


## THE PEDAGOGY COURSE ON THE BRAZIL/BOLIVIA BORDER: THE SOCIAL EDUCATION IN QUESTION

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### ABSTRACT

This article presents the study that is inserted in the field of teacher training of a Pedagogy course of a higher education institution (HEI) located in Corumbá, a twin city on the Brazil/Bolivia border, from which challenges and possibilities emerge, by focusing on Social Education in the formative path of academics, whether in school or non-school contexts. Based on a documentary-type study, we sought to map the discussion of social education in the training of pedagogues between the years 2008 and 2023. To this end, the main material of analysis was taken the curricular structures of the pedagogical projects of the Pedagogy course offered by the current Pantanal Campus, of the Federal University of Mato Grosso do Sul. Starting from the conception of social education as principles of equality and improvement for communities, and looking at the border context of intense international migration, the emergence and consolidation of the discussion of social education in the pedagogical projects of this course is described. From the analysis undertaken, it is verified that, although the discussion about social education in the Pedagogy course has suffered a quantitative reduction in the period, it stabilizes and consolidates itself as an important training area for these professionals.

**Keywords:** Social Education. Pedagogy. Course Pedagogical Project. International Migration on the Border.

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## INTRODUCTION

The study presented in this article is inserted in the field of teacher training of a Pedagogy course of a higher education institution (HEI) located in Corumbá, a twin city on the Brazil/Bolivia border, from which challenges and possibilities emerge, by focusing on Social Education in the formative path of academics, whether in school or non-school contexts.

Twin cities are Brazilian municipalities with more than 2000 inhabitants that share international border spaces and have, according to Ordinance No. 2507/2021, "great potential for economic and cultural integration" (BRASIL, 2021). This same Ordinance recognizes 33 twin cities in Brazil with their international equivalents such as French Guiana, Guyana, Venezuela, Colombia, Peru, Bolivia, Paraguay, Argentina and Uruguay. Considering this potential for integration, Corumbá, in the State of Mato Grosso do Sul, composes with Puerto Quijarro and Puerto Suarez in Bolivia the third largest twin conglomerate in number of inhabitants, behind Foz do Iguaçu (PR) and Uruguaiana (RS) only.

When we look at the history of the population composition of Corumbá, we observe that this twin condition is reflected in a continuous and stable presence of international migrants. The three migratory typologies (permanent or resident, commuting, or passing) cross this dry border line continuously, and not only coming from Bolivia, the immediate contiguous country. According to the Yearbook of International Migration in Corumbá-MS, organized by the Border Observatory of International Migration (MIGRAFRON), 28 different nationalities were domiciled in the city of Corumbá in 2022, making up all continents, except Oceania. (MIGRAFRON, 2023).

This diversity is verified by Oliveira and Loio (2019) as a historical constituent of the city, which since its formation in the seventeenth century has always been the scene of intense migration, as it becomes attractive, among other elements, due to the ease of displacement as it is served by all modes of transport (air, land, rail and waterway). On a daily basis, the flow of people across the border line is intense, both to the Bolivian and Brazilian sides, whether in the form of passage to access other places in the national territories, or for consumption, work, provision of services, or access to the health and education apparatus.

This migratory characteristic consolidated in the city of Corumbá is reflected not only in continuous movement, but in the need to look carefully and attentively at the subjects

who migrate and the vulnerabilities, both those inherent to the migratory process itself, and to those of individuals, such as: food, financial and social insecurity; undocumentation; Violence; violation of rights; xenophobia.

In this intense, continuous and constitutive migratory scenario, from 1967 onwards, Corumbá (still a city of Mato Grosso, from 1977 a city of Mato Grosso do Sul) began to offer undergraduate courses in Pedagogy, Psychology, History and Letters at the newly created Higher Institute of Pedagogy of Corumbá (ISPC). Later, it was called the Pedagogical Center of Corumbá when it was an extension of the State University of Mato Grosso. With the process of division of the state and federalization, this unit was renamed Centro Universitário de Corumbá (CEUC), as a Campus of the Federal University of Mato Grosso do Sul (established with the division of the State). From 2005 onwards, it was named Pantanal Campus (CPAN).

