



HOLISTIC
LEARNING
INNOVATIONS

COOPERATIVE AND SOLIDARY LEARNING

Country: Brazil

Target Age: 15 Years

Learning Areas: Leadership | Empathy | Collaboration

Self Awareness | Creativity

THE CONTEXT

The **State School of Professional Education Alan Pinho Tabosa (EEEP Alan Pinho Tabosa)** is a public, full-time vocational high school located in Pentecoste, a municipality in Brazil's semi-arid Northeast. Serving over five hundred students across twelve classes, the school offers one academic program (full-time high school) and five vocational programs: Agroindustry, Aquaculture, Informatics, Computer Networks, and Chemistry. The majority of students come from rural communities in Pentecoste and neighboring towns like Apuiarés and General Sampaio, where economic instability often limits access to educational and professional opportunities. The school primarily supports youth from low-income families reliant on farming, fishing, or informal labor in a region affected by drought, economic instability, and forced migration.

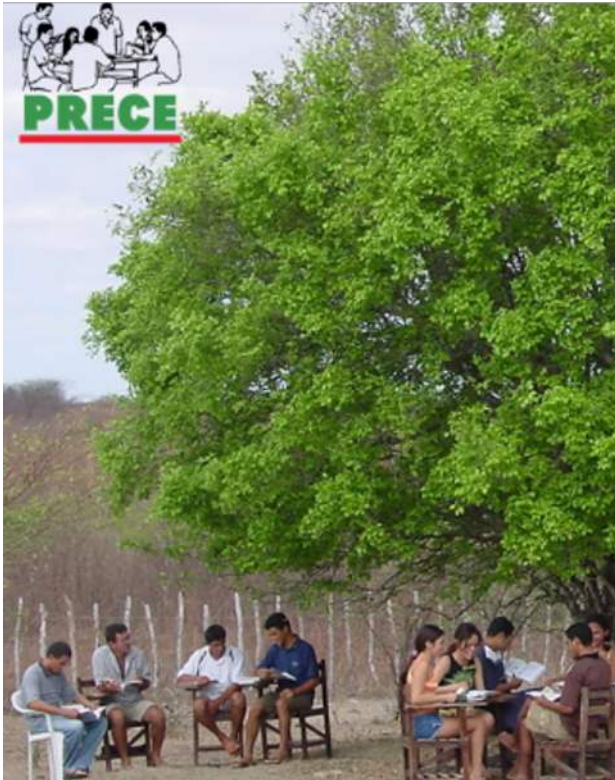
Founded in 2011 through a partnership between the Ceará State Secretariat of Education and the Federal University of Ceará, the school aims to transform educational access for rural and marginalized youth while empowering them to address local challenges. At its core is the *PRECE* methodology (*Program of Education in Cooperative Cells*), which fosters cooperative and solidarity-driven learning. Students work in small peer-led groups (*cells*), engaging in collaborative problem-solving, peer teaching, and developing socio-emotional competencies such as empathy, leadership, and collaboration.

By integrating vocational training with leadership development and community-driven projects, the school equips students to become local changemakers. Alumni apply their skills in initiatives like sustainable farming and tutoring programs, directly tackling regional issues while demonstrating resilience, teamwork, and social responsibility.



The entrance to Alan Pinho Tabosa School in Pentecoste, Brazil—a gateway to cooperative learning, leadership, and community transformation.

Photographer: Unknown (Ceará State Secretariat of Education archive)



The Juazeiro tree, as the symbol of PRECE, embodies resilience and shelter. Its shade offers protection, just as PRECE provides students with a place to grow and learn.



Manoel de Andrade, founder of the PRECE movement, which pioneered the Cooperative Learning approach now embraced by the Alan Pinho Tabosa School.

THE CHALLENGE

How Might We Empower Youth to Lead Change in their Territories and Prevent Forced Migration?

The challenge stems from the region's socio-economic landscape: rural, low-income families reliant on unstable jobs, a history of youth migration to urban centres for precarious work, and a fragile local economy. Assessments and interviews revealed that many incoming students have significant educational gaps and an individualistic mindset, limiting their ability to collaborate and engage with their communities.

By fostering leadership skills and cooperative values, the program empowers students to tackle local challenges, envision sustainable futures in their communities, and reduce the pressures driving migration.

“Before PRECE, in the 1980s, young people would leave the region to swell the outskirts of urban centres, looking for low-paying jobs. Today, they are broadening their perspectives, seeing new opportunities, and returning to their cities to improve them.”

Elton Luz, School Principal

THE SOLUTION

COOPERATIVE AND SOLIDARY LEARNING

The Cooperative and Solidary Learning is a pedagogical practice that cultivates key competencies such as empathy, collaboration, leadership, and indirectly, self-awareness and creativity in high school students (ages 15+). At the start of the academic year, students participate in an immersive leadership course covering themes such as empathy, interdependence, conflict resolution, and communication. This foundation shifts students from a competitive, individualistic learning model to a cooperative, solidarity-based framework, empowering them with agency and responsibility.

Throughout the year, students work in three-member learning cells, engaging in structured activities such as concise lectures, individual assignments, collective goal-setting, and reflective discussions. Teachers act as facilitators, guiding rather than directing the learning process. Each class begins with a cooperation contract that outlines roles and responsibilities and concludes with a group reflection session to assess progress and reinforce accountability. The role of Cell Coordinator further strengthens student leadership within the groups and school projects.

