

**EDUCATION OF MULTIVALENT TEACHERS IN PEDAGOGY PROGRAMS:  
WHAT DOES THE PRESCRIBED CURRICULUM SAY?**

***FORMAÇÃO DE PROFESSORES POLIVALENTES EM CURSOS DE PEDAGOGIA: O  
QUE DIZ O CURRÍCULO PRESCRITO?***

***FORMACIÓN DE MAESTROS POLIVALENTES EN LOS CURSOS DE PEDAGOGÍA:  
¿QUÉ DICE EL PLAN DE ESTUDIOS PRESCRITO?***



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**How to reference this paper:**

NASCIMENTO, A. A. B.; MEDEIROS, E. A. Education of multivalent teachers in Pedagogy programs: What does the prescribed curriculum say? **Plurais - Revista Multidisciplinar**, Salvador, v. 7, n. 00, e023009. e-ISSN: 2177-5060. DOI: <https://doi.org/10.29378/plurais.v8i00.19071>



| **Submitted:** 22/07/2023

| **Revisions required:** 19/09/2023

| **Approved:** 05/10/2023

| **Published:** 14/11/2023

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**ABSTRACT:** The present text was constructed to analyze, based on the official curriculum dimension (the prescribed curriculum), the positioning of the training of generalist teachers in the Pedagogy degree programs of the State University of Rio Grande do Norte (UERN) and the Federal Rural University of the Semi-Arid (UFERSA). The research utilized a qualitative approach and relied on documentary analysis as a data production technique, considering three dimensions: a) Total and specific workload for the training of generalist teachers; b) Curriculum components aimed at the training of generalist teachers to teach the subjects of the school curriculum in the early years of Elementary Education; and c) Curriculum contents for the training of generalist teachers. In conclusion, it can be inferred that the curriculum contents articulated in the syllabi of the courses designed for the training of generalist teachers in the early years of Elementary Education in both higher education institutions demonstrate a significant alignment and attention to the specificity of the knowledge of the disciplinary area in which they are situated, contributing to their reflection from a pedagogical perspective. However, it is believed that such curriculum contents are insufficient for the formative processes due to the limited time available for study.

**KEYWORDS:** Multivalent Teacher education. Pedagogy Program. Curriculum. Bachelor of Education.

**RESUMO:** *O texto em tela se construiu com o objetivo de analisar, a partir da dimensão curricular oficial (o currículo prescrito), como está situada a formação de professores polivalentes nos Projetos Pedagógicos dos Cursos de licenciatura em Pedagogia da Universidade do Estado do Rio Grande do Norte (UERN) e da Universidade Federal Rural do Semi-Árido (UFERSA). A pesquisa fez uso da abordagem qualitativa, ancorou-se na análise documental como técnica de produção de dados considerando três dimensões: a) Carga horária total e específica para a Formação de Professores Polivalentes; b) Componentes curriculares direcionados à formação de professores polivalentes para atuação no ensino das disciplinas do currículo escolar nos anos iniciais do Ensino Fundamental e c) Conteúdos curriculares para a formação de professores polivalentes. Em conclusão, pode-se inferir que os conteúdos curriculares textualizados nas ementas das disciplinas concebidas para a formação de professores polivalentes nos anos iniciais do Ensino Fundamental, em ambas as instituições de ensino superior, demonstram uma notável aproximação e atenção à particularidade do conhecimento da área disciplinar em que se inserem, contribuindo para a sua reflexão sob a ótica pedagógica. Contudo, é de opinião que tais conteúdos curriculares se revelam insuficientes em relação aos processos formativos, devido ao escasso período de tempo disponível para o estudo.*