[...] In 1967, the Government of the State of Mato Grosso created in Corumbá, the Higher Institute of Pedagogy of Corumbá (ISPC), by State Decree No. 402 of 11/13/1967. On September 16, 1969, integrating the Institutes of Campo Grande, Corumbá and Três Lagoas, State Law No. 2,947/69 created the State University of Mato Grosso (UEMT). In 1979, with the division of the State of Mato Grosso, the federalization of the Institution was carried out, which was renamed Fundação Universidade Federal de Mato Grosso do Sul (UFMS), by Federal Law No. 6.674/79. (CPAN/UFMS, 2024).

This article starts from the pressing reality of the municipality of Corumbá with an important presence of international migrant children, young people and adults, of the first and second generations, throughout the city's space-time, in an intense flow of cultures, languages and hopes that rebound in educational spaces, whether they are represented by the school institution or by non-school spaces. In this context, by taking as study material the Pedagogical Projects (PPC) of the Pedagogy/CPAN course, it seeks to present how Social Education has been configured as a formative need of the pedagogue. The option for the document Pedagogical Project is justified by the possibility that the PPC is, as pointed out by Graciani (2014, p. 49), "[...] a guiding instrument for educational actions".

The conception of Social Education is based on Díaz (2006, p. 103), as "[...] egalitarian instrument and improvement of social and personal life" for all, with Pedagogy being a field of training that can provide, both in school and non-school spaces, the "[...] dialogue in differences, in the exercise of tolerance and in the construction of a society that

meets the desires of the collectivity" (SOUZA; CATANI, 2016, p. 63), placing social education as a touchstone in an intense migratory border space such as that of Corumbá.

As study material, we selected the curricular matrix of the Pedagogical Course Projects (PPC) of the Pedagogy/CPAN course, taking as a time frame the National Curriculum Guidelines (DCN) of the Pedagogy Course approved in 2006, with the implementation of the new Pedagogy/CPAN course in 2008. The reason for this cut is justified by the broader training of the pedagogue provided by the DCN Pedagogy, with the possibility of working in non-school institutions. Thus, for the analysis, we took the curricular structures of the PPC of the Pedagogy/CPAN course implemented in: 2008 (UFMS, 2009); 2011 (UFMS, 2011), 2015 (UFMS, 2014), 2019 (UFMS, 2018) and 2023 (UFMS, 2022).

For the analysis, we used some elements of the content analysis of the French strand of Bardin (2016), in which first a floating reading of the PPC of the Pedagogy course/CPAN/UFMS was carried out, specifically the curricular structure. From this reading we started to systematize, in the form of tables, seeking to specify the name of the disciplines, workload and syllabus of the disciplines related to Pedagogy/Social Education. After this systematization, we carried out a thematic analysis, focusing on social education in the training of pedagogues between the years 2008 and 2023.

Thus, the text is organized in two parts, the first presents a brief contextualization of the Pedagogy/CPAN course until the approval of the National Curriculum Guidelines (DCN) for Pedagogy courses. And, in the second part, the analyses are woven from the mapping carried out in the PPC of the course about social education in the formation of the pedagogue.

## **BRIEF HISTORY OF THE PEDAGOGY COURSE/CPAN: FROM THE ORIGIN TO THE DCN FOR THE PEDAGOGY COURSES**

The Pedagogy course in Corumbá, until the early 1990s, met the principles of Opinion No. 252/1969 of the Federal Council of Education (CFE), authored by Professor Valmir Chagas, which followed the precepts of the University Reform Law No. 5,440 of 1968. According to Silva, Guilherme and Brito (2023), this opinion introduced the proposal for the training of "specialists", which led the Pedagogy course to offer alternately the qualifications in: School Administration, School Supervision, School Inspection and Educational Guidance, concomitantly with the qualification of Teaching of Pedagogical

Subjects of 2nd degree Education, initially offered in Short Degree and, later, in Full Degree.

Thus, for more than 20 years, this course has trained the Education Specialist (Education Technician) and the teacher for the Normal Course. Therefore, since its beginnings, teaching has always been present, qualifying professionals to work in the training of teachers for primary education in the education network and technicians to work in schools and at different levels of the education system in the municipalities of Corumbá and Ladário and in other regions of the State, as well as in Brazil.

