


## NON-MANDATORY INTERNSHIP IN PEDAGOGY: INITIAL PERSPECTIVES FROM THE STATE OF KNOWLEDGE

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### ABSTRACT

The non-mandatory internship is constituted as a space/time of training beyond the formal school or academic space, bringing the student closer to his field of activity. With a qualitative approach, the research was inspired by the State of Knowledge (CE) or State of the Art. The research question was constituted as: how has the discussion about the non-mandatory internship in Pedagogy been presented, from the database of the Brazilian Digital Library of Theses and Dissertations (BDTD), at the dissertation level, between the years 2019 and 2022? The objectives were: a) to analyze the non-mandatory internship for Pedagogy students based on the existing productions in BDTD with a time frame from 2019 to 2022; b) map the existing and available productions in the BDTD database, on non-mandatory internship in the Pedagogy course. It is based on Buriolla (2011), Kulcsar (2012), Pimenta e Lima (2017), Gil (1999), Morosini (2015), Rodrigues; Olive tree; Santos (2021), Tardif (2002), Vosgerau and Romanowisk (2014). The results prove that there is little production available on the subject and that the non-mandatory internship in Pedagogy, despite the limitations pointed out, continues to be a formative space and interest of students.

**Keywords:** Non-Mandatory Internship. State of Knowledge. Pedagogy.

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## INTRODUCTION

The present study focuses on the discussion about the non-mandatory internship, which constitutes a space/time of training beyond the formal school or academic space, enhancing the approximation of future professionals with the perspectives, knowledge, challenges and possibilities of the universe in the world of work, with emphasis on the chosen field of activity.

The non-mandatory internship is fundamental to improve knowledge about the environment where the future professional will work, with the possibility of bringing implications for the constitution of identity in the work environment and, also, according to Buriolla (2011) it is a privileged place for the student, in professional training, to articulate the relationship between theory and practice, through insertion in the area in which he will exercise when he finishes his academic training.

Currently, the non-mandatory curricular internship has legal regulation, Law No. 11,788 of September 25, 2008, which presents aspects about the rules of the internship such as: duration, requirements, scholarship, personal accident insurance, supervision, vacations, workload and the term of commitment on the non-mandatory internship.

The approach to the non-mandatory internship was based on the experiences lived during the Pedagogy course, at the State University of Bahia (UNEB), Campus XI, Serrinha, still in 2019, when it was realized, in the orality of some students, that participation as an intern in this modality would allow them to reconcile studies and work in the same area, in addition to guaranteeing a remuneration that would contribute to the maintenance and permanence in the university.

Many students needed to ensure their maintenance at the university, without moving away from their future field of professional activity, so they look for non-mandatory internship vacancies and register with the institutes for attracting interns, namely: 1) the Euvaldo Lodi Institute (IEL) and 2) the Company-School Integration Center (CIEE); thus, still in the undergraduate course in Pedagogy, they carry out the non-mandatory internship in municipal public schools in Serrinha-Ba and stay up to two years in non-mandatory internship activities, experiencing the nuances related to the professional exercise as a pedagogue, its direct link with the school process of children, enabling the knowledge of aspects related to the professional performance they will exercise.

It is important to note that the activity developed in the non-mandatory internship at UNEB is also accounted for the purpose of recording hours of complementary activities<sup>4</sup> of Pedagogy students, an aspect that is related to the scenario of the teacher training policy, since it is regulated by Resolution No. 2, of July 1, 2015, which asserts 200 hours of theoretical-practical activities in order to deepen in specific areas of interest to the student. This has mobilized some Pedagogy students, from Campus XI, to choose to participate in the selection processes for interns promoted by IEL and CIEE.

The aspects listed above, in addition to the fact that I did not find in the Collegiate of Pedagogy of UNEB, Campus XI, productions of Course Completion Work (TCC) by students that problematize the non-mandatory internship as a field of study, led to the definition as an object of research for the production of a final article, with a view to the conclusion of academic training, the non-mandatory internship in the Pedagogy course, from the methodological perspective inspired by the state of knowledge.