Challenges included initial resistance to cooperative learning, which was addressed through teacher training and student workshops. To reinforce collaboration and solidarity, the school integrates personal storytelling as one of the activities in the student leadership course, fostering empathy and stronger interpersonal connections.



Manoel Andrade (founder of the PRECE movement) and Elton Luz (Alan Pinho Tabosa School's Principal) lead a session of the *Cooperative and Solidary Student Leadership Course*. Behind them, the screen reads: "Let's build a better world starting from our school: From student protagonism to social protagonism"



Three students collaborate in a cooperative cell at Alan Pinho Tabosa School, engaging in peer-led discussions and shared problem-solving.

Competencies Targeted

The graphics below show the selected domains that Schools2030 Brazil have prioritised for each age group, in line with national curricula. Highlighted are the domains that this specific solution addresses.



5-year-old Domains

10-year-old Domains



15-year-old Domains

The school's solution focuses on fostering leadership, collaboration, and empathy competencies through peer-led cells and the student leadership course. Indirectly, develops self-awareness (reflective sessions and personal storytelling) and creativity (problem-solving in school projects).



Students display posters they created to share ideas for improving the school environment. This initiative followed a group discussion where they reflected on the strengths and challenges of cooperative cells.

THE IMPACT

Inspiring Youth to Lead, Unite, and Transform their Communities

This solution has been in place at Alan Pinho Tabosa School since 2011 and became the focus of an action research project under Schools2030 in 2023.

Assessments show higher student engagement, improved academic and cooperative performance, and stronger leadership skills. Many graduates have pursued higher education and now work in their communities

Implemented across all classrooms, the methodology has also trained over 1,000 teachers in Ceará and serves as a statewide model for teacher and student training. Its success has led the Brazilian Ministry of Education to develop a national program inspired by PRECE to enhance public education.



A student of Alan Pinho Tabosa speaks at the launch event of the national law that established Brazil's Whole-Student Education and Full-Time Schools in 2023. (Ministry of Education, President, Alan Pinho Tabosa's Student, and the First Lady) Photographer: Unknown (School archive)

“Cooperative learning has greatly contributed to my education and personal growth. Today, I feel like a more empathetic and compassionate person, with an incredible willingness to help others.”

Monica Mota, High School

Meet the Teachers



Elton Luz

School Principal

About me

My name is Elton Luz. With a background as a chemistry teacher, I have been dedicated to leading Alan Pinho Tabosa School as its principal for the past 14 years. Every day, I value the opportunity to engage with colleagues and students, continuously learning and growing alongside them. It is deeply rewarding to witness the transformative power of public education—empowering students and, in turn, shaping communities and society.

I firmly believe in the strength of the cooperative and solidary school model developed through PRECE and Alan Pinho Tabosa School. By fostering collective leadership, this approach lays the foundation for a fairer and more inclusive society.

I envision the PRECE Movement and Alan Pinho Tabosa School continuing to drive regional development through collaborative and solidary leadership. My hope is that this holistic education model expands, reaching across the state of Ceará and Brazil, creating lasting impact and opportunities for all.

Meet the Teachers



José Jocélio

Former Teacher

About me

My name is José Jocélio Simplício de Moraes, and I have been a teacher for 13 years. I enjoy sharing knowledge and contributing to students' learning and development. I believe schools should have well-structured spaces, such as libraries, multimedia rooms, laboratories, and auditoriums, to provide students with a high-quality education. Additionally, curricula should always align with students' learning needs. Education professionals also deserve greater recognition and support within educational spaces.

I worked for 10 years at Alan Pinho Tabosa School, where I discovered the true meaning of being a teacher—reflecting, discussing, and exploring the best methodological approaches to implement in the institution. Introducing Cooperative Learning into the classroom to foster student interaction was an invaluable experience for me. There, I witnessed firsthand how this methodology contributed to student transformation and helped develop leadership skills in thousands of students.

Currently, I teach at a full-time school in the municipality of Umirim, in the district of São Joaquim. The professionals at this school are dedicated and deeply committed to student learning. However, infrastructure improvements are needed, along with the creation of more learning spaces. Gradually, I am integrating the Cooperative and Solidary Learning approach that I learned at Alan Pinho Tabosa School.

Meet the Teachers



Thiago Amorim

Former Student and English Teacher

About me

My name is Thiago Amorim, and I am a former student of the Technical Course in Agroindustry at Alan Pinho Tabosa School. I have a degree in Portuguese and English Language Studies and have been working as an English teacher at Alan Pinho Tabosa School for three years.

In addition to teaching, I coordinate the school's English Club project and support all school events. Among my various responsibilities, I feel most connected to coordination—I find great joy and fulfillment in leading projects like the English Club, especially because the students are highly engaged.

My greatest ambition, in terms of education, is to ensure that students feel comfortable, welcomed, and encouraged to face challenges and learn from them—not only within my school but across the entire country.

Ultimately, I hope to share the incredible experience of the PRECE movement with the world so that more people can be transformed through education.

Meet the Teachers



Janayna

Internship Coordinator

About me

I am Janayna, a Portuguese Language teacher, but I have been serving as an internship coordinator since the end of 2023. What I enjoy most about my work is interacting with students and colleagues.

In the future, I hope to see our school firmly established as an institution dedicated to holistic human development. I aspire to see our students' basic needs—safety, food, and healthcare—fully met so they can thrive and contribute to the well-being of the community.



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