**PALAVRAS-CHAVE:** *Formação de Professores Polivalentes. Curso de Pedagogia. Currículo. Licenciatura.*

**RESUMEN:** *El texto en pantalla se construyó con el objetivo de analizar, desde la dimensión curricular oficial (el plan de estudios prescrito), cómo se sitúa la formación de maestros polivalentes en los Proyectos Pedagógicos de los Cursos de Licenciatura en Pedagogía de la Universidad del Estado de Río Grande do Norte (UERN) y de la Universidad Federal Rural del Semiárido (UFERSA). La investigación utilizó un enfoque cualitativo y se basó en el análisis documental como técnica de producción de datos, considerando tres dimensiones: a) Carga horaria total y específica para la Formación de Maestros Polivalentes; b) Componentes curriculares dirigidos a la formación de maestros polivalentes para su desempeño en la enseñanza de las materias del currículo escolar en los primeros años de la Educación Primaria y c) Contenidos curriculares para la formación de maestros polivalentes. En conclusión, se puede inferir que los contenidos curriculares textualizados en los programas de las asignaturas diseñadas para la formación de maestros polivalentes en los primeros años de la Educación Primaria, en ambas instituciones de educación superior, muestran una notable aproximación y atención a la particularidad del conocimiento del área disciplinaria en la que se insertan, contribuyendo a su reflexión desde una perspectiva pedagógica. Sin embargo, se considera que dichos contenidos curriculares resultan insuficientes en relación con los procesos formativos debido al escaso período de tiempo disponible para el estudio.*

**PALABRAS CLAVE:** *Formación de Maestros Polivalentes. Carrera de Pedagogía. Plan de estudios. Licenciatura.*

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## Introduction

The debate concerning the training of pedagogues has gained significant intensity throughout the evolution of teacher preparation in Brazil. Since the debut of the Pedagogy course in 1939, as stipulated by Decree-Law No. 1,190, dated April 4 of that year, and in line with the adaptations conceived for the professional profile originating from this course in specific historical periods, various perspectives on the education of pedagogues have permeated the Brazilian educational landscape.

Thus, this training should be focused on the education technician or the teacher of the old normal schools. Subsequently, the concept of the specialized pedagogue was affirmed through qualifications such as school supervision, school administration, educational guidance, and school inspection, in addition to the capability for teaching in Normal Education. Nevertheless, after the end of these qualifications, with the promulgation of the Second Law of Guidelines and Bases for National Education, Law No. 9,394 of December 20, 1996, the national level saw the formation of the versatile teacher associated with the Pedagogy course.

With that said, it is understood that discussions about the desired identity profile for pedagogues graduating from the Pedagogy course have not concluded. In this sense, a study was developed to analyze, based on the official curriculum dimension (the prescribed curriculum), how the training of versatile teachers is situated in the Pedagogical Projects of the Pedagogy degree programs at the State University of Rio Grande do Norte (UERN), Central Campus (*Mossoró*), and at the Federal Rural University of the Semi-Arid (UFERSA), *Angicos* Campus, institutions located within the territorial confines of the State of *Rio Grande do Norte* (RN). It is important to note that the focus is on the preparation of versatile educators responsible for teaching in the early years of Elementary Education.

Although the Pedagogy course seeks to prepare education professionals for various roles, such as versatile teaching in the early years of Elementary Education and Early Childhood Education, as well as managing educational school processes, teaching, and management in non-school educational spaces, among others, the focus of this research is aligned with the training of versatile teachers for the early years of Elementary Education. This emphasis is adopted due to the understanding that, in general, the core of the Pedagogy degree program predominantly targets this professional domain (Pimenta *et al.*, 2017).

It is reported that this work is linked to a study conducted through the research project "*Formação de Professores em cursos de Pedagogia e licenciaturas específicas, presenciais e a distância, da UFERSA, UERN e IFRN* (Teacher Education in Pedagogy and Specific Teacher Training Programs, both in on-campus and online formats, at UFERSA, UERN, and IFRN)", under Call for Proposals PROPPG/UFERSA, No. 12/2023. In the current study, a specific analysis was carried out regarding the official curriculum of the Pedagogy course in two institutions in *Rio Grande do Norte*. These institutions were selected because they are the only ones among the three addressed in the research that offer the mentioned course in the on-campus format<sup>3</sup>.