In this sense, the research question was constituted as: how has the discussion about the non-mandatory internship in Pedagogy been presented, from the database of the Brazilian Digital Library of Theses and Dissertations (BDTD), at the dissertation level, between the years 2019 and 2022? The objectives were: a) to analyze the non-mandatory internship for Pedagogy students based on the existing productions in BDTD with a time frame from 2019 to 2022; b) map the existing and available productions in the BDTD database, on non-mandatory internship in the Pedagogy course.

To support this research, Buriolla (2011), Kulcsar (2012), Pimenta and Lima (2017), Gil (1999), Morosini (2015), Rodrigues; Olive tree; Santos (2021), Tardif (2002), Vosgerau and Romanowisk (2014). The article is structured in five sections organized as follows: the first section, which is the introduction; the second section is the theoretical approach that deals with the internship and legislation; the third section will address the non-mandatory internship and intersections with teacher training; the fourth section presents the methodological path; the fifth section is data analysis; and the sixth section brings the final considerations.

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<sup>4</sup> Academic, Scientific, Cultural Activities - AACC are mandatory in the integration of Teaching Degree courses and aim to deepen, expand and consolidate the academic and cultural training of the student, disciplined by Resolution No. 1,150/2010 of UNEB.

## THE INTERNSHIP AND THE LEGISLATION

The internship is regulated by Law No. 11,788, of September 25, 2008, which conceptualizes the internship as an educational act and a preparation of the student for productive work and civic life. In its article 2, it establishes that the internship may be mandatory or non-mandatory, the mandatory is required by the institutions as a requirement for approval and obtaining a diploma. The non-mandatory is optional, the student decides whether to do it or not. Both internships provide students with knowledge and experiences, as long as they are carried out with responsibility and dedication.

The practice of non-mandatory internship is sometimes restricted to students of higher education and vocational programs, as some high school and Youth and Adult Education (EJA) students may not be aware of their right to participate in internships, but as stipulated in article 1 of Law No. 11,788/2008:

[...] It aims to prepare students who are attending regular education in institutions of higher education, professional education, high school, special education and the final years of elementary school, in the professional modality of youth and adult education for productive work (Brasil, 2008).

In this sense, it is perceived that the internship covers several levels of education, and in each of them with a specific objective, in high school it provides students with insertion in the world of work, being able to develop skills such as communication, responsibility and teamwork. In EJA it allows students who are returning to school to have the opportunity to acquire experiences. In professional education, it allows students to apply what they have learned in the classroom in the workspace of their future area of expertise. In higher education, the internship is an opportunity to work in your area of study. And in all of them, the internship is a way to prepare the student for productive work.

Regarding the remuneration of the non-mandatory internship, in article 12, the law establishes that interns can receive a scholarship or other form of compensation, and this compensation is mandatory, as well as the transportation allowance:

The intern may receive a scholarship or other form of consideration that may be agreed, and its granting is compulsory, as well as the transportation allowance, in the event of a non-mandatory internship.

Paragraph 1 - The eventual granting of benefits related to transportation, food and health, among others, does not characterize an employment relationship.

Paragraph 2 - The student may register and contribute as an optional insured person of the General Social Security Regime (Brasil, 2008).

Even containing this remuneration, it is important to highlight that articles 3 and 15 of the internship legislation establish that the internship does not have an employment relationship, that is, even if the intern performs tasks and acquires experiences in a work environment, he will not have the same rights and benefits as workers with a formal contract, provided for in the Consolidation of Labor Laws (CLT). such as: overtime, FGTS deposit, prior notice, 13th salary, among others. Instead, the internship is an educational opportunity that allows the student to enrich their academic training.

The law stipulates, in its article 8, that educational institutions have the option of establishing agreements for internships with both public and private entities. And that these agreements must detail the educational aspect present in the activities planned for the students, that is, the educational institutions and entities must describe how the internship activities will contribute to the education and training of the students.

The non-mandatory internship is governed by the Term of Commitment, which consists of a formal agreement between the student, the educational institution in which the student is enrolled and the company that offers the internship. The legislation determines that the Term of Commitment must contain the clauses that will guide the internship contract. Also according to the law, the Term of Commitment can be terminated at any time.

Finally, it is evident that the law takes great care so that the non-mandatory internship has as its objective the learning of the student, but for this to materialize it is important that all those involved in the Term of Commitment are aware of this objective and work towards achieving it.