With the movement to reformulate the Pedagogy course triggered in the 1980s and supported by the National Association for the Training of Education Professionals (ANFOPE), the CFE consented that "[...] many institutions, progressively, [...] were incorporating new qualifications to the Pedagogy Course, essentially focused on teaching" (CRUZ, 2011, p. 50). Thus, in 1991, in line with the national discussion, the Teaching Qualification of Early Childhood Education and the Initial Grades of Elementary Education began, offered concomitantly with the Teaching Qualification of Pedagogical Subjects of High School, in the night shift, to meet the demand of society and, at the same time, responding to the guidelines of educational policy. This qualification graduated the first class in 1994.

In the same year (1994), technical qualifications began to be gradually deactivated, and the last class graduated in 1997, when the Pedagogy/CPAN course began to prepare only professionals to work in early childhood education, in the initial grades of elementary school and in high school teaching in the Normal modality, assuming teaching as the basis of their training. For twelve years, the Pedagogy course focused on the training of this professional, and the last class graduated in 2006.

The approval of the Law of Guidelines and Bases of National Education (LDBEN), Law No. 9394/96 (BRASIL, 1996) and the normative documents evidenced ambiguities and raised several interpretations, bringing an unknown about the direction of the pedagogy course, whether it could train the licentiate or the bachelor, however, the Pedagogical Project of the Pedagogy Course of the CAPN was maintained with the teacher training.

In 2001, with the approval of the Curricular Guidelines for Teacher Training Courses for Basic Education, at a higher level, according to Opinion CNE/CP No. 9/2001 (BRASIL, 2002a) and Resolution CNE/CP No. 1/2002 (BRASIL, 2002b), the discussion about teacher training was triggered and the Pedagogy course of CPAN had its qualification redefined -

Teaching of the Initial Grades of Elementary Education, implemented in 2004. This qualification graduated the first class in 2007, and only four classes obtained this training.

In 2006, with the approval of the National Curriculum Guidelines (DCN) for the Pedagogy course, through Resolution CNE/CP No. 01/2006 (BRASIL, 2006) and Opinion CNE/CP No. 5/2005 (BRASIL, 2005), a new process of reformulation of the Pedagogy Course was initiated based on these documents, whose implementation and implementation occurred from 2008 onwards. This new proposal brought a new focus on training, as this standardization considered, with some restrictions, the discussions brought by educators, as well as by representative entities in the area, such as ANFOPE, the National Association for Research and Graduate Studies in Education (ANPEd), the National Forum of Directors of Colleges/Education Centers of Brazilian Public Universities (FORUNDIR), the National Association of Education Policy and Administration (ANPAE), the Education and Society Study Centers (CEDES), among others.

These documents brought as a reference the understanding that the training of the graduate in Pedagogy is based on the pedagogical work carried out in school and non-school spaces, which are based on teaching. From this perspective, teaching is understood as "[...] educational action and methodical and intentional pedagogical process, built on social, ethnic-racial and productive relations, which influence concepts, principles and objectives of Pedagogy" (BRASIL, 2005, p. 07).

Although these documents assume teaching as the basis of the pedagogue's training, they radically alter the structure of the existing courses, proposing significant changes in the proposals for qualifications offered until then, pointing to the need to discuss education in and beyond the limits of the school, by bringing a perspective of innovation to the training of the pedagogue and by signaling the issue of education outside the school and to the new demands of work that provide the performance of this professional in different spaces.

Ribas Machado, Severo and Rodrigues (2014) highlight that the DCN opened spaces for new possibilities and pedagogical paths, despite the fact that most of the pedagogical projects of the Pedagogy courses focused only on teaching in Early Childhood Education and Early Years of Elementary School.

It is worth noting that the discussions held within the scope of the Pedagogy course have already evidenced the need for a broader training for the pedagogue and, thus, through an optional discipline, the students of the pedagogy course have been able to



experience pedagogical practices in non-school social institutions, since the beginning of the 1990s, whether for pedagogues with technical qualifications, or for teacher training pedagogues.

In both courses, the aim was to provide a pedagogue education that understood education as formative processes that develop beyond school spaces, pointing to the need for education professionals to experience a training that contemplated different educations, as Brandão (1983) said.