It is also clarified that by the term "official curriculum," we mean the set of curricular guidelines designed to guide the education of university students. As per Sacristán (2013), it corresponds to the envisaged curriculum. It is conceived based on general guidelines and directions established by official bodies such as the Ministry of Education (MEC) and the National Council of Education (CNE). These guidelines are interpreted and translated into

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<sup>3</sup> The UERN offers the Pedagogy course at four campuses; however, to narrow down this study and its analysis, we refer only to the course offered at the institution's central campus (*Mossoró* Campus – RN).

curricular texts that guide the education of professionals in the field of education, both teachers and students.

In addition to this brief introduction, the present text is structured into four more distinct sections. The first section discusses the history of the Pedagogy course and the emphasis placed on training teachers with versatile skills. Next, the methodological design of the study is presented, with considerations related to data collection and analysis. In the third section, the conducted research is focused on discussing the education offered by the courses from the perspective of versatility in the early years of Elementary Education. This perspective has been a subject of inquiry by educational researchers over time. Finally, the primary reflections developed throughout the study are summarized in the concluding remarks.

### **The Pedagogy Course and the Training of Multivalent Teachers**

The initial training of teachers in the history of Brazil has been shaped by different societal projects, taking into account each historical period. In this context, history reveals a reality marked by disputes among social groups that monopolized the Brazilian social sphere, as well as the absence of concern on the part of the state or practical actions that would lead to the improvement of teacher education (Medeiros; Dias; Olinda, 2020).

According to Saviani (2009), the discussion about teacher education in Brazil began before the establishment of the Pedagogy course. The author systematized the history of teacher education in the country into six periods:

1. Intermittent attempts at teacher education (1827-1890). This period began with enacting the Law of Primary Schools, which required teachers to educate themselves in the mutual teaching method at their own expense. It extended until 1890, when the Normal Schools model prevailed.
2. Establishment and expansion of the Normal Schools pattern (1890-1932), with the initial landmark being the reform of the Normal School in São Paulo, which included the model school as an annex.
3. Organization of Institutes of Education (1932-1939), marked by Anísio Teixeira's reforms in the Federal District in 1932 and Fernando de Azevedo's reforms in São Paulo in 1933.
4. Organization and implementation of Pedagogy and Teacher Training Programs and the consolidation of the Normal Schools model (1939-1971).
5. Replacement of Normal Schools by Specific Teacher Qualifications (1971-1996).
6. Advent of Higher Education Institutes, Higher Normal Schools, and the New Profile of the Pedagogy Course (1996-2006) (Saviani, 2009, p. 143-144, our translation).

Bringing briefly the period of 1939 mentioned earlier, Cruz (2008), in her doctoral thesis, points out that in that year, there was the first legal milestone regarding the Pedagogy course: Decree-Law No. 1,190, dated April 4, 1939. In this history segment, there was a proposal for a bachelor's degree for pedagogues whose education followed a model known as "3+1." According to this model, students dedicated three years to obtain a bachelor's degree, and if desired, they could choose an additional year of studies focused on the subject of Didactics, enabling them to teach in normal schools (Sokolowski, 2013).

Several years later, in the 1960s, after the publication of Decrees 251 and 292 of 1962 and 252 of 1969, significant changes occurred in the course's training proposal, especially in the curriculum. In 1963, the Pedagogy course's curriculum included teaching and bachelor's degrees. In 1969, the bachelor's degree was abolished, and the course became exclusively a teaching degree, introducing qualifications in school supervision, administration, educational guidance, school inspection, and teaching in Normal Education.

It is worth noting that in the subsequent decades, during the 1970s and 1980s, there was an organized movement by educators from Basic Education and Higher Education advocating for reforming the Pedagogy course and other teaching degrees. This movement culminated in the early 1990s with the creation of the National Association for the Training of Education Professionals (ANFOPE). Amid this agenda, teaching emerged as the central identity pillar for all teaching degree courses, including Pedagogy. According to Medeiros, Araújo and Santos (2021, p. 574, our translation),

The education model/perspective in the Pedagogy Course with qualifications, much like the previous one (the bachelor's model/perspective, 1939-1969), persisted for nearly three decades. It was only after the publication of the second Law of Guidelines and Bases for National Education, Law No. 9,394, dated December 20, 1996, that this aspect underwent a rupture.