## **NON-MANDATORY INTERNSHIP AND INTERSECTIONS WITH TEACHER TRAINING**

Learning is acquired through studies, observations, practices and experiences and the student when entering a university aims to learn how to exercise his future profession, and this is possible through the combination of theory and practice. One way to make this learning more effective is through the internship, because in it the student works in his area as an apprentice. It is relevant to highlight that in higher education degree courses, it requires the student to carry out the mandatory curricular supervised internship, in accordance with Resolution CNE/CP No. 2 of July 1, 2015: The supervised curricular

internship is a mandatory component of the curricular organization of the licentiate degrees, being a specific activity intrinsically articulated with practice and with other academic work activities (BRASIL, 2015).

In this context, it is essential to emphasize that each undergraduate course is organized according to its own rules and regulations to meet the workload requirements stipulated for the mandatory internship. In the Pedagogy course at UNEB, DEDC/Campus XI, the student needs to carry out three mandatory internships: the 1st in a non-school space, the 2nd in early childhood education and the 3rd in the early years: elementary school. These disciplines have a greater workload than the others, as it requires the student to dedicate time to go to the field to make observations, produce an intervention project and then start the regency period being supervised by the university professor. It is perceived that the entire internship process is properly guided and supervised by a responsible professor, who plays the fundamental role of providing the necessary support for the intern.

In the internships of licentiate courses, it is possible to make the relationship between theory and practice, associating the content learned in academic disciplines with the school reality, this collaborates for the student to become a critical reflective being, who even with short time, seeks creative means to innovate in his pedagogical practice. It is important to note that:

The internship cannot be seen as a bureaucratic task to be formally fulfilled, often devalued in schools where interns seek spaces. Rather, it must assume its practical function, reviewed in a more dynamic, professional, productive dimension, of exchange of services and possibilities of openness to change (Kulcsar, 2012, p.59).

The internship is a contact of the student in his area of expertise, in this sense, it is necessary that this moment be welcoming, because the intern already comes with a baggage of fears, insecurities and doubts and, when he is not well received, he creates a bad image of that environment. There must be a pedagogical relationship between school and trainees:

The pedagogical relationship is, in this sense, a relationship between two subjects: the one who teaches and the one who learns mediated by knowledge, the first makes available to the second through methodological mediation, not the object of knowledge whose science needs to be unveiled, plus the knowledge historically produced about this particular object, which becomes, in turn, the object in the relationship with the subject who learns (Boulos, 2012, p.89).

With this perspective, it understands that the intern is a learner and that he needs a mediator in his process of insertion in the classroom, knowledge in this sense will be built through guidance, studies, dialogues with experienced people in the area, and with participatory observations. In the internship, the student needs to make himself available to broaden his horizons and be prepared to face the challenges of the school reality.

When entering the classroom, the student needs to keep in mind what his goal is, which teacher he aims to be, what practices will guide his internship process. In this sense, the authors Pimenta and Lima (2017) draw attention to the practice as an imitation of a model, because:

[...] it is reduced to observing teachers in class and imitating these models, without proceeding to a critical analysis theoretically grounded and legitimized in the social reality in which teaching is processed. Thus, observation is limited to the classroom, without analysis of the school context, and the intern is expected to elaborate and execute 'model classes' (Pimenta; Lima, 2017, p. 15).

Thus, it is understood that the internship, being an educational act, should not be reduced to imitation of a model, since no school is the same as another; Each school has its own reality and the intern needs to adapt to this reality and not the other way around, since the practice by imitating the model does not produce positive results.

## **METHODOLOGICAL PATH**

Research is a complex process, which requires investigation, data collection and information analysis in order to acquire knowledge on a subject, for this it is essential to define an appropriate approach to obtain quality in the result of the work. This article had a qualitative approach, because, according to Gil (1999), qualitative research is subjective to the object of study, that is, it is concerned with exploring the perspectives of the theme in question. Under this focus, the authors Rodrigues; Olive tree; Santos (2021, p.162) point out that "[...] What will scientifically validate qualitative research is the credibility of research based on coherence, perception and the description of phenomena in an impersonal way". Agreeing with these principles, the methodological option adopted was inspired by the State of Knowledge (CE).