### **THE PROPOSAL OF THE PEDAGOGY COURSE/CPAN FROM 2008 ONWARDS: SOCIAL EDUCATION IN QUESTION**

The Pedagogy/CPAN course has followed, as far as possible, a perspective of expanding the debates on the preparation of this professional. This expansion was initially built in the first reformulation of the PPC as a result of the approval of the DCN Pedagogy in 2005/2006. The conception of education present in the PPC of Pedagogy/CPAN was understood in the relationships that take place within the scope of the material base and the superstructure and, therefore, it should not be understood from itself, because:

[...] The education sought should not be considered in isolation, but in relation to the elements that condition it and that, at the same time, are sensitive to the changes produced by it. From this perspective, education undergoes transformations and transforms as well. (UFMS, 2009, p. 10).

From this perspective, the objective of the Pedagogy/CPAN course was based on the training of:

[...] professionals with critical capacity and solid cultural background, capable of carrying out the activities of the teaching-learning process and contributing to the formation of critical citizens, to exercise teaching, as well as the functions of pedagogical work in school and non-school institutions. (UFMS, 2009, p. 12).

From the DCN of Pedagogy, the curricular structure of the course began to have the nuclei of deepening and diversification of Studies (NAP), with the objective of constituting a learning space, introducing the academic to the knowledge of the context and the relationships in which the educational practice is inserted. It also seeks to ensure diversified

opportunities for the construction of references to interpret educational processes that occur in school and non-school spaces. (UFMS, 2009).

In the 2008 PPC, seven deepening nuclei were proposed, namely:

1. Center for deepening literacy for young people and adults;
2. Center for deepening in initial and continuing education of teachers;
3. Center for deepening education in the countryside;
4. Center for deepening education, arts and playfulness;
5. Center for deepening in educational management;
6. Center for deepening in special education and inclusion; and
7. Center for deepening in social pedagogy. (UFMS, 2009, p. 13, emphasis added).

Annually, at least one deepening center would be made available according to the availability of professors to teach the disciplines that made up the nucleus over the two years of training and it would be up to the student to enroll in the specific disciplines of the nucleus offered in the corresponding period. And when two or more concomitant nuclei were offered, the academics had to make a choice for the nucleus of their interest, but could fulfill the theoretical disciplines of the other groups.

The Center for Deepening in Social Pedagogy was composed of two theoretical disciplines and a supervised internship, as shown in chart 1.

Chart 1: Composition of the NAP in Social Pedagogy with workload and syllabus in the PPC-Pedagogy/CPAN of 2008

Disciplines	CH	Menus
Social Inclusion/Exclusion	60	Study of the concepts about social inclusion and exclusion.
Social Care Projects and Actions	80	Study of Governmental and Non-Governmental Projects, Programs and Actions to care for the population in situations of social vulnerability.
Supervised Internship in Social Pedagogy	100	Observation, Analysis and Intervention in pedagogical processes in school and non-school institutions.
Total workload	240	

Source: Pedagogical Project of the Pedagogy Course/UFMS/CPan of 2008 (UFMS, 2009).

The objective of the NAP was to deepen studies on the concepts of social inclusion and exclusion, as well as governmental and non-governmental projects, programs and actions to care for the population in vulnerable situations and, mainly, the knowledge, analysis and intervention in pedagogical processes in non-school institutions. However, not



all students attended this Center due to the possibility of choice they had, as they were always offered at least two centers.

The discipline "Inclusion/exclusion" aimed to analyze the concepts of social inclusion and exclusion throughout history, while the discipline "Social care projects and actions" addressed the study of governmental and non-governmental projects, programs and actions to care for the population in situations of social vulnerability, emphasizing the paths of social education throughout history. And, finally, the supervised internship in Social Pedagogy allowed the students to observe, analyze and intervene in pedagogical processes in non-school social institutions.

In addition to the NAP Social Pedagogy, all students in the course had a theoretical-practical discipline related to the issues of non-school education through the mandatory curricular component "Research-Oriented Activities and Pedagogical Practice I" with the following syllabus:

An interdisciplinary space designed to establish the articulation between the contents of the course disciplines, the school reality and the educational demands. Knowledge of the school and non-school social institutions. Development of Practices and Research on Non-School Social Institutions. (UFMS, 2009, p. 14).

It is worth noting that disciplines from other Deepening Centers, as well as some elective disciplines, also brought questions about the training of the pedagogue to reflect on the relationship between Pedagogy and Social Education.

