

Formação do pedagogo para a atuação em espaços não formais de educação: foco nos cursos de pedagogia

Fernanda Figueira MARQUEZAN¹
Fernanda Torres ANDRADE²

Resumo

O artigo objetiva analisar como os Cursos de Graduação em Pedagogia das universidades do estado do Rio Grande do Sul abordam a formação do pedagogo em espaços não formais de Educação. A abordagem empregada na pesquisa foi a qualitativa do tipo documental. Os documentos analisados foram as ementas de 10 (dez) universidades, as quais possuem disciplinas que contemplam os espaços não formais de Educação. Os resultados apontaram que são necessários três eixos estruturantes de disciplinas dos espaços não formais de educação, a saber: *Interlocução Teoria e Prática, Pesquisa e Atuação do Pedagogo*. Acredita-se que a inter-relação entre os eixos que estruturam disciplinas voltadas à Pedagogia, em espaços não formais de Educação, assenta-se na relevância de formar, como pedagogos, profissionais que saibam em quais espaços estão habilitados para exercerem sua profissão, dentre os diversos espaços de atuação em que esse profissional pode estar inserido.

Palavras-chave: Atuação do pedagogo; Educação Não Formal; Graduação em Pedagogia.

¹Bachelor's Degree in Pedagogy - Franciscano University Center (UNIFRA), Santa Maria/RS.

Specialization in Clinical and Institutional Psychopedagogy - Franciscano University Center (UNIFRA), Santa Maria/RS.
Master's in Education - University of Passo Fundo (UPF) - Passo Fundo/RS.

Doctorate in Education - Pontifical Catholic University of Rio Grande do Sul (PUCRS) - Porto Alegre/RS.

Adjunct Professor at Franciscana University (UFN), Santa Maria/RS.

She works as a lecturer in the Pedagogy Program and in the Master's in Humanities and Language Teaching (MEHL).

Orcid: <https://orcid.org/0000-0002-8009-9105>

E-mail: marquezanfernanda@gmail.com

² Bachelor's Degree in Pedagogy – Franciscana University (UFN), Santa Maria/RS.

Specialization in Psychopedagogy – Integrated Colleges North of Paraná (UNOPAR).

Currently, she works as a Pedagogical Advisor at the Learn and Flourish Space

. **Orcid:** <https://orcid.org/0000-0003-2285-4747>.

E-mail: fernandatorresandrade1@gmail.com

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses

*Fernanda Figueira MARQUEZAN
Fernanda Torres ANDRADE*

Abstract

The article aims to analyze how the graduation courses in Pedagogy of the Universities in Rio Grande do Sul contemplate the formation of pedagogues in non-formal spaces of education. The research approach was qualitative and documentary. The instruments of investigation were the course syllabus of 10 (ten) Universities, which have subjects that contemplate non-formal spaces of education. The results showed that, three structural axes are necessary to the subjects of non-formal spaces of education, as for: *Theory and Practice Inter-locution, Research and Pedagogue Performance*. It is believed that the interrelation among the axes that structure the subjects towards Pedagogy, in non-formal spaces of education, is based on the relevance of preparing as pedagogues professionals who know in which spaces they are able to perform, among the diverse working spaces where they can be inserted.

Keywords: Graduation Course in Pedagogy; Non Formal Education; Graduation in Pedagogy.

Formación del Pedagogo para Actuar en Espacios Educación no Formales: focalizado en los Cursos de Pedagogía

*Fernanda Figueira MARQUEZAN
Fernanda Torres ANDRADE*

Resumen

El artículo trata de la formación del pedagogo en relación con los espacios no formales de educación, en los cursos de graduación en Pedagogía de las Universidades de Rio Grande do Sul. Se objetivó analizar cómo Cursos de Graduación en Pedagogía de las Universidades del Estado de Rio Grande do Sul contemplan la formación del pedagogo en espacios no formales de educación. El abordaje de investigación fue la cualitativa del tipo documental. Los instrumentos del análisis fueron las programaciones didácticas de 10 (diez) Universidades, las cuales poseen disciplinas que contemplan los espacios no formales de educación. El análisis de los datos se fundamentó en el Análisis Textual Discursivo (ATD). Los resultados apuntaron que son necesarios tres ejes estructurantes de asignaturas de los espacios no formales de educación, a saber: *Interlocución Teoría y Práctica, Investigación y Actuación del Pedagogo*. Se cree que la interrelación entre los ejes que estructuran asignaturas centradas en Pedagogía, en espacios no formales de educación, se basa en la relevancia de formar, como pedagogos, profesionales que sepan cuales espacios están habilitados para ejercer su profesión, entre los diversos espacios de actuación en que ese profesional puede estar insertado. Luego, queda claro ser necesario que las Instituciones revisen, reconstruyan sus programaciones didácticas y, consecuentemente, los objetivos de sus asignaturas que tratan de los espacios no formales de educación apoyadas en los ejes.

Palabras Clave: Actuación del Pedagogo; Educación No Formal, Graduación en Pedagogía.

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses
Introduction

There is a consensus in national literature that the professional role of the pedagogue is not limited to formal education settings alone (LIBÂNEO, 2007; PIMENTA, 2002; GOHN, 2006). This consensus emerges from studies and research that indicate that pedagogues can be found working not only in classrooms but also as managers, researchers, and coordinators of educational projects. In this sense, the demand for pedagogues in Non-Governmental Organizations (NGOs), such as hospitals, companies, and publishing houses, is quite significant.

Given this context, the pedagogue, as an education professional, has the non-formal education sector and the education of social subjects as their field of work. Non-formal education is defined as “[...] that which is learned in the realm of life, through processes of sharing experiences, primarily in collective, everyday spaces and actions” (GOHN, 2006, p. 19). In this regard, non-formal education is considered to develop in different spaces. Examples of such spaces include neighborhoods, associations, and social projects, i.e., all the spaces in which this professional interacts with the educational community.

Libâneo (2007) defines informal education as that which results from the actions and influences experienced by individuals in various settings. Thus, it is considered unintentional, as it does not have a degree of systematization or structure. In non-formal education, individuals share knowledge, attitudes, and values, thereby developing new habits and behaviors in their way of expressing and communicating (BARROS; SANTOS, 2010).

The pedagogue is a professional concerned with the holistic development of individuals, working to promote learning and preparing them to operate in various spaces within society. As such, they are responsible for the learning process in institutions, and their pedagogical work can be integrated into all areas that require a process of human development for life.

In addition to the theoretical frameworks, there are regulatory frameworks that guide the initial and continuing education of pedagogues. Among them are: Opinion 05 (CNE/CP) (BRASIL, 2005) and Resolution 01 CNE/CP (2006), which establish the National Curriculum Guidelines (DCNs) for the Undergraduate Pedagogy Program. These documents clearly state that graduates of the program will be qualified to work in “[...] non-school settings, promoting the learning of individuals at different stages of human development, at various levels and in different modalities of the educational process” (Art. 4º).

MARQUEZAN; ANDRADE.