The State of Knowledge, also called State of the Art, aims to analyze scientific productions on a chosen theme, delimiting a period, and systematizing the subjects

addressed therein. Of a bibliographic nature, CE research, according to Morosini (2021, p.125), "makes it possible to know what is being researched and the approaches used by each area or theme [...]". It is observed that this type of research allows the researcher to reflect on the subject studied, in this case the non-mandatory internship in the Pedagogy course.

From this perspective, the CE is not restricted to the identification of productions, as Vosgerau points out; Romanowisk (2014), this type of research aims to analyze, categorize and show the multiple approaches and perspectives on a given theme. In addition, this research is characterized by the rupture of preconceptions, because the researcher, when choosing a theme, has numerous beliefs, opinions and knowledge about the theme, based on everyday experiences.

The use of CE as a methodological option generates possibilities for transformation and production of knowledge, considering that the researcher overcomes the perspective of knowing only through the context and social fact to know, through scientific knowledge (Morosini, 2015), requiring the researcher to adopt an impartial approach to the subject, intending to carry out scientific research. From this perspective, the methodological inspiration in the CS subsidized the actions developed from the selection of the database to the process of analysis of the data found.

In the process of selection, mapping and analysis of the data, the following four steps were used:

- First stage: Consultation at the Brazilian Digital Library of Theses and Dissertations (BDTD). The BDTD was developed by the Brazilian Institute of Science and Technology (IBICT), and "integrates the information systems of theses and dissertations existing in the Teaching and Research Institutions of Brazil" (IBICT, 2020).



Figure 1- Home page of the BDTD portal



Fonte: <https://bdtb.ibict.br>

Access was made in September 2023 to identify the works linked to the research object with the descriptor "non-mandatory internship in Pedagogy".

- Second stage: Mapping and selection of existing productions available in the BDTD database, on non-mandatory internship in the Pedagogy course.
- The search result was a total of 82 (eighty-two) works, of which 20 (twenty) are theses and 62 (sixty-two) dissertations. In sequence, a selection was made that used the title of the works as a criterion and 10 (ten) dissertations were initially selected. In this stage, a demonstrative table of the selected works on non-mandatory internship in the area of education was made.
- Third stage: Reading of the abstracts of the 10 (ten) dissertations in order to identify the relationship of the theme with the selected works, in order to choose only those that were linked to the non-mandatory internship in the Pedagogy course, using a time frame from 2019 to 2022.
- Fourth stage: Description and analysis of the works.
- At this stage, the demonstrative table was updated replacing the dissertations carried out in the years prior to 2019. 5 (five) dissertations were selected for analysis. In sequence, the description of the works was carried out, identifying the methodology, objectives and theoretical references used, a demonstrative table was also built presenting the geographical location of the dissertations and finally the works were analyzed, have relationships with each other, the

implications on the theme, and what are the results found by the authors with regard to the non-mandatory internship in the Pedagogy course.

## RESULTS AND DISCUSSIONS

The results obtained through research in the Brazilian Digital Library of Theses and Dissertations (BDTD) revealed the existence of 82 (eighty-two) works related to the non-mandatory internship. Initially, when observing the data without any in-depth analysis, they seem to indicate a significant amount of research related to the theme. However, after a more detailed analysis, from the reading of the titles, the interpretation of the data was completely changed, with 10 (ten) dissertations being selected and no thesis that was linked to the non-mandatory internship, according to the data presented in chart 1 (one):

Chart 1 - dissertations found in relation to the non-original internship in the area of education.