As for the performance of the pedagogue in different non-school contexts, the course began to mobilize studies and research in the performance of the pedagogue in the social area, being in the Third Sector, in Social Projects, in Social Assistance, among other spaces that in recent years began to gain visibility based on the field of Social Pedagogy. According to Coffferri and Nogaro (2010, p. 9):

[...] Social Pedagogy allows the pedagogue to stimulate critical reflection, through which knowledge, passed on in non-formal education actions, provides a better understanding of the meaning of learning in the improvement of the human being in its social dimension. Building reflective, critical and creative awareness becomes an essential condition for the person to be able to think in a coherent and logical way, being able to relate to a wider world of ideas within the social structure in which he is inserted, as well as to improve the questioning sense, capable of exercising an

interaction in society and even contributing to decisions that decisively affect the conditions of his life and the permanent condition of Social Education.

Based on the studies and research that were being developed, as well as the reformulation of the Pedagogical Project of the Pedagogy Course/CPAN that took place in 2011, the NAP of Social Pedagogy began to be composed of four disciplines, two of which were internships, as systematized in chart 2.

Chart 2: Composition of the NAP in Social Pedagogy with workload and syllabus of the PPC-Pedagogy/CPAN of 2011

Disciplines	CH	Menus
Social Pedagogy	85	Social pedagogy and school pedagogy: formal and non-formal dimensions of education. Social pedagogy and educational action in society.
Social Care Projects and Actions	68	Study of Governmental and Non-Governmental Projects, Programs and Actions to care for the population in situations of social vulnerability.
Mandatory Internship in Social Pedagogy I	51	Observation, Analysis and Intervention in pedagogical processes in school and non-school institutions.
Mandatory Internship in Social Pedagogy II	51	Observation, Analysis and Intervention in pedagogical processes in school and non-school institutions.
Total workload		255

Source: Pedagogical Project of the Pedagogy Course/UFMS/CPAN of 2011 (UFMS, 2011).

With the curricular change, it was assessed that it was necessary to deepen the relationship between theory and practice of the pedagogue in non-school spaces in the various dimensions, with a view to understanding the human rights, inclusion and citizenship of the subjects of social education and the role of this educator in society.

Considering that the "[...] a social educator is a researcher, a researcher who studies, proposes and organizes, perceives, intervenes and constantly tests his theoretical framework with political sensitivity, social articulation and committed participation [...]", with a view to social transformation (GRACIANI, 2014, p.25).

In this way, it was sought, albeit in an embryonic way, to provide theoretical studies on the area and the insertion of the academic in the monitoring of the work of the social educator in different spaces, as well as to plan, execute and evaluate the pedagogical intervention.

As of 2015, based on the lines of research of the faculty, the Pedagogy/CPAN course began to have four areas of the NAP, namely: (i) Youth and Adult Education; (ii) Special

Education; (iii) School Management and (iv) Pedagogy/Social Education and were incorporated into the course's curriculum as mandatory subjects for all students.

The disciplines "Pedagogy and Social Education" and "Pedagogical Practices and Research I (Non-School Education)" were taught in the 1st and 2nd semesters, respectively, with a workload of 51 hours, so that all students could have contact with this area, at the beginning of the course, with the following syllabus, respectively:

PEDAGOGY AND SOCIAL EDUCATION - Education as an educational principle. Formal, non-formal and informal education. Pedagogy and the different spaces of action. The pedagogue as an agent of the educational process. Pedagogy and Social Education: impasses, challenges and perspectives under construction.

PEDAGOGICAL PRACTICES AND RESEARCH I (NON-SCHOOL EDUCATION) - Interdisciplinary space aimed at establishing the articulation between the contents of the course disciplines, the socio-educational reality and its demands. Knowledge of non-school social institutions and the fields of action, role and social function of the pedagogue in the area of Culture, Business, Health and Social Assistance.

Development of practices and research on the performance of the pedagogue in non-school spaces (Social Education). (UFMS, 2014, p. 184-185).

The perspective was to discuss the different socio-educational demands that go beyond the formal and regular limits of the school and are incorporated into the challenges of educator training, as there is an increase in educational interventions and actions in non-formal spaces such as Shelters, Hospitals, Government Programs for the care of children and adolescents at risk, Social Projects in Non-Governmental Organizations, among others.