At the Universidade Franciscana (UFN), in its Pedagogical Course Project (PPC, 2018), the curriculum offers the course “Supervised Internship in Social Spaces.” This course has a total of 80 hours and aims to allow students in this field to become familiar with the context of non-formal spaces so they can plan, implement, evaluate, and reflect on pedagogical actions and the role of the pedagogue. These spaces provide experiences in the areas of the pedagogue's broad scope of work and in their multifaceted training (PPC, 2018, p. 35).

Thus, the research posed the following question as its main inquiry: *How do the Undergraduate Pedagogy Programs at universities in the state of Rio Grande do Sul address the training of pedagogues for work in non-formal education spaces?* Accordingly, the objective of the study was to analyze how the Undergraduate Pedagogy Programs at universities in the state of Rio Grande do Sul address the training of pedagogues for work in non-formal education spaces. The results indicated that, to train pedagogues capable of sharing knowledge in non-formal education spaces, three key pillars are necessary: *The Interrelation of Theory and Practice, Research, and the Role of the Pedagogue.*

Pedagogy and Its Field of Knowledge

In order to better understand what Pedagogy is as a field of knowledge, it is necessary to comprehend what Education is and what its educational processes entail. Education can be understood as a process through which human beings develop and transform continuously. In other words, education is a process that occurs within the social, cultural, and historical context of each individual.

Therefore, it can be considered that Education does not have a single meaning and is not tied to a product, as there is no model or way to adapt human beings to a particular society. Thus, it needs to be understood as a social practice that seeks, through a process, to build humanization with human subjects. This process takes place amid everyday social relationships.

In this sense, Education is understood as a process constructed daily, in various situations, in different spaces, and formative contexts in which human beings are involved. It occurs through lived experiences, whether intentional or not, systematized or not, institutionalized or not. An example of this occurs when an individual attends a church, which is an environment with habits, values, and ways of acting and thinking, without intentionality, but the person becomes automatically immersed in the culture of that church and the community in which it is embedded (informal education). It can also happen when the same individual participates in a union, which has a project and an intention to

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses bring together a group of people with the same goals. However, in this space, there is no systematization of content; the structure of its intentions is constructed informally (non-formal education). Later in life, this same individual enters a higher education institution, where there is systematic, intentional education with goals to be achieved (formal education).

Based on the three mentioned examples, it becomes clear that individuals go through various environments and learning spaces, constituting their education as a process and gradually developing their knowledge by constructing, deconstructing, and (re)signifying new habits, new values, and new knowledge alongside other individuals who frequent the same places. In this way, there are different practices and modalities of Education: *informal, formal, and non-formal*. Informal education is linked to sociocultural environments, developed through relationships between individuals, shaped by experiences and life events. In other words, “[...] it corresponds to the actions of individuals and groups with their human, social, ecological, physical, and cultural environments, resulting in experiences and practices that are not specifically tied to an institution, nor are they intentional or organized” (LIBÂNEO, 2007, p. 32). Thus, in *informal education*, there are no set places, schedules, or curricula. Knowledge is shared through sociocultural interaction, with the only necessary and sufficient condition being that there is someone who knows something and someone who wants or needs to know something.

Formal education, on the other hand, is developed in schools, where there is intent, goals to be achieved, specific schedules, and planning. It is understood as education within a classroom, a space where it is institutionalized and often has a profit-oriented focus. This type of education is delivered through teaching, with specific goals, methods, and teaching strategies, as well as the assessment of learning and the presence of professionals with specialized training to work in educational institutions. Therefore, formal education, according to Libâneo (2007), comprises “[...] educational settings, whether school-based or not, where there are explicit educational objectives and institutionalized, structured, and systematic intellectual activity” (p.31).

The third type of education, non-formal education, lies between *formal* and *informal* education, as it has characteristics of both, while also presenting its own peculiarities. This type of education has intent. Additionally, it takes place in educational institutions but outside the formal institutional environment; it possesses a degree of systematization and a non-formalized pedagogical relationship. In the context where non-formal education is carried out, the learners are not just students within the classroom setting but all individuals who participate in different social spaces and are part of a given

MARQUEZAN; ANDRADE.

community. In this way, they are constantly constructing new perspectives on values, habits, and beliefs, gaining more knowledge through their lived experiences.

Thus, *non-formal* education, according to Gohn (2001), is characterized by educational processes that occur outside the school environment, in organizational situations within civil society. It is configured as collective actions related to the third sector of society, encompassing social movements, non-governmental organizations, non-profit entities in the social area, as well as community and social projects. To illustrate non-formal education, we can mention community work, cultural activities, cultural urban spaces, foster homes, community lectures, among other initiatives that are characterized by social movements and remain as alternative forms of education. In this sense, non-formal education is learned through shared collective experiences in everyday life. The educator is the one with whom we interact, and the space designated for this form of education is the individual's or group's own space, where interaction and an intention to teach exist. It occurs in a collectively constructed environment, follows the norms of the referred groups, and participation is not mandatory (GOHN, 2006).

After understanding informal, *formal*, and *non-formal* education, educational practice is understood as a phenomenon inherent to social life, which is a human activity. This means that it constitutes an object of knowledge, an object that is characterized as a subject of study in Pedagogy. Thus, according to Libâneo (2007), Pedagogy deals with educational methodologies and procedures, adopting various ways of teaching, becoming a guiding framework for educational action.

It becomes clear that Pedagogy does not refer only to school practices but to a vast array of other educational practices. As mentioned earlier, the educational field is very broad, occurring in various places and through various modalities: in factories, at work, on the street, in families, among others. This leads to the idea that, if there are different educational practices, perhaps there may also be multiple pedagogies, such as family pedagogy, union pedagogy, and the pedagogy of the media (LIBÂNEO, 2007). Therefore, it can be said that every educational action corresponds to a pedagogy, each with its own skills, knowledge, and practices. In any case, all are part of a vast educational process, involving the deconstruction and (re)signification of beliefs and learning.

The Pedagogue Working in Non-Formal Education Spaces

Non-formal education seeks to contribute to the development of citizens by promoting personal and social development projects, which can take place in various settings: communities, companies,

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses prisons, non-governmental organizations, among others. The activities developed in the field of non-formal education are often linked to educational actions carried out outside of work hours, in schools, in social spaces, and in complementary activities. These actions, consequently, become educational projects, thus requiring the presence of an education professional who demonstrates the importance of the presence and role of a pedagogue.

Thus, the question arises about the training of professionals to work in this modality of Education, that is, in non-formal Education. According to Silva and Perrude (2013, p. 52), “[...] in the actions developed by NGOs, there is a mixture of lay educators and others with proper training for the activity.” The non-formal Education modality can accommodate professionals from different areas, who often did not have access to the knowledge needed to support the requirements of the non-formal educational field during their professional training. The authors highlight that, frequently, teacher training programs, especially Pedagogy programs, do not prioritize, in their curricula, a minimum foundation that supports professionals who will work in this field. There is a notable presence of professionals from related fields who act as educators and have specific training but do not fully understand the pedagogical specificities of working in these spaces. In this way, non-formal Education occurs when a student enrolled in a Pedagogy program, for example, needs to engage in formative activities that allow them to experience and reflect on their role in different settings.

Fonseca (2006) analyzes the expansion of the spaces in which pedagogues can work. According to the author, the demand for this professional has surpassed the school environment and extended to new and different spaces, such as the media, consultancy activities, whether in the creation of informational campaigns or educational content materials. Therefore, unlike how many perceive the pedagogue, the work of this professional is not limited to the classroom, as a teacher, coordinator, or school principal, and is not confined within school walls.