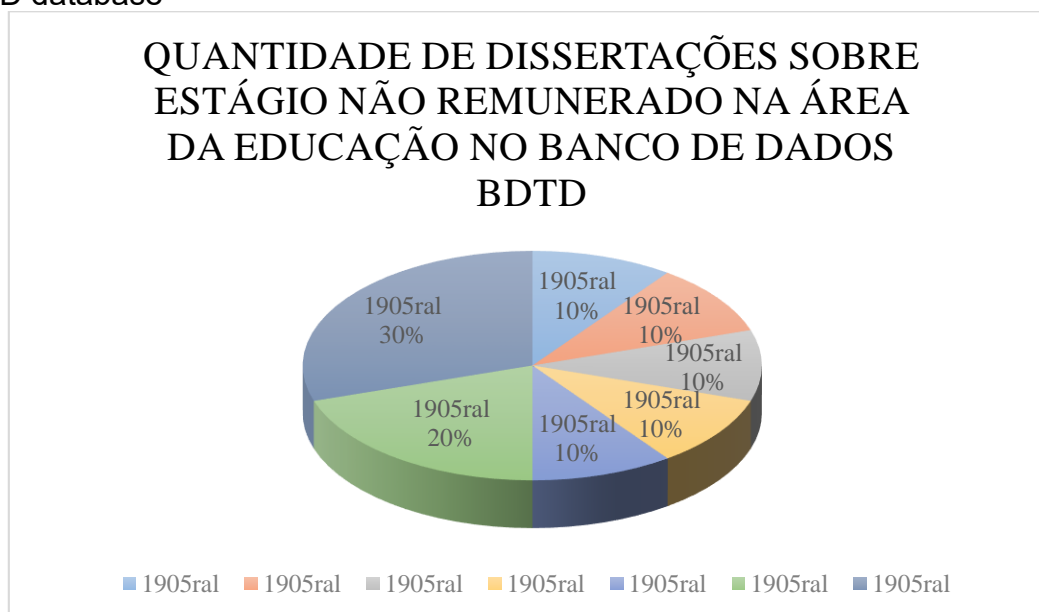
o.	Title	Year	Author	Level
1	Non-compulsory internship: management of your mentorship in higher education	2014	Maricéia Machry	Masters
2	The Teacher Training Internship Scholarship Program and the Initial Teacher Training in the State of Espírito Santo: A Teaching Learning Experience	2015	Adriane Fin	Masters
3	Images in light/dark: the scenario of the non-mandatory internship in the initial training of undergraduate students of pedagogy courses	2016	Leide Dayana Pereira De Freitas Costa	Masters
4	Informational flow of the follow-up of the non-mandatory supervised internship in the pedagogy course of the Federal University of Rio Grande do Norte	2018	Teresinha Pereira Da Rocha	Masters
5	(Dis)paths of teacher valorization: the non-mandatory internship in early childhood education in municipal education networks of the micro-region of Irati-Paraná	2019	Maria Letícia Neves	Masters
6	The realization of non-mandatory internship by students of undergraduate courses in pedagogy: impacts and interests	2020	Sandra Cristina Demschinski	Masters
7	The practice of paid student interns with students with disabilities	2020	Louise Sayonara Guedes Pereira	Masters
8	Non-mandatory internships in early childhood education: formative processes of academics in pedagogy courses/ufsm	2022	Fabiane Bayer	Masters
9	Theoretical-practical implications of the non-mandatory internship in the training of the pedagogue: the reading of the students of the pedagogy course graduated at UFMS/CPTL in 2019	2022	Felipe De Lima Silva	Masters

0	The non-mandatory paid internship: developments for teacher training and work in early childhood education	2022	Maria Edinéia Sousa Vargas Pretto	Masters
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Source: Prepared by the author (2023)

The graphic representation of these data, evidenced below, in figure 2 (two) demonstrates a growing interest in research on the topic in question between the years 2014 and 2022, and in 2022, a total of 30% of the available studies were registered. It is possible to infer that the increase in scientific production is due to the increase in contracts in the non-mandatory internship modality.

Figure 2 - Number of dissertations on non-mandatory internship in the area of education in the BDTD database



Source: Prepared by the author (2023)

After this selection, using the title as a criterion and in order not to lose the focus of the research objective, the abstracts of all dissertations were read in order to select only those that were related to the non-mandatory internship in the Teaching Degree course, with a time frame from 2019 to 2022, And the information presented in Table 2 (two) was reached:

Chart 2 - dissertations available on non-mandatory internship in the licenciatura course in pedagogy in the period 2019-2022

o.	Title	Year	Author	Level
	(Dis)paths of teacher valorization: the non-mandatory internship in early childhood	2019	Maria Letícia Neves	Masters

	education in municipal education networks of the micro-region of Irati-Paraná			
	The realization of non-mandatory internship by students of undergraduate courses in pedagogy: impacts and interests	2020	Sandra Cristina Demschinski	Masters
	Non-mandatory internships in early childhood education: formative processes of academics in pedagogy courses/ufsm	2022	Fabiane Bayer	Masters
	Theoretical-practical implications of the non-mandatory internship in the training of the pedagogue: the reading of the students of the pedagogy course graduated at UFMS/CPTL in 2019	2022	Felipe De Lima Silva	Masters
	The non-mandatory paid internship: developments for teacher training and work in early childhood education	2022	Maria Edinéia Sousa Vargas Pretto	Masters

