achievement with methods and values that are designed as model; an initial reference model as the basis for studies and research.

PARTICIPATION – related to nature, to the level, and the form of an individual to be part of a particular group, with space for the exhibition of opinions and decision-making.

SYSTEMATIZATION – process of organization, qualification and formatting information, data, records, texts, for typesetting and publishing.

SOLIDARITY – responsibility relationship between people united by common interests, so that each element in the group feel the moral obligation to support the other (s).

IMBRICATE - provision of objects, overlapping, in part, to each other.



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Participative Perspective

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