In this context, Barreto and Couto (2016) point out other areas where the pedagogue can work, such as in corporate pedagogy, which requires the development of educational, social, and cultural projects for companies in various sectors, NGOs, and other institutions, as well as the ability to train employees. Another area expected to grow, according to the authors, is hospital pedagogy, which involves creating educational projects for children and young people hospitalized for medium- and long-term periods. Based on this, it is clear that the pedagogue can be involved in the media, working in newspapers, conducting interviews, producing textbooks for a publishing house, and developing children's games. They can also work among professionals in hospitals and nursing homes for the elderly, creating playful and educational projects for hospitalized patients.

MARQUEZAN; ANDRADE.

In this regard, in *non-formal* education, the formation of individuals takes place through workshops, group work, courses, and the exchange of experiences, as “[...] one of the basic assumptions of non-formal education is that learning occurs through social practice. It is the experience of people in collective work that generates learning” (GOHN, 2001, p. 103). However, in the professional practice of pedagogues in non-formal education spaces, it is important for these professionals to have knowledge of the reality and context in which they will operate to develop a consistent and trustworthy relationship with their target audience.

Given these requirements and challenges regarding the role of pedagogues in non-formal education, it is considered essential for their training to be guided by orienting principles, serving as a theoretical-practical element for pedagogical work in non-formal spaces. Thus, it is understood that this professional in training, in order to work in non-formal educational spaces, needs to build a range of knowledge, skills, practices, abilities, and competencies during their undergraduate studies in Pedagogy.

Resolution No. 1 of May 2006 (BRASIL, 2006), which establishes the National Curriculum Guidelines (DCNs) for the Undergraduate Pedagogy Program, states that the course is intended for the training of teachers to exercise teaching in Early Childhood Education and the initial years of Elementary Education [...], with the pedagogical activities of the pedagogue encompassing planning, execution, coordination, monitoring, and evaluation in educational contexts, both school and non-school (Art. 4º). Thus, although the legislation regulating the training of graduates in Pedagogy emphasizes teaching as the foundation of this professional’s education, it also allows for other spaces where pedagogues can operate non-school contexts.

This means that, despite the context indicating that the school is the largest and primary field for the insertion of pedagogy professionals, this institution is not the only place where they operate. Therefore, it is also not the only space in which they develop their educational practices. This possibility, which is regulated by the guidelines of the Pedagogy program, contributes to increasing the interest of students in this course to explore other areas of practice beyond teaching. This, in turn, benefits graduates in choosing the area they are most interested in, aiming to train more pedagogues with purposes in the field of non-formal education.

The diversity of subjects in the curriculum of Pedagogy programs, according to Pimenta (2002), may indicate an attempt by Higher Education Institutions (IES) to train not only teachers for early childhood education and the initial years of elementary education but also educational managers to operate in both school and non-school settings. Thus, the importance of IES in promoting a broad

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses repertoire of knowledge and practices necessary for action in the field of non-formal education in the training of pedagogues becomes evident.

Methodological Approach

In this study, the research approach was based on qualitative methods. This type of approach, according to Flick (2009), pertains to the analysis of concrete cases, with their particularities, which start from the expressions and activities of people in their local contexts. Thus, the qualitative approach considers it essential for the researcher to maintain direct contact with the objects of study, in order to learn about their personal descriptions, situations, and events, as well as the meanings that the subjects assign to things.

Supported by a qualitative approach, the chosen research method was documentary research. It is understood that documentary research is the most suitable for this investigation, as it aims to analyze how the Undergraduate Pedagogy Programs at universities in the state of Rio Grande do Sul address the training of pedagogues for work in non-formal education spaces. Through documentary research, the investigator is allowed to “[...] ‘dive’ into the field of study, seeking to capture the phenomenon from the perspectives contained in the documents, contributing to the field in which it is situated, whether in education, [...] or the social sciences” (KRIPKA; SCHELLER; BONOTTO, 2015, p. 57). The analyzed documents consisted of course syllabus and bibliographies of subjects that address pedagogy in non-formal education spaces from ten undergraduate Pedagogy programs at universities located in the state of Rio Grande do Sul.

The analysis and interpretation of the data were based on Discourse Textual Analysis (ATD) (MORAES, 2003), which comprises essential elements for the analysis cycle and defines it as a self-organized process of building understanding in which new insights emerge. Such understandings encompass a recursive sequence of four components: the deconstruction of the texts in the corpus, unitarization; establishing relationships between unitary elements, categorization; capturing the emerging new, in which the new understanding is communicated and validated; and the self-organized process.

The constitution of the four elements of the textual analysis cycle is described below. The **first component** of the analysis cycle, according to Moraes (2003), is the deconstruction of texts: **the dismantling and unitarization**, where the researcher assigns meanings and significance to the textual materials. The author defines these textual materials as the corpus and states that all textual

MARQUEZAN; ANDRADE.

analysis is grounded in this corpus, which is the set of documents that may have been produced specifically for the research or may consist of pre-existing documents. In this sense, the *corpus* of this study consists of the following documents: syllabus of subjects related to Pedagogy in non-formal education that make up the curriculum of undergraduate Pedagogy programs in the face-to-face modality at universities in Rio Grande do Sul.

The **unitarization** of the *corpus* began with the process of identifying, within the Pedagogical Projects of the university programs, the subjects that addressed non-formal education and constructing a table with the syllabus of these subjects. The table was organized into four columns. In the first column, the universities were listed, identified as “IES A” to “IES J”; in the second column, all the subjects are presented, totaling twelve syllabi (institutions with more than one syllabus are identified as syllabus 1 and syllabus 2). These are located in the third column, while the fourth and final column is responsible for identifying and *recognizing the units of meaning*.

Next, the **second component** of the analysis cycle occurs: **categorization**, using the inductive method, which, according to Moraes (2003, p. 197), involves constructing categories based on the information contained in the corpus. This construction is carried out through a process of comparison and contrast, in which the researcher organizes sets of similar elements.

It is important to emphasize that categorization, in this study, was configured as a process that is produced more slowly. At this stage of the research, several readings of the documents were necessary, requiring careful and attentive reading of the details. Additionally, it was necessary to reread the syllabus multiple times to highlight the important points of each. Subsequently, similarities among the syllabus were identified to reach a common consensus. From this, three analysis categories emerged: *Theory and Practice, Research, and the Role of the Pedagogue*.

The **third component** of the analysis cycle was the **metatext**, which, according to Moraes (2003, p. 202), consists of description and interpretation, representing a comprehensive understanding and theorization of the investigated phenomena. Thus, in this work, the metatext pertains to the new interpretation and the development of the learnings produced from the previous processes of Textual Discourse Analysis (ATD) (deconstruction and unitarization, categorization). This is the moment when the researcher communicates what they have learned from the investigation, intending to intervene and lead the reader to new insights, claims, and the construction of new phenomena. Therefore, in the process of producing the metatext, the researchers had to go beyond what was said and read in order for the analysis to be deepened, establishing, in the metatext, the body of the Final Graduation Project.