The analysis of this incorporation of the NAP Pedagogy/Social Education as mandatory subjects for all students indicates how important it was for all students to understand pedagogy as a space to think about education "[...] as a complex phenomenon composed of a large number of currents, strands, tendencies and conceptions, rooted in different cultures and philosophies" (GADOTTI, 2012, p. 10), which is based on formative processes and develops in different places, in addition to the school ones. And, in this case, the discipline of social education would help future professionals to understand that:

The basis of the educator's professional identity is pedagogical action [...]. In fact, Pedagogy corresponds to the objectives and processes of education. It is precisely because of the necessary link between intentional educational action and the

dynamics of relations between classes and social groups that it investigates the factors that contribute to human formation in each historical-social context, by which it constitutes and recreates its own object of study and its content – education. (LIBÂNEO, 2022, p. 55).

Whether to act in school education, or in other spaces, because from the reflection of educational processes, such as social dynamics, it would contribute to the understanding that "[...] the pedagogical theory that can, based on practice, formulate guidelines that will give direction to educational action." (LIBÂNEO, 2022, p. 55).

From this perspective, according to Coffferri and Nogaro (2010, p. 9):

Social Pedagogy allows the pedagogue to stimulate critical reflection, through which knowledge, passed on in non-formal education actions, provides an opportunity for a better understanding of the meaning of learning in the improvement of the human being in its social dimension. Building reflective, critical and creative awareness becomes an essential condition for the person to be able to think in a coherent and logical way, being able to relate to a wider world of ideas within the social structure in which he is inserted, as well as to improve the questioning sense, capable of exercising an interaction in society and even contributing to decisions that decisively affect the conditions of his life and the permanent condition of Social Education.

In 2019, both the discipline "Pedagogy and Social Education" and "Pedagogical Practices and Research VI (Non-school Education), moved to the last year of the course (UFMS, 2018), in view of the need for academics to have a broad theoretical foundation to understand the pedagogical theory that permeates education/education in the contexts of social education.

In the curricular structure of the PPC implemented in 2019, we found that the NAP now has six different areas of deepening, according to the need for offer, namely:

1. Literacy and literacy center in the border region
2. Center for art and education
3. Environmental Education Center
4. Special and inclusive education center
5. Center for media and technologies in literacy
6. Center for Learning Assessment Practices (UFMS, 2018, p. 449-450).

The student needed to take two subjects from one of the NAP that were being offered to the class in the last year of the course. Themes linked to the formative needs of the pedagogue are verified, interfacing with aspects of Social Education.

Although in 2019 the National Teacher Training Base – BNC-Formação (BRASIL, 2019) was approved through Resolution CNE/CP No. 02/2019, the PPC of the Pedagogy/CPAN course remained anchored in the 2006 curricular guidelines, and during the year 2022, it underwent the last change, reaffirming the need for Pedagogy and Social Education in the training of the pedagogue, Having the following description:

- SOCIAL EDUCATION AND IN NON-SCHOOL CONTEXTS: Pedagogy and Social Education. Education as an educational principle in different contexts. The pedagogue as an agent of the educational process. Formal, non-formal and informal education. The pedagogue and the different spaces of professional activity.
- PRACTICE IN YOUTH AND ADULT EDUCATION, SOCIAL EDUCATION AND NON-SCHOOL CONTEXTS: Interdisciplinary space aimed at establishing the articulation between the contents of the course disciplines, the socio-educational reality and the educational demands. Knowledge and understanding of the educational spaces of Youth and Adult Education and the performance of the pedagogue in the modality. The fields of action, the role and the social function of the pedagogue in the area of Culture, Environmental Education, Non-Governmental Organizations, Health, Human Rights and Social Assistance. Knowledge and understanding of the action of Pedagogy in non-school social institutions. Popular Education and the interfaces with Youth and Adult Education and Education in non-school contexts. (UFMS, 2022, p. 334, 349).

It is worth noting that, in addition to the disciplines that directly addressed Social Pedagogy, the course offered disciplines that could directly, or indirectly, help the pedagogue to reflect on social pedagogy and the performance of the social educator, either through the optional complementary disciplines, or through the disciplines of the Integrative Studies Center and, even through the disciplines of other Deepening Centers, when these were part of the course curriculum.