Source: Prepared by the author (2023)

From the reading of the abstracts of the dissertations, the productions of Neves (2019), Demschinski (2020), Bayer (2022), Silva (2022) and Pretto (2022) were selected for analysis, as all productions are from the master's course and are directly linked to the non-mandatory internship in the Teaching Degree course. Three for the Master's Degree in Education (NEVES, 2019; DEMSCHINSKI, 2020; SILVA, 2022; PRETTO, 2022), and one for the Master's Degree in Public Policy and Educational Management (Bayer, 2022).

It is important to highlight that of these dissertations, three were in the state of Paraná, as can be evidenced by the information from the institutions where the production took place, presented in chart 3 (three):

Table 3: dissertations and geographic locations

Author (year)	Institution	City/State	Sponsoring entity
Maria Letícia Neves (2019)	Midwest State University, Unicentro	Irati/PR	Publishes
Sandra Cristina Demschinski (2020)	State University of Ponta Grossa	Ponta Grossa- PR	Public
Fabiane Bayer (2022)	Federal University of Santa Maria	Santa maria-rs	Public
Felipe De Lima Silva (2022)	Federal University of Mato Grosso do Sul	Três Lagoas/MS	Public

Maria Edinéia Sousa Vargas Pretto (2022)	State University of Western Paraná – Unioeste Center for Human Sciences	Francisco Beltrão-pr	Public
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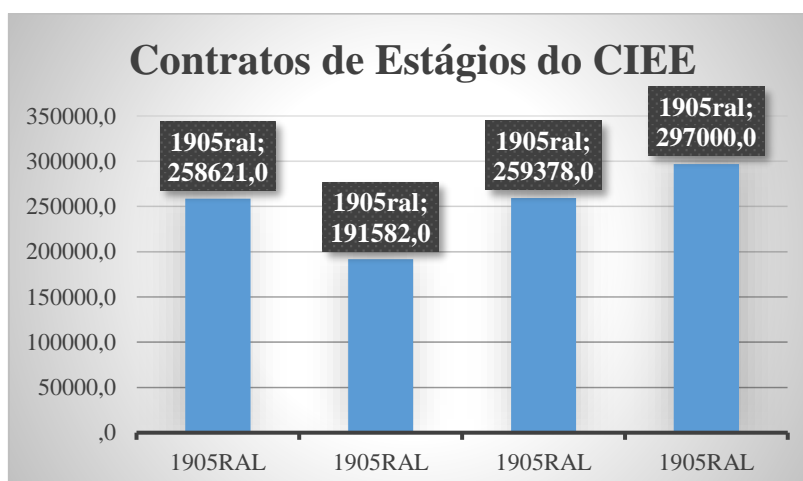
Source: Prepared by the author (2023)

It can be seen through this table that Paraná stood out in productions on the subject, this demonstrates that this state already considers the non-mandatory internship in the Teaching Degree course in Pedagogy as an object of research in academic works. In addition, it is observed that none of these dissertations was in Bahia, a fact that demonstrates that the internship is still an object of latent research in this region.

It is observed that of these, the largest number of dissertations produced was in 2022, a total of 03 (three) works, once again, reinforcing the perspective that non-mandatory internship has been occupying academic research interest.

This growth in studies and interests can be related to the role played by the non-mandatory internship in the educational context and the increase in hiring in this category, which can be proven by the information available on the CIEE website, referring to the entire Brazilian territory, presented in figure 3 (three):

Figure 3: Number of internship contracts carried out through CIEE in the period from 2019 to 2022



Source: Center for Business-School Integration (CIEE, (2019-2022), authorial organization (2023).

The data above reveal a significant growth in the contraction of interns between the years 2019 and 2022, even with the drop in numbers in 2020, probably due to the COVID-19 Pandemic. With these data, the growth in the construction of dissertations is speculated.

In chart 4 (four), some information from the selected dissertations is presented, such as title, author, main theoretical references, methodology and objective. From this, it was possible to establish a connection between the works, as well as to make an analysis of the main points researched about the theme of non-mandatory internship in the Teaching Degree course.