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses

The fourth and final component is the **self-organized process**, which considers the described analysis cycle. Although it consists of rationalized elements and, to some extent, planned, as a whole, it constitutes a self-organized process from which new understandings emerge. “The final results, creative and original, cannot be predicted. Nevertheless, the effort of preparation and immersion is essential for the emergence of the new to materialize” (MORAES, 2003, p. 192). This fourth and final component of the analysis cycle emerged from the deconstruction of the *corpus materials - unitarization* - followed by the process of reconstructing new understandings – *categorization* - and the explicit clarification of the investigated phenomenon - *metatexts*.

Structural Pillars of Pedagogy Courses in Non-Formal Spaces

In this section, the data is presented and analyzed with the aim of detecting how the Undergraduate Pedagogy Programs at universities in the state of Rio Grande do Sul address the training of pedagogues in non-formal education spaces.

Initially, a mapping was conducted to identify the universities in the state that offered Pedagogy Licensure programs; subsequently, the curricula of these programs were analyzed, and finally, those that included subjects addressing pedagogy in non-formal spaces were listed. It is noteworthy that some universities provide the Pedagogical Course Project (PPC) as well as the curriculum on the course website. Table 1 presents the Universities and Pedagogy Programs in Rio Grande do Sul.

Table 1 – Universities and Pedagogy Programs in Rio Grande do Sul

Universities in RS	Pedagogy Program	Non-Formal Education Pedagogy Course
1. UFRGS	X	X
2. UERGS	X	X
3. UNISINOS	X	X
4. PUCRS	X	X
5. UPF	X	X
6. UCS	X	X
7. UNIPAMPA	X	X
8. URCAMP	X	X
9. ULBRA	X	X
10. UNICRUZ	X	-
11. URI	X	X
12. FEEVALE	X	X
13. UNIVATES	X	-
14. UNISC	X	X
15. UFFS	X	X
16. UNILASALLE	X	-
17. UFN	X	X
18. UFSM	X	X
19. FURG	X	-

Source: the authors

MARQUEZAN; ANDRADE.

After the mapping, the coordinators of the programs that did not provide the PPC and the curriculum on their respective websites were contacted via email. The researcher presented the objectives and justification of the investigation and requested the possibility of sending the syllabus and bibliographies of the subjects that addressed pedagogy in non-formal spaces. A total of 10 documents were obtained from the 19 Higher Education Institutions (IES) contacted. Table 2 presents the IES that offer subjects related to non-formal spaces in their Pedagogy Programs and the names assigned to each subject that addresses this.

Table 2 – IES and Pedagogy Programs

IES/Pedagogy Program	Course	Course Load
1. UFRGS	- Seminar on Education Management: School and Non-School Spaces - Pedagogical Practices in Non-School Spaces	90h 60h
2. UERGS	-Internship III - Education for Young Adults and Non-School Spaces	90h
3. UNISINOS	-Career Scenarios	60h
4. PUCRS	-Education in Non-Formal Spaces	60h
5. UPF	-Pedagogical Experience: Educational Processes in Non-School Spaces	45h
6. UCS	-Education and the School and Non-School Daily Life -Internship IV in Pedagogy: Non-School Spaces	240h 120h
7. UNIPAMPA	-Learning Experiences in School and Non-School Educational Spaces	60h
8. URCAMP	- Internships in Pedagogue Action Spaces	80h
9. URI	-Thematic Seminar in Non-School Education	60
10. FEEVALE	-Pedagogy and Non-School Environments	80h
11. ULBRA	-Pedagogy and Non-School Environments -Internship: Teacher Training and Professional Education in School and/or Non-School Environments -Internship: Management in School and Non-School Environments	62h 102h 102h
12. UFN	- Supervised Curricular Internship II: Non-Formal Spaces - Seminar IV: Action in Non-Formal Environments - Education in Different Contexts	80h 40h 80h
13. UNISC	- Support Course for Teaching in Non-School Settings - Pedagogies and Non-School Settings	60h 60h
14. UFFS	- Introduction to the Pedagogy Course - Pedagogy in Fields and Non-School Educational Spaces	45h 30h
15. UFSM	- Integrative Seminar II: Challenges of the Pedagogue in the Field of Diversity	30h

Source: the authors

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses
 Table 3 below presents the IES that provided the syllabus and bibliographies for analysis.

Table 3 – IES and Pedagogy Programs with Document Returns

IES/Pedagogy Program	Course	Course Load
1. UFRGS	- Seminar on Education Management: School and Non-School Spaces - Pedagogical Practices in Non-School Spaces	90h 60h
2. UERGS	-Internship III - Education for Young Adults and Non-School Spaces	90h
3. PUCRS	-Education in Non-Formal Spaces	60h
4. UCS	-Education and the Daily Life of School and Non-School Environments -Internship IV in Pedagogy: Non-School Spaces	240h 120h
5. UNIPAMPA	-Learning Experiences in School and Non-School Educational Spaces	60h
6. URI	-Internships in Pedagogue Action Spaces	60
7. ULBRA	-Pedagogy and Non-School Environments -Internship: Teacher Training and Professional Education in School and/or Non-School Environments -Internship: Management in School and Non-School Environments	62h 102h 102h
8. UFN	-Supervised Curricular Internship II: Non-Formal Spaces -Seminar IV: Action in Non-Formal Environments - Education in Different Contexts	80h 40h 80h
9. UFFS	-Introduction to the Pedagogy Course -Pedagogy in Fields and Non-School Educational Spaces	45h 30h
10. UFSM	-Integrative Seminar II: Challenges of the Pedagogue in the Field of Diversity	30h

Source: the authors

Interrelation of Theory and Practice

After analyzing the documents from the universities, out of the 19 (nineteen) Higher Education Institutions offering the Pedagogy program, only 10 (ten) provided for research the syllabus and bibliographies of their respective subjects that address pedagogy in non-formal education spaces.

The analysis and interpretation of the documents allowed for the identification that the syllabus from 4 (four) universities address the subject of pedagogy in non-formal spaces supported by a theoretical-practical conception, thereby configuring itself as a category of analysis - Interrelation of Theory and Practice. Thus, the Interrelation of Theory and Practice is considered the **first structural pillar** of the pedagogue's training in non-formal education spaces, as illustrated by the excerpts that follow:

IES A – Syllabus 2: “Theoretical-practical study regarding the educational modes, forms, and processes outside of school in both rural and urban settings that contribute to the critical formation of professionals in the field of education.”

MARQUEZAN; ANDRADE.

IES D – Syllabus 1: “[...] the role of the pedagogue in various sectors of institutional spaces, establishing theoretical-practical relationships of education, both real and possible”.

IES I – Syllabus 1: “Promote critical and theoretical reflection on the environments, considering the challenges facing the role of the pedagogue in institutions and organizations.

In this sense, it was noted that the syllabus from IES A, D, and I indicate the institutional concern and commitment to establish the interrelation between theory and practice regarding the subjects on the areas of action and educational processes of the pedagogue. It is considered that the institutional commitment of the IES to promote a pedagogue's education based on the interrelation of theory and practice is supported both by the regulatory frameworks of training and by the conception of theory and practice. This relationship, in turn, has been a central theme in the policies and programs of professional training courses in different fields of knowledge, as well as in some theoretical premises that reject the separation between theory and practice.