With the promulgation of the Law of Guidelines and Bases for National Education, Law No. 9,394, dated December 20, 1996, there arose the need to reform the Pedagogy course with an emphasis on teaching. This perspective was further highlighted in 2006 with the publication of the National Curriculum Guidelines for the Pedagogy Course (DCN) through Resolution CNE/CP No. 1, dated May 15, 2006.

The DCN for the Pedagogy course also emphasized the training of professionals working in Basic Education. As a result, the Pedagogy degree program began to offer comprehensive training that qualifies graduates to work in Early Childhood Education in the early years of Elementary Education, as well as to perform pedagogical and educational functions related to school management and non-school environments (Libâneo, 2007; Scheibe, 2007; Medeiros; Araujo; Santos, 2021). It is worth reiterating once more that "[...] the role of the pedagogue was defined as a professional whose foundation is teaching [...]" (Sokolowski, 2013, p. 91, our translation).

After the 2006 Resolution with the DCN for the course, according to Medeiros, Araújo and Santos (2021), Pedagogy degrees were needed to expedite adapting to the new recommendations within a short timeframe. Nine years later, the document was complemented by Resolution CNE/CP No. 2, dated July 1, 2015, "[...] particularly concerning the understanding of teaching as the central identity pillar of teaching degree programs" (Medeiros; Araújo; Santos, 2021, p. 580, our translation).

Regarding Resolution CNE/CP No. 2, dated July 1, 2015, as per Medeiros and Aguiar (2018, p. 1033, our translation), "concerning the understanding of teaching, the mentioned document in its Article 2, Paragraph 1, states that it comprehends it as a professional practice that requires knowledge of diverse nature [...]". This document does not restrict teaching solely to classroom work but understands it as involving pedagogical-educational activities that encompass educational processes comprehensively.

On the other hand, Resolution CNE/CP No. 2, dated December 20, 2019, revoked the 2015 Resolution and introduced substantial considerations on the initial teacher training, prompting a particular reflection on Pedagogy degrees. Specifically, regarding the role of pedagogues, this document leads us to understand that the course can no longer approach the training of teachers for Early Childhood Education and the early years of Elementary Education as a single entity.

In this context, the resolution suggests that universities organize the curricula of Pedagogy degree programs specifically to train teachers for Early Childhood Education or the early years of Elementary Education. In the case of choosing one of these options, it is recommended to include an additional 400 hours of training for the professional, preparing them for roles related to educational system management (Brasil, 2019; Nascimento; Medeiros; Santos, 2022; Medeiros; Araújo; Santos, 2021).

The proposal also emphasizes teacher training for the development of "competencies." This is done to align the initial training of teachers in teaching degree programs with the National Common Curricular Base (BNCC) for Basic Education and the economic dimension present in the country's education. Therefore, it is observed that the proposal is based on a training model that has been subject to questioning throughout history and that reaffirms the adaptation of teacher training processes to a market perspective. It is further added:

The discussion based on competencies assumes a technical and leveling character that cannot become hegemonic in the face of the diversity and contexts present in the *loci* where the various teacher training courses and programs are established. Thus, adopting this position is a risk (Nascimento; Medeiros; Santos, 2022, p. 1380, our translation).

After preliminary considerations, it is essential to emphasize that a Pedagogy degree still provides the graduate with the possibility of a broad scope of action, addressing the social needs inherent in pedagogical relationships. The objective is to prepare a professional capable of performing roles in both formal and non-formal education settings, emphasizing training for teaching in Early Childhood Education and the early years of Elementary Education, focusing on the perspective of versatility.

In this discussion, the Pedagogy programs are situated at UFERSA, *Angicos* Campus (RN), and UERN, Central Campus (*Mossoró* – RN). As previously done in terms of addressing the history and identity characteristics of the Pedagogy course in the Brazilian context, from this point on, some specific aspects of the Pedagogy teaching degrees offered by UERN and UFERSA will be discussed, as they constitute the central subject of study in this present work.