Chart 4 - description of the selected dissertations

Titles	Authors	Theoretical foundation	Methodology	Objective
(Dis)paths of teacher valorization: the non-mandatory internship in early childhood education in municipal education networks in the micro-region of Irati-Paraná	Maria Letícia Neves	Antonio Gramsci	Historical-dialectical methodology	To identify the implications of the current configurations of the non-mandatory internship in Early Childhood Education, as one of the mechanisms for the valorization and attractiveness for entry into the teaching career in four municipal education networks of the Microregion of Irati-Paraná.
The realization of non-mandatory internship by students of undergraduate courses in Pedagogy: impacts and interests	Sandra Cristina Demschinski	Antônio Gramsci	Historical-dialectical methodology	To unveil the interests present in the process of hiring interns of the Teaching Degree courses.
Non-mandatory internships in early childhood education: formative processes of academics in Pedagogy/UFMS courses	Fabiane Bayer	Pimenta (2017); Freire (2013); Hostel (2012); Tardif (2014); Minayo (1993);	Qualitative approach	To understand how non-mandatory internships in Early Childhood Education classes in the Municipal Education Network have repercussions on the academic training of students in Pedagogy courses at UFMS
Theoretical-practical implications of the non-mandatory internship in the training of the pedagogue: the reading of the students of the pedagogy course graduated at UFMS/CPTL in 2019	Felipe De Lima Silva	Kulcsar (1991), Perrenoud (2002), Pimenta (1999, 2005, 2011, 2012); Tardif (2002)	Qualitative approach	To understand the theoretical and practical incidence of the Non-Mandatory Internship in the teacher training process, based on the experience of students of the Pedagogy Course at the Federal University of Mato Grosso do Sul (UFMS), Três Lagoas Campus (CPTL), graduated in 2019 and who work/worked in education during the years 2020/2021.
The non-mandatory paid internship: developments for teacher training and work in early childhood education	Maria Edineia Sousa Vargas Pretto	Pimenta (2011), Saviani (2009), Marx (2009), Pimenta	Critical-dialectical approach	To unveil how the insertion and work of paid interns in the spaces of the CMEIs have been occurring at the regional level, and the implications inherent in their training and valorization as future teaching professionals.

		and Lima (2012),		
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Source: Prepared by the author (2023)

After reading the dissertations, it was noticed that although they were written in different contexts, they have similarities with each other, especially in the conception of the non-mandatory internship, because they all attribute the non-mandatory internship as a formative process. Another important aspect, observed in the objectives of chart 4 (four), is that the focus of the research is to analyze and investigate how the hiring of interns has been occurring and what is the influence of internships in Pedagogy on academic and professional training.

The 5 (five) authors of the selected dissertations agree by saying that the non-mandatory internship is lacking in academic productions. In addition, these researchers converge in their assessment that the non-mandatory internship is a viable practice for the student to reconcile studies and work and also consists of a formative process, since it describes the work experience as a privileged source of knowledge, as Tardif (2002) defends, thus emphasizing how important the internship is to provide a meaningful education. On the other hand, the authors identified that the non-mandatory internship has faced deviation from its initial objective, which is to be an educational act, for reasons ranging from the low amounts paid in scholarships, high workload to functions that are inappropriate for the context in which the student is inserted:

In practice, Law 11.788/2008 ends up offering a series of loopholes that lead to circumvention and, causing the hires that take place within the context of the non-mandatory internship (ENO), not to be respected by the contracting institution. In addition to placing students in training to perform activities that must be developed by trained professionals, the schools, or companies that hire these interns, do not respect the Pedagogical Project of the Course, causing the activities to be developed far from the formative reality necessary for a pedagogue, for example (Silva, 2022, p.21).

Thus, it is important to reflect and discuss these issues, and it is observed that the lack of supervision is the main aspect that contributes to the non-mandatory internship continuing to go through these difficulties and distancing itself from its formative role.

Three of the dissertations, namely Neves (2019); Pretto (2022); Bayer (2022) has his research focus on the non-mandatory internship in early childhood education, with the justification that it is the level of education with the largest number of interns, in some cases assuming the responsibility of teacher:

[...]as there are not enough teachers who have passed public examinations to meet the number of children enrolled and replace teachers on leave and cover the hour-activity, the intern ends up assuming these functions, often being alone with the class, (Neves, 2019, p.118).