When regulatory frameworks are mentioned, reference is made to the commitment that universities with Pedagogy Programs have to rely on the documents that regulate the curriculum and the pedagogical proposal, namely: Opinion No. 05 (CNE/CP) (BRASIL, 2005) and Resolution No. 01 CNE/CP (2006). These regulations establish the National Curriculum Guidelines (DCNs) for the Undergraduate Pedagogy Program. Additionally, these documents emphasize the theoretical-practical character in which the Pedagogy student will work with a repertoire of information and skills composed of a plurality of theoretical and practical knowledge, whose consolidation will be provided through professional practice, based on principles of interdisciplinarity, [...] (emphasis added) (BRASIL, 2006, Art. 3º).

The DCNs for the Pedagogy Program are the documents that legally govern the purpose of this course, its principles, objectives, the profile of the pedagogue, and how the organization of the course is structured in the pedagogical projects of Higher Education Institutions. These guidelines also indicate how the curriculum is constructed and how the course load is distributed. Finally, they determine everything necessary to train a pedagogue, including mandatory and elective subjects, internships, and extracurricular activities.

As a result, it is important that Higher Education Institutions offering the Pedagogy Program are grounded in the DCNs to propose a curriculum framework based on the interrelation between theory and practice, so that students - future pedagogues - can undergo a formative process that helps them see the relationship between theory and practice. It is observed that when a professional's practice becomes reproductive and repetitive, where the routine of their work occurs mechanically or

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses even unconsciously, it is clear that the educator does not have the habit of thinking and rethinking their own actions. Therefore, it is essential that theory is present in the daily proposals of pedagogical practices.

When it is stated that theory must be present in the daily practices of pedagogy, it means that theory should not take precedence over practice. Souza (2001) argues that a person is stripped of their ability to act consciously, unable to understand the conditions that determine their actions, and deprived of the possibility of (re)constructing their reality. This suggests that theory and practice constitute a unique whole, according to the author, produced in the dynamics of human evolution, in a specific context and time. Therefore, there is no prevalence of one over the other; instead, there is interdependence between them. There is no determination of one in relation to the other; rather, there is reciprocity (SOUZA, 2001).

When an education professional values practice without realizing that there is a theory that supports their actions, this often results in spontaneous thinking that privileges isolated knowledge, separating the two dimensions. However, if a practice is devoid of theoretical components and if there is a theory without a connection to changes that can only be achieved through practice, the pedagogue may struggle to innovate or transform their educational practices to better address the demands presented by their students.

The role of theory, according to Pimenta (2002), is “[...] to provide teachers with analytical perspectives to understand the historical, social, cultural, organizational contexts, and themselves as professionals, in which their educational activity takes place, in order to intervene and transform them” (p. 73). In order for a pedagogue to construct, reconstruct, and transform their educational proposals for their students, with the intention of establishing the interrelation between theory and practice in their area of action, it is essential that they are a reflective professional who analyzes their daily actions. Gómez (1999, p. 29, apud Ghedim; Pimenta 2002, p. 56) defines reflexivity as:

[...] the ability to reflect upon oneself, social constructions, intentions, representations, and intervention strategies. It implies the possibility, or rather, the inevitability of using knowledge as it is produced, to enrich and modify not only reality and its representations but also one's own intentions and the process of knowing itself.

In this perspective, reflexivity can be understood as a link between thinking and doing between theory and practice enabling the understanding of reality. This makes reflection a process of awareness for the pedagogue about their experiences, knowledge, and relationships with a specific

MARQUEZAN; ANDRADE.

group. This behavior, in turn, can produce a movement of (re)construction of new proposals in pedagogical activities. Thus, it is possible to assign new meanings to these activities and endow them with new learnings to be achieved, developing knowledge that is always rich in enrichment for both the pedagogue and the students.

Reflexivity presents three different levels according to Sacristán (1998 apud Ghedim; Pimenta, 2002). The *first* involves a distancing from practice to understand it; the *second* pertains to the appropriation of science in educational practice; and the *third* is reflection on reflective practice (metareflexivity). In this way, reflexivity contributes to the articulation between theoretical knowledge and practical knowledge, “supplying” analytical tools concerning educational contexts.

Therefore, being a reflective pedagogue/educator means being a professional who takes charge of their own training in a continuous process of self-education. It also implies being critical, active, possessing theoretical knowledge, and being a facilitator of the integration of theoretical and practical knowledge across different areas of action meaning reflecting both individually and collectively, and always relying on research as a source of investigation. In this sense, when analyzing the syllabus from Higher Education Institutions, the relationships between theory and practice can be observed. These can be illustrated in the following excerpts:

IES D – Syllabus 2: “Identifying the relationships between theory and practice, enabling education for citizenship, considering heritage and possibilities: the cultural, legal, and technological challenges of educational practice.”

IES I – Syllabus 1: “Promote critical and theoretical reflection on the environments, visualizing the challenges facing the role of the pedagogue in institutions and organizations.”

From these excerpts, it is possible to identify that the universities aim to train individuals who have the experience of being critical-reflective pedagogues who learn to rethink their practices. Thus, these institutions are committed to training professionals capable of mastering knowledge and increasingly innovating their pedagogical actions.

It can thus be observed that the analyzed universities are attentive to offering subjects that promote the interrelation between theory and practice. They do this not only to comply with the legislation regulating the Pedagogy program but also because they are committed to training future pedagogues based on critical reflection. With this aim, we can have future educators who rethink their practices, who are transformative, and who continuously (re)construct their pedagogical actions in educational spaces.

Research in the Training of the Pedagogue

After analyzing the syllabus of the Pedagogy Programs concerning subjects on pedagogy in non-formal spaces, out of the 10 (ten) universities that provided the documents, 5 (five) of them present 6 (six) subjects that highlight research as a key factor in their documents. It is believed that research is another structural element in the training of the pedagogue in non-formal education spaces.

Thus, it is evident that the act of researching constitutes a second structural element when it comes to the organization of the curricula of the studied Undergraduate Pedagogy Programs. Research is presented as a possibility to provide future pedagogues with the production of knowledge and, consequently, growth and developmental training, as it is understood that it is during their degree program that the process of constituting the pedagogue as a researcher begins.

In this sense, research, according to Silva, Silva, and Ramos (2006), represents an indispensable action in academic training, as upon entering Higher Education, students are expected to produce knowledge. Such knowledge is produced through research, as it is through it that the individual constitutes themselves as a researcher. Moreover, the act of researching promotes professional development during individuals' training.

It is known that universities, by facilitating knowledge production through research in professional training, are enabling students to become more conscious, critical citizens, better prepared for new inquiries about their educational practices. From this, new ideas and new research will emerge. The syllabus from IES B and J indicate research in this perspective, as can be identified in the following excerpts:

IES B: “Problematic investigation of educational practices and development of investigative action guided by the research cycle: questioning, argumentation, and communication”. IES J: Syllabus 2: “Observation of daily life as a source of research in education”.

This syllabus indicates that the problematizations and questioning of the educational practices experienced by students in the Undergraduate Pedagogy Program can be addressed through research, making it a “scientific and educational principle.” In other words, educating oneself through research (DEMO, 2003), according to this author, is a fundamental condition for education professionals to become researchers. This means adopting research as a daily attitude.