The Pedagogy course at UFERSA was established in 2014, offering 50 annual openings and operating in the evening. Its current Pedagogical Course Project (PPC) was developed in 2016. According to the PPC, the *Angicos* Campus (RN) was created in 2009 as part of the expansion of Higher Education through the Program for Support of Restructuring and Expansion Plans of Federal Universities (REUNI), based on Law No. 6,096, dated April 24, 2007 (Brasil, 2007). The curricular document highlights:

Aware of its social role, driven by government actions such as REUNI, aimed at improving the quality and expanding access and retention of students in undergraduate courses, increasing the completion rate of courses, and enhancing the social inclusion of the less privileged segments of the population, a program developed by the Ministry of Education, and also by



the allocation of resources from the Ministry of Science and Technology and other Ministries, UFERSA *Angicos* was established in 2009 with only one course, the Bachelor of Science and Technology (BCT) (Universidade Federal Rural do Semi-Árido, 2016, p. 12-13, our translation).

Over the years, the higher education institution (HEI) expanded its range of courses, and from this perspective, the Pedagogy teaching degree was created in the municipality of *Angicos* (RN), a location that gained national prominence due to the experience of the Pernambuco educator, Paulo Freire, during the 1960s. In the Pedagogy degree's PPC, reference is made to the offering of the course, particularly in terms of its social and political contribution to the semi-arid region of *Rio Grande do Norte*. It was found that:

In this regard, the offering of the Pedagogy Teaching Degree reaffirms the commitment already established by UFERSA *Angicos* Campus to the implementation of programs, projects, courses, research, and innovative actions dedicated to transforming social reality, preserving culture, and safeguarding the environment (Universidade Federal Rural do Semi-Árido, 2016, p. 19, our translation).

Regarding the Pedagogy teaching degree at UERN, it is noteworthy that the institution, as the entity responsible for offering the course, was founded in 1968 and attained state status in 1987. According to the PPC of the mentioned teaching degree, there was "[...] the conduct of public competitions for teachers, the development of career plans for teaching and administrative staff, and the institutionalization of a teacher training plan [...]" (Universidade do Estado do Rio Grande do Norte, 2012, p. 08, our translation).

The Pedagogy teaching degree at UERN began in 1967, still during the transition to university status, with the opening of a class for qualification in School Administration. In 1973, the course expanded its range of options, offering capabilities in "Teaching Pedagogical Subjects for the 2nd Grade and School Administration for the 1st and 2nd Grades. The following year, it began offering another qualification: School Supervision (1974), and four years later, the qualification in Educational Guidance (1978)" (Universidade do Estado do Rio Grande do Norte, 2012, p. 12, our translation).

Over time, the course has undergone a series of revisions and updates in accordance with the guiding documents for teacher education in Brazil and in response to the formative demands required by society for Pedagogy graduates. The UERN teaching degree offers 120 openings annually, equally distributed between the academic semesters. The course is offered full-time, with activities and classes held in both morning and evening sessions.

Continuing in the context of teacher education in the Pedagogy teaching degree, it is relevant to highlight that both institutions maintain an approach focused on training teachers with versatile skills. According to Pimenta *et al.* interpretation (2017), the multivalent teacher assumes the responsibility of teaching more than one subject to the same class, as with teachers in the early years of Elementary Education. These educators often teach various topics, such as Portuguese, mathematics, science, history, geography, art, religious education, and physical education, to a single group of students.

According to Cruz, Ramos and Silva (2017, p. 1189, our translation), "the term versatility or multivalent, during the military government period, was introduced by the Federal Council of Education, based on the recommendations of Councilor Valnir Chagas". Teacher education with versatile skills has historically been addressed in Pedagogy teaching degrees. However, it is essential to understand to what extent this discussion is present in the curricula of the courses, which is the focus of this research.

## **Study Methodology**

This research adopted a qualitative approach and, intending to achieve its central objective, conducted a document analysis of the Pedagogical Course Projects of the Pedagogy teaching degrees offered by the State University of Rio Grande do Norte (UERN), central campus (*Mossoró* – RN), and the Federal Rural University of the Semi-Arid (UFERSA), *Angicos* campus – RN.