Which in fact constitutes a problem, because by Law 11.788/08, in article 3, the intern must be accompanied by the advising professor, in addition to being supervised by the granting party:

Paragraph 1 - The internship, as a supervised school educational act, must be effectively monitored by the advising teacher of the educational institution and by the supervisor of the granting party, proven by visas in the reports referred to in item IV of the caput of article 7 of this law and by mention of final approval (Brasil, 2008).

It is important to emphasize that in all dissertations there is a criticism that the internship, which is not mandatory, is initially conceived as a learning opportunity, but that it is often faced with implications and unknowns that make it a tool for the exploitation of cheap labor and devaluation of teaching work.

In this sense, we understand so far that the way in which the hiring of interns has been occurring, and especially the lack of monitoring of the internship, constitutes a mockery of Law No. 11,788/08, which provides for the internship of students, as the legal loopholes have a great impact on the career of education professionals, considering that it represents the hiring of cheap labor to the detriment of the valorization of qualified professionals (Demschinski, 2020, p.16).

This situation affects not only the graduate in the area of education, who runs the risk of not getting a job, but also affects education in general, as it often replaces a professional with an intern, compromising the qualified professional practice in the school context, and the quality of education, as well as exercising practices of labor exploitation.



The dissertations had similar results, with the exception of Bayer (2022), who directed his research to the importance of the internship in the student's education, with the result that theory and practice are seen as separate aspects, and that the teacher-trainer and intern are allies and make a partnership relationship where one helps the other. The other surveys Neves (2019); Demschinski (2020); Silva (2022) and Pretto (2022), pointed out in their results a concern for the path that the non-mandatory internship is following, moving away from its formative bias, opening gaps for teacher devaluation, in addition to being configured as a setback in relation to the rights conquered with regard to the struggles of the working class, in agreement with Pretto (2022):

From what has been verified, the internship will only be in fact a complete, enriching experience, training professionals who are increasingly better prepared to perform the duties inherent to the position if there is the commitment and involvement of the triad responsible for the internship process, that is, the educational institution, the granting party and the integration agency, and if the legal provisions disciplining the category are always observed (Pretto, 2022, p. 121).

From this perspective, the authors of the dissertations emphasize the importance of supervision in internships and commitment to education. At the same time that they encourage the recognition of this theme, for public agencies to create mechanisms in favor of improvements for the group of interns.

## **FINAL CONSIDERATIONS**

The non-mandatory internship in the Teaching Degree courses is occupying a significant space in schools, and the greatest interest of students is the fact that, through the internship, they are able to acquire experience while being paid for the work they do.

It is important to highlight that the work developed here revealed a lack in the production of studies available in BDTD on the theme of non-mandatory internship in the Teaching Degree in Pedagogy in Brazil, with emphasis on the fact that of the 10 (ten) works available, none refers to contexts experienced in Bahia. Such a scenario, however, cannot lead to the conclusion that the practice of hiring non-mandatory internships for students of the Pedagogy course should not exist and does not require academic studies and the generation of actions that impact the dynamics of teacher training policies and the world of work.

Through this study, it was evidenced that in the dissertations analyzed there are concerns about the non-mandatory internship, since it appears as an opportunity to learn the profession. However, for socioeconomic reasons, the non-mandatory internship loses its formative bias and constitutes a contributor to the devaluation of teaching work, lack of commitment to education and exploitation of labor. These aspects reveal how necessary it is to take a close look at the group of interns in the Pedagogy course, considering that although the internship is regulated by Law 11.788/08, much of what is provided for in the legislation was presented in the dissertations as inaccuracies that need to be reflected and discussed.

In view of this research, new questions arise for so many other future researches, such as: who is responsible for supervising the internships? Who would be the advisor teacher? What are the material conditions for this monitoring to occur, enhancing teacher training? These are relevant doubts, thus being able to expand studies on the subject.

Thus, the article also reveals that the non-mandatory internship for Pedagogy students, despite the limitations pointed out, continues to be a formative space and interest of students, and this should be reflected and discussed, with the intention of developing public policies in favor of non-mandatory internships.

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