In the study, it was possible to verify that the analyzed universities are aligned with the proposal to educate and train through research, as research is prominently mentioned in the syllabus of their

MARQUEZAN; ANDRADE.

subjects. This allows future pedagogues to have a commitment to ongoing study in their initial training. It is observed, then, that research becomes an involuntary practice, or rather, a daily practice in which one resorts to research and investigation to understand and manage the complexities of the profession.

Thus, it is during the act of researching the doubts that arise in daily life that new questions to be answered are found. The desire to find answers and arguments to understand the meaning of certain situations is what drives us to seek solutions. It is the curiosity of human beings that gives rise to the practice of research.

However, Demo (2003) distinguishes research as “everyday attitude” and as “specific result.” The “everyday attitude,” according to the author, involves reading reality in a questioning manner and reconstructing it as a competent subject; whereas research as a “specific result” refers to the execution of a project and adherence to scientific norms, implying a formal commitment to the reconstructed knowledge. Thus, everyday research relates to a critical and participatory citizen; it is a consultative research, a mere search for something. Similarly, this type of research involves a selection of specific information, while research as a specific result is linked to the production and reconstruction of knowledge, a process of self-production.

In the initial training of pedagogues, in particular, it was noted that research is associated with the production of knowledge. It represents an element that enables the professional in training to learn how to conduct research and develop an investigative stance. Consequently, they are prepared to understand reality, so they can provide answers and design actions that enhance their professional practice. This should be carried out autonomously and responsibly.

The analysis of the syllabus from IES B and C allowed for the identification of research as a structural element due to its aim to establish these experiences for their students:

IES B: “[...] investigative action guided by the research cycle: questioning, argumentation, and communication [...]”

IES C: “Investigation and critical reflection on pedagogical practice, planning, execution, and evaluation of educational activities”.

The syllabus indicates that learning through research in academic training is of utmost importance, as it enables new perspectives on the process in which research takes place. However, it is known that learning how to conduct research is a slow process, gradually developed, requiring extensive reading to master a specific questioned topic. One learns through the act of researching; in other words, it is only possible to conduct research by engaging in research.

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses According to Demo (2003), learning research requires, just like education, primarily that the creativity of the student be motivated, educating them so that the new master emerges, never the disciple. Thus, the research attitude is an intrinsic part; according to the author, learning through the act of researching is a “[...] emancipatory path that cannot come from outside, imposed or gifted, but will be a conquest from within, a self-construction” (p. 26).

Therefore, the university must be willing to train individuals/pedagogues who do not choose to teach only what was learned during their training. Such institutions should provide students with the means to “architect” their own convictions, not by inducing them but by encouraging them to seek and construct knowledge.

The universities analyzed in this study highlight discussions about research in their syllabus. This can be observed in the following excerpts:

IES A: “Research exercise for understanding management processes in the education of children aged 0 to 10 years and of Young Adults.”

IES D: “Analysis of Popular Education in School and Non-School Institutions, identifying the relationships between theory and practice, enabling education for citizenship.”

IES J – Syllabus 1: “Analysis and understanding of pedagogical intervention from the perspective of relational human action”.

Thus, the syllabus of the analyzed subjects from the five studied universities indicate research as a structural element. Therefore, they are concerned with training individuals/pedagogues who have their own opinions and the ability to learn through research. Consequently, these institutions aim for Pedagogy students to not just attend classes to listen to lessons and return home with a superficial understanding of what was said, but to possess knowledge that enables them to question what has been presented. Only in this way can these students create inquiries and find answers to build their new convictions.

The Role of the Pedagogue

The study of the syllabus from the Pedagogy Programs concerning subjects on pedagogy in non-formal spaces allowed for the identification that, out of the 10 (ten) universities that provided the documents, there are a total of 12 (twelve) subjects that address the role of the pedagogue. Thus, the third category of analysis emerged - *The Role of the Pedagogue* - which is considered the third

MARQUEZAN; ANDRADE.

structural pillar regarding the organization of the curricula of the programs that aim to train pedagogues who are aware of their spaces and their areas of professional action.

Regarding the role of the pedagogue in non-formal education spaces, Resolution CNE/CP No. 1 of May 2006 (BRASIL, 2006), which establishes the National Curriculum Guidelines for the Pedagogy program, states that graduates of the Pedagogy program should be capable of working in both school and non-school settings, promoting the learning of individuals at different stages of human development across various levels and modalities of the educational process. Furthermore, they must participate in the management of institutions, planning, monitoring, and evaluating educational projects and programs in both school and non-school environments (Art. 5, Incisos IV and VIII).

Thus, the legal foundations that regulate and guide training indicate that the pedagogue must be a professional equipped to operate in various spaces and fields of action, whether school or non-school environments, thereby changing the conception that a pedagogue can only work in a school setting. This is a professional who not only can work in different spaces but also can teach various age groups, including children, youth, adults, and the elderly.

When considering the field of action of the pedagogue, one reflects on what these spaces might be and where the professional can be situated. Additionally, one contemplates the purpose of their educational practice if they do not work as a teacher. Gohn (2006) clarifies that the pedagogue's role can take place in non-formal education, that is, in "[...] educational spaces located in territories that accompany the life trajectories of groups and individuals, outside of schools, in informal locations where intentional interactive processes occur "(p.30).

When analyzing the studied Higher Education Institutions, the possible areas of action for the pedagogue were identified in the syllabus listed below:

IES A – Syllabus 2: "Dimensions of pedagogical work in health environments, sociocultural spaces, in governmental and non-governmental organizations, community centers, social movements, and cooperatives, as well as associations of family farmers, among others."

IES C: "Insertion and investigation into the reality of education in school and non-school educational spaces, encompassing education for young adults, rural education, as well as other areas where pedagogical knowledge is expected".

Such syllabus indicates the spaces in which the pedagogue can be involved in their professional career. They present a vast field of possibilities for graduates of these institutions and also discuss the

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses reality of these spaces. Furthermore, they indicate the potential audience and individuals who may be found in these non-school locations, addressing not only children but also youth and adults.

According to Libâneo (2007), the field of action for pedagogues today is quite broad, extending well beyond school actions, and can be defined by two segments: “school” and “extracurricular.” The first segment, “school,” is characterized by teaching work and everything related to learning within the school. The second segment, “extracurricular,” encompasses all work developed outside the school environment, yet with intentional and pedagogical characteristics.

In this sense, when it comes to non-formal education, as with formal education, there is intent, and it occurs in educational institutions or outside the institutional context, meaning it has a degree of systematization and an informal pedagogical relationship. Libâneo (2007) clarifies that non-formal education is promoted by educational institutions different from institutional frameworks, yet with a certain degree of systematization and structuring. It is essential to understand that learners are not just students within the classroom context, but all individuals participating in various social spaces, integrated into a particular community.

Based on the pedagogical and intentional nature of non-formal education, several potential areas of action for the pedagogue stand out, such as: pedagogical work in hospitals and companies; creating educational videos; editing educational materials and children's books; supporting the creation of virtual games and educational programs; Non-Governmental Organizations (NGOs), penitentiaries, and unions. In this regard, the pedagogue is characterized as a professional who operates in “[...] school systems, social movements, community organizations, businesses, unions, health areas, and cultural institutions” (PIMENTA, 2002).