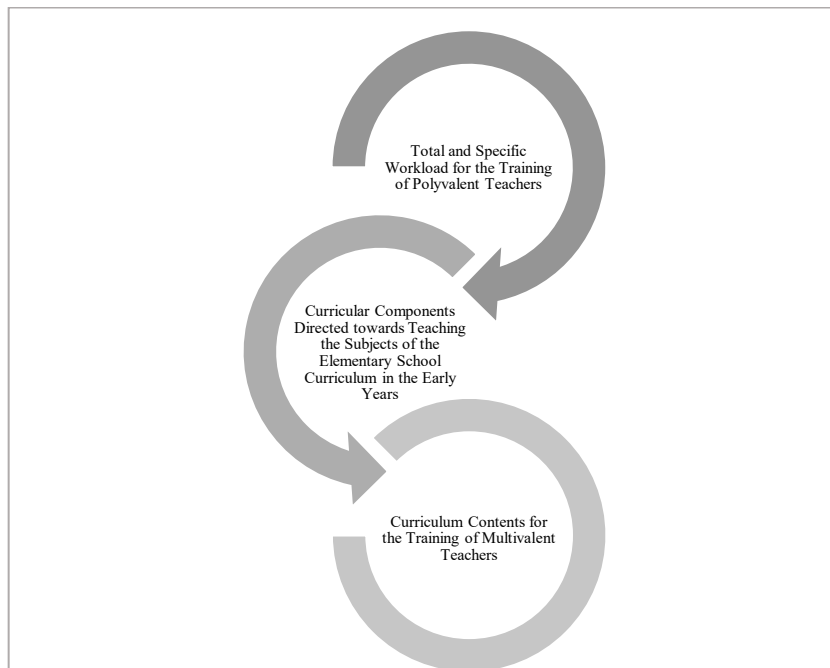
The analysis focused on the Pedagogical Course Projects of the UERN courses, dated 2012, and UFERSA courses, dated 2016. During the document analysis process, the curriculum matrices were examined, and the subjects aimed at education multivalent teachers, especially those focused on the "teaching" of different subjects in the elementary school curriculum, were selected. In this context, an analysis of the course outlines of these curriculum components was carried out. Additionally, parts of the Pedagogical Course Projects of the courses were reviewed, such as the history of each course, the desired professional profile for graduates in both teaching degrees and the formative objectives, among other aspects.

The document analysis considered three central dimensions, which will be discussed in the following section. The first dimension referred to *the total course hours*, comparing it with the *specific workload* dedicated to training versatile teachers for the early years of

Elementary Education. Next, *the disciplines* included for *polyvalent teachers education* in both courses were examined. In the last dimension, the analysis focused on the outlines of these specific subjects related to teaching in the early years of Elementary Education, including, among others, topics such as Teaching of Portuguese Language, Teaching of Mathematics, Teaching of Sciences, Teaching of Art, Teaching of Geography, and Teaching of History. The analysis of the outlines allowed for the identification of *curriculum contents* aimed at teachers education with multivalent skills for work in the early years of Elementary Education.

The following figure illustrates the methodological design with the document analysis of the Pedagogical Course Projects (PPC).