Through the analysis of the curricular structures of the PPC of the Pedagogy course, throughout 2008 to 2022, it is verified that the course seeks to contribute to the training of the academics of the pedagogy course/CPAN to meet the new demands and actions performed by the pedagogue in society, by stimulating the reflection of their performance in

the learning process of the subjects, whether in the school or non-school space, especially in the field of social education. As Frizon (2006, p. 27) points out:

[...] The pedagogue, in non-school educational spaces, by promoting (re)learning to learn, can trigger a process of change in working conditions, generate opportunities that aim to fill the vacuum or the gaps in the training of each one. In this movement, which originates from the need to meet the challenges posed by the personal, professional, and organizational world, the perception that one can intentionally interfere in reality in order to improve it signals that knowledge should be systematized and directed to enhance this possibility. When intending to educate the subject for the world, it is necessary to make explicit what is meant by education. The changes resulting from social transformations imprint another configuration on education, that is, it becomes essential and urgent to train people for the uncertain, preparing them so that they can make conscious and informed decisions, which presupposes, in addition to new knowledge, the development of specific basic capacities and skills. (FRISON, 2006, p. 27).

It is possible to evidence, through the analysis of the PPC of Pedagogy/CPAN, that there is an action to train this professional to work in non-school spaces, as well as we can point out the presence of this professional in different social sectors of the municipalities of Corumbá-MS and Ladário-MS, showing their insertion in the labor market beyond the school space.

These professionals work in the coordination of educational practices in spaces such as the National Service for Commercial Learning (SENAC), National Service for Industrial Learning (SENAI), Brazilian Navy, Companies (Mining, Industry, Ore Transportation, among others); Municipal Health Department of Corumbá and Ladário; Municipal Secretariat of Social Assistance of Corumbá and Ladário; Municipal Secretariat of Culture and Tourism of Corumbá; in Government Organizations (Corumbá House of Culture, National Historical and Artistic Heritage Institute, Luiz de Albuquerque Institute, among others); Non-Governmental Organizations (Instituto Homem Pantaneiro); in addition to non-school Social Institutions that develop social programs (Shelter House, Guard House, Child Labor Eradication Program, Massa-Barro House, among others).

It is, however, important to point out that although the course has followed the legal determinations for the construction of pedagogical projects, the consolidated discussion of social education, represented through the offer of mandatory subjects, has reduced. This discussion, which had been growing from 2008 to 2011, suffers a subsequent reduction, not



only in the number of directly linked curricular components, but also in the characteristics of the discussions. If in 2011 the presence of internships can be considered as a more concrete approximation to the conditions of the teacher's performance in the contexts of social education, their withdrawal in later years can be understood as a limitation of this approximation, or at least as a change in the focus of this approximation.

The study also points out that the Pedagogy/CPAN course has significant experience in this area through the studies and research developed that cover this theme, which includes study groups, practical and research activities, lectures with special guests, mini-courses, seminars and debates. This experience is also observed by the consistency and permanence of the theme in the pedagogical project which, although it has reduced, has maintained the mandatory discussion of social education as one of the focuses of teacher training, alongside more consolidated, and perhaps even more traditional, discussions, such as early childhood education and elementary education.

## **CONCLUSION**

From the studies carried out through the analysis of the curricular structure of the Pedagogy/CPAN course, it was perceived how much knowledge regarding the training of professionals to care for children and adolescents in school and non-school spaces still needs to be sought, whether from the perspective of analysis of the training processes, or in the study of the perception of these (professionals) and their users, or in the constitution of the area that is very recent in our reality.

It is worth returning to the border condition of Corumbá, a space where most of the ex-prisoners work, and which has a demand for the inclusion of subjects with various vulnerabilities enhanced by the migratory process. In this sense, although with a reduction, the Pedagogy course has contributed to the training of teaching professionals with conditions to analyze the city reality and propose consistent educational actions, mediated not by the needs of others, but by the needs observed daily in educational spaces.

The studies carried out so far constitute an important systematization and production of knowledge on the subject and show the need for continuity of research in the area in order to deepen the issues discussed by the group of researchers and to broaden the focus, demarcating this area that is so important for the training of future educators, mainly due to the possibility of integrating new academics into the activities under development.

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