Santos and Santos (2011) support Pimenta (2002) and expand the possibilities of action, as well as the perspectives of the pedagogue's roles in non-formal education: they can work in health, in the planning and execution of guidance and education programs; they can also provide support in tutoring and recreational activities. In companies, they engage in research, analysis, and selection of courses to be adopted and in guiding employees for these courses. In unions, they assist in the qualification and re-qualification aimed at enhancing the employability of their members in the job market.

According to Gohn (2006), non-formal education is not organized by grades/age/content. It operates on the interpersonal and subjective aspects of groups, working to shape the political culture of a group. Thus, it develops bonds of belonging through the construction of the collective identity of a group. This means that education in non-formal spaces is learned in the world of life. Therefore, learning occurs through work and collective action. In this way, it takes place outside institutional

MARQUEZAN; ANDRADE.

boundaries, without age restrictions. The education that occurs in these spaces focuses on forming citizens, enhancing their self-esteem and personal identity. This learning is designed to enable them to act in society across various settings.

Given the expansion of the pedagogues' field of action and, consequently, the demands for professionals in this area, which are increasing in non-formal education spaces, it is considered essential that Higher Education Institutions ensure that the training provided to Pedagogy students encompasses the knowledge, skills, and competencies needed for all spaces in which the pedagogue may be involved.

During the study, it was possible to observe that IES B and IES E highlight, in their respective syllabus, the spaces and functions of the pedagogue in non-formal education environments:

ES B: "Knowledge and analysis of non-formal education experiences in different fields of action, based on conducting fieldwork."

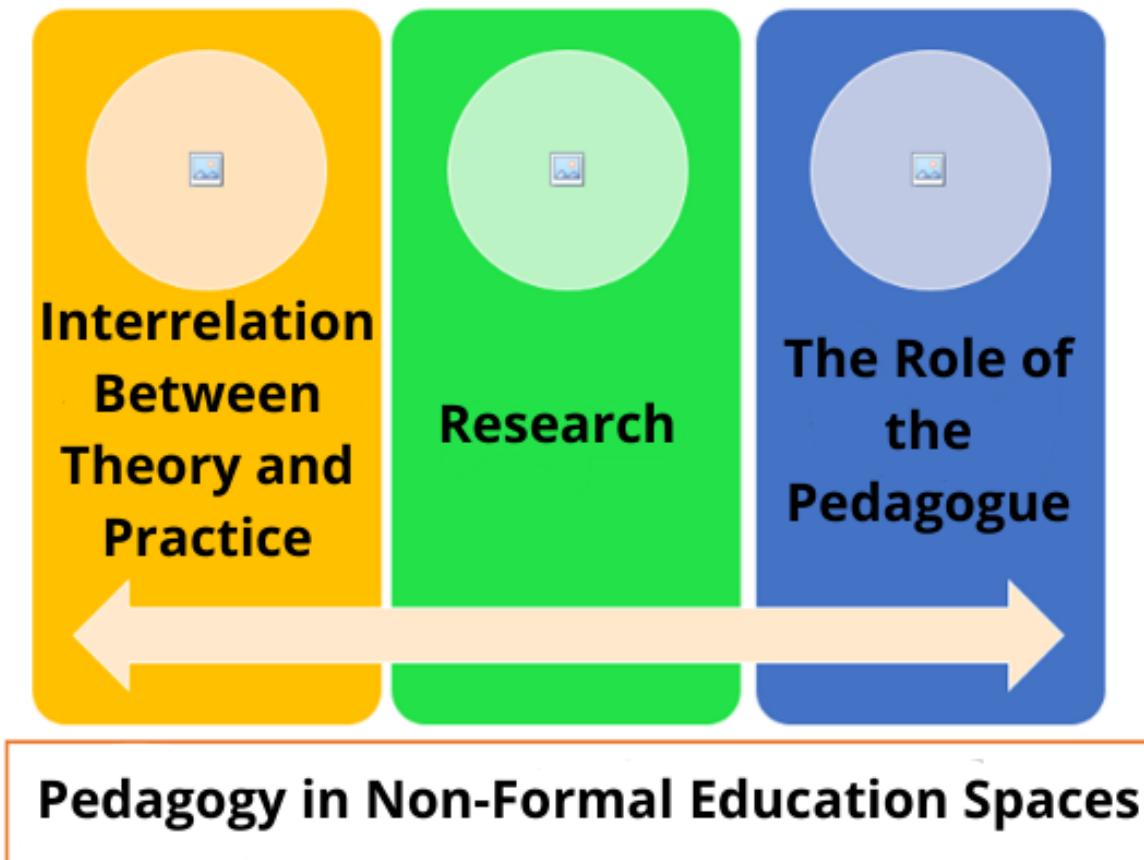
IES E: "Management, planning, execution, and evaluation of pedagogical actions in non-formal spaces. The pedagogue and their role in non-formal spaces".

As made explicit in the previous excerpts, the Higher Education Institutions demonstrate certain educational commitments. It is clear that they aim to promote educational and pedagogical work that provides the knowledge and skills necessary for their graduates to become pedagogues capable of working in the field of non-formal education.

Thus, the main objective of the Pedagogy program is to train pedagogues, but not exclusively a single model of pedagogue; rather, it aims to create a professional with knowledge, skills, and competencies in different functions. This is someone prepared to face the challenges and obstacles imposed by the current educational reality, which includes education in non-formal spaces. Therefore, the ten analyzed Higher Education Institutions have demonstrated responsibility for the training and practice of the students in the Pedagogy program. These students graduate prepared to engage in non-formal education. Consequently, the role of the pedagogue is configured as the third structural element concerning subjects focused on pedagogy in non-formal education.

After analyzing the categories: *Interrelation Between Theory and Practice, Research, and The Role of the Pedagogue*, it was possible to understand that these categories are configured as structural axes of the subjects that address pedagogy in non-formal education spaces, as illustrated in Figure 1.

Figure 1 Structural Axes of the Pedagogy Curriculum in Non-Formal Education Spaces.



Thus, it is considered that the axes are interrelated; that is, none is more important than the other; they are complementary. The analysis of the data allowed for the identification that they are interconnected, with one axis depending on the other. In this sense, the relevance of institutions offering the Pedagogy program, and consequently subjects focused on pedagogy in non-formal education spaces, is highlighted. These should include, in their syllabi, the interrelation between theory and practice, research, and the role of the pedagogue.

Finally, it is believed that the interrelationship among the axes that structure subjects related to pedagogy in non-formal education spaces is grounded in the importance of training professionals who, as pedagogues, know which spaces they are qualified to work in among the various areas of action in which these professionals may be engaged. It is essential that the pedagogical proposals of universities be developed based on the interrelation between theory and practice, prompting the student to reflect on their actions and, whenever necessary, to reconstruct and innovate them to meet

MARQUEZAN; ANDRADE.

the demands of the educational process. For this to happen, it is crucial to know how to conduct research and to become a researcher with the aim of incorporating new knowledge into their practice as an educator, regardless of the space in which the pedagogue is situated.

Final considerations

The study aimed to analyze how the Undergraduate Pedagogy Programs at universities in the State of Rio Grande do Sul address the training of pedagogues for their role in non-formal education spaces. To this end, the syllabus of 19 (nineteen) subjects focused on non-formal education were analyzed, present among 10 (ten) universities that provided the documents for research.

The analysis of the data allowed for the identification of three structural axes of subjects that deal with pedagogy in non-formal education spaces: *Interrelation Between Theory and Practice, Research, and The Role of the Pedagogue*. It was observed that, out of the total syllabus from the ten Higher Education Institutions, four of them address and acknowledge the importance of training pedagogues with a conception based on the interrelation between theory and the practice of their pedagogical action, while five make reference to research in the training of future pedagogues.

It was also found that only the axis of the *Role of the Pedagogue* is present in all the syllabus of the courses, while the other two axes related to research and the interrelation between theory and practice are not found in all the syllabus. Some subjects include one axis, others include two, and only IES A and C offer subjects that encompass all three axes. This means that it can be asserted that the universities train pedagogues who are aware of their areas of action, but not all train pedagogues who are researchers, reflective, and critical of their pedagogical actions through the interrelation between theory and practice.

In light of this, it is understood that the syllabus of the Pedagogy Programs, along with the axes of *Interrelation Between Theory and Practice, Research, and the Role of the Pedagogue*, configure as structural elements of subjects that address the role of the pedagogue in non-formal education spaces. In this sense, it is understood that only with the presence of all three axes is it possible to train a pedagogue who is aware of all the areas of action in which they can practice their profession. Thus, this professional will also be able to pay attention to how the pedagogue should understand their

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses educational practice in different contexts and how to improve it to meet the demands of learners regarding learning, social interaction, and holistic development.

From this perspective, it is clear that, for a student in the Pedagogy Program to graduate as a pedagogue capable of being a professional in non-formal education spaces, it is necessary for them to experience formative experiences based on the three structural axes within the Higher Education Institution. Thus, it becomes evident that institutions need to review and reconstruct their syllabus and, consequently, the objectives of the subjects that address non-formal education spaces. With this purpose, they should rely on the three axes.

In concluding this research, it is important to clarify that the study intervened in the first author, as during the study period, she began to better understand the field of knowledge of the pedagogue, which allowed her to identify herself in the writing of the category of *Research*, comparing it with the current study process and gaining insight into how research development occurs. In this way, it was possible to discover new areas of action that the author of the study, as a future pedagogue, may pursue. Additionally, it was possible to address the curiosities and issues that led her to develop the Final Undergraduate Project for the Pedagogy Program, generating new curiosities and new questions to be answered.

Among future studies that can be developed from this theme, the following can be highlighted: conducting an in-depth and detailed analysis of the Supervised Curricular Internships that have non-formal education spaces as their field of insertion and the impact of this on the initial training of pedagogues. Additionally, conducting field research to investigate which non-formal education spaces pedagogues are working in and to understand what knowledge and practices are produced by pedagogues in these environments. Finally, there is the possibility of studies related to the role of the pedagogue in non-formal education spaces and their respective target audiences; that is, research aimed at identifying the actions of this professional when working with children, adolescents, adults, or the elderly.

References

BRASIL. Ministério da Educação. Diretrizes Curriculares Nacionais para os Cursos de Graduação em Pedagogia. Resolução CNE/CP 01/2006, aprovado 03/2006.

BRASIL. Ministério da Educação. Diretrizes Curriculares Nacionais para os Cursos de Graduação em Pedagogia. Parecer nº CNE/CP 5/2005, aprovado 12/2005.

MARQUEZAN; ANDRADE.

BARRETO, K.A; COUTO, M.A. **A atuação do pedagogo além do espaço formal de educação. II**
Encontro Científico Multidisciplinar – Aracaju/SE – 17 e 18 de maio 2016.

BARROS, V. C.; SANTOS, I. M. **Além dos muros da escola:** a educação não formal como espaço de atuação da prática do pedagogo. [S.l.: s.n.], 2010.

DEMO, P. **Educar pela pesquisa.** 6. ed. Campinas: Autores Associados, 2003.

FLICK, U. **Introdução à pesquisa qualitativa.** 3. ed. Porto Alegre: Artmed, 2009.

FONSECA, F. N. **Acerca da ampliação dos espaços de atuação profissional do pedagogo:**
inquietações, ponderações e cautelas. Disponível em: <http://www.wikilearning.com/articulo/> Acesso em: 05 maio 2019.

GHEDIM, E; PIMENTA, G. **Professor reflexivo no Brasil:** gênese e crítica de um conceito. 3. ed. São Paulo: Cortez, 2002.

GOHN, M. G. **Educação não-formal na pedagogia social.** In: I Congresso Internacional de Pedagogia Social, 2006. Faculdade de Educação, Universidade de São Paulo.

GOHN, M. da G. **Educação não-formal e cultura política** – impactos sobre o associativismo do terceiro setor. 2. ed. São Paulo: Cortez, 2001.

KRIPKA; R. M. L.; SCHELLER, M. S.; BONOTTO, D. L. Pesquisa documental na pesquisa qualitativa: conceitos e caracterização. **Revista de investigaciones UNAD Bogotá.** Colombia. Vol. 14. N. 2. Julio-Diciembre, 2015.

LIBÂNEO, J. C. **Pedagogia e pedagogos, para quê?** 9. ed. São Paulo: Cortez, 2007.

MORAES, R. **Uma tempestade de luz:** a compreensão possibilitada pela análise textual discursiva. Revista Ciência & Educação, v. 9, n. 2, p. 191-211, 2003.

PIMENTA, S. G. **Didática e formação de professores:** percursos e perspectivas no Brasil e em Portugal. 2. ed. São Paulo: Cortez, 2002.

SANTOS, V.S; SANTOS, V.L. **A atuação do pedagogo na educação não-formal:** Quais possibilidades de intervenção profissional. Interfaces da Educação. Paranaíba v. 2 n. 5 p.99-109. 2011.

SILVA, M.F; SILVA, J.P; RAMOS, C.S. **A pesquisa na formação acadêmica:** aprender a pesquisa fazendo pesquisa. In: III Congresso Nacional de Educação.

SILVA, A. L. e PERRUDE, M. R. **Atuação do pedagogo em espaços não-formais: algumas reflexões.** In: Revista Eletrônica Pro-Docência/ UEL. Londrina. ed. N°.4 Vol. 1, jul dez 2013.

SOUZA, N. A. **A reação teoria-prática na formação do educador.** In: Seminário: Ciências Sociais Humanas. Londrina, v.22, p. 5-12, set 2001.

The Pedagogue Formation for Acting in Non-Formal Educational Spaces: focusing on Pedagogy Courses
UFN, Universidade Franciscana. **Projeto político pedagógico do Curso de Pedagogia**, Santa
Maria, RS. Disponível em: file:///C:/Users/joao/Documents/Documents



The licensing rights used by the journal Educação em Foco are under the Creative Commons Attribution-NonCommercial 4.0 International License
(CC BY-NC-SA 4.0)

Recebido em: 10/05/2021

Aprovado em: 19/07/2022