**Figure 1 – Methodological Design in Data Production**



Source: Research Data, 2023

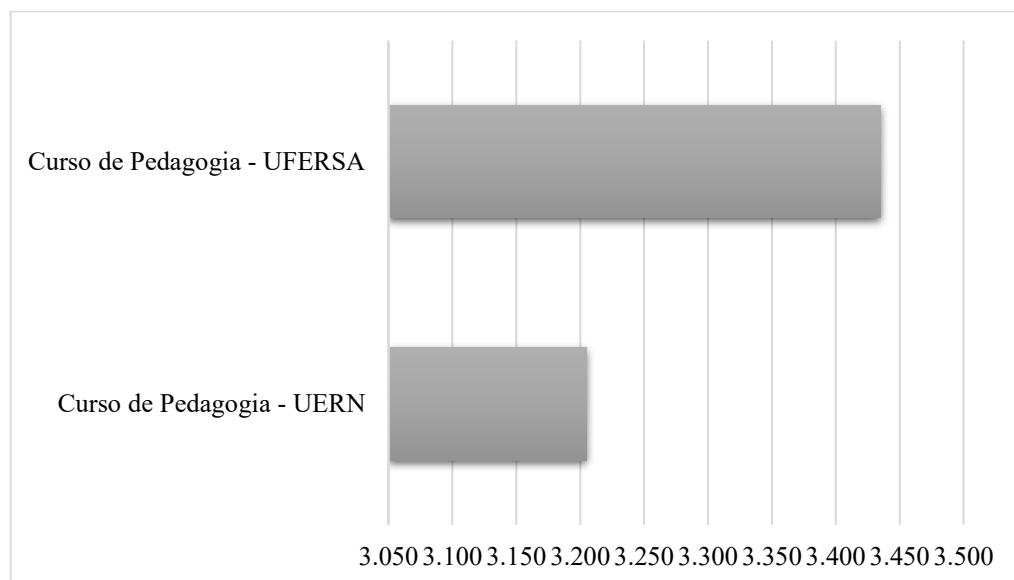
The analysis of the official curriculum allowed for constructing an interpretation regarding the training of versatile teachers in the two investigated teaching degrees. It is understood that the subsequent research contributes to the reflection on the initial training of teachers in Pedagogy courses, enriching the national dialogue in the context of the history of this degree.

## Training of Versatile Teachers in the Pedagogy Programs of UERN and UFERSA

In this section, the conclusions of the analysis of the prescribed curricula of the Pedagogy teaching degrees at UERN, Central Campus (*Mossoró – RN*), and the Pedagogy teaching degree at UFERSA, *Angicos* Campus – RN, regarding the training of polyvalent teachers, will be presented. This analysis was developed based on validating three dimensions, as discussed earlier.

Regarding the first dimension, an assessment was made of the total course hours offered by both institutions and the specific hours dedicated to the education of polyvalent teachers. Graph 1 provides a systematic presentation of the results obtained in relation to the total course hours.

**Graph 1 - Total Workload of the Pedagogy Programs at UERN and UFERSA<sup>4</sup>**



Source: Research Data, 2023

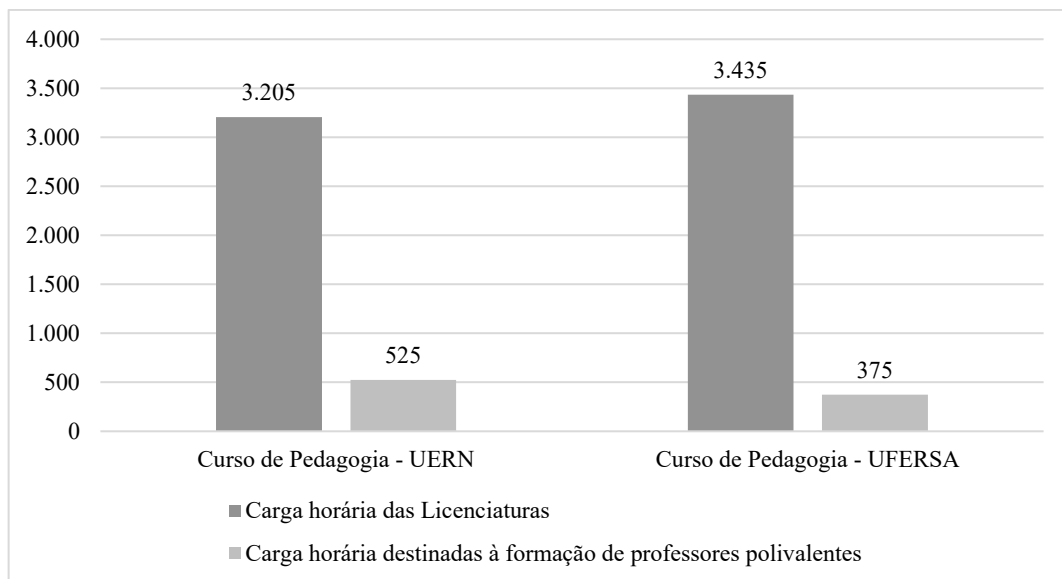
As described in the PPCs of the courses under analysis, there is a significant difference in the total workload between the Pedagogy program at UFERSA and the Pedagogy program at UERN, with a difference exceeding 200 hours (230 hours). However, regarding compliance with the hours established by Resolution CNE/CP No. 2, dated December 20, 2019, which guides the curricular structure of current pedagogy programs (as of 2023), both programs follow the recommended guidelines. The normative text emphasizes:

<sup>4</sup> Translation of the first text (from top to bottom): Pedagogy Course (UFERSA). Translation of the second text: Pedagogy Course (UERN).

[...] All higher education pedagogy programs for the Initial Training of Teachers for Basic Education shall be organized into three groups, with a total workload of at least 3,200 (three thousand and two hundred) hours, and must consider the development of professional competencies as set out in the BNC-Formation, established in accordance with Chapter I of this Resolution (Brasil, 2019, p. 05-06, our translation).

Although the specific distribution of workload for each program in relation to the three groups stipulated in the normative text is not explicitly presented, it can be concluded that, in terms of total workload, both pedagogy programs meet the established recommendations. Graph 2 illustrates the total workload of each program and the total hours dedicated to the education of polyvalent teachers for work in the early years of Elementary Education.

**Graph 2 - Total Workload of the Pedagogy Programs and Hours Allocated for the Training of Versatile Teachers<sup>5</sup>**



Source: Research Data, 2023

Analyzing Graph 2, it is evident that the total workload of each program, when compared to the total hours allocated for the training of versatile teachers, reveals a significant disparity. There is a considerable gap in the number of hours dedicated to the education of multivalent teachers in both pedagogy programs.

In a study conducted by Medeiros, Araújo and Fortunato (2021), which investigated the initial training of pedagogues to work in both school and non-school environments in

<sup>5</sup> Translation of the first text (from left to right): Bachelor of Education (UERN). Translation of the second text: Bachelor of Education (UFERSA). Translation of the colors: Dark gray - Total course hours; Light gray - Hours dedicated to multivalent teacher training.

Pedagogy programs, the authors highlighted that content related to teaching does not occupy a central position in the official curricula (Medeiros; Araújo; Fortunato, 2021). According to this research, most of the workload in the analyzed programs is devoted to subjects that address education fundamentals, focusing on the Sociology of Education, Psychology of Education, and Philosophy of Education.

Therefore, it can be argued that the number of hours allocated by both programs for the study of teaching, with an emphasis on polyvalent in the early years of Elementary Education, is insufficient when compared to the complexity of the teaching profession in Basic Education, especially in the context of the pedagogue's role in Elementary Education. This amount does not provide for an in-depth investigation of teaching, with a focus on the different subjects that make up the school curriculum, nor does it allow for the proper exploration of the pedagogical dimension concerning the specific curriculum content of these subjects.

In the second dimension, an analysis was conducted on the subjects that contribute to training teachers with versatile skills in both courses. Table 1 presents the curriculum components along with their respective hours. It is worth noting that the analysis focused not only on the name of each subject but primarily on their curriculum content, as expressed in their course descriptions.

**Table 1** – Curriculum Components Guiding the Training of Polyvalent Teachers

Bachelor of Education at UERN, Central Campus		
Disciplines	Hours	Position in the Curriculum Integration
Teaching the Portuguese Language	60h	6°
Teaching Mathematics	60h	6°
Teaching History	60h	5°
Teaching Geography	60h	5°
Teaching Art	60h	7°
Teaching Sciences	60h	5°
Supervised Internship II	165h	6°
Total hours: 525h		
Bachelor's Degree in Pedagogy from UFERSA, Angicos Campus		
Theoretical-Methodological Foundations of Portuguese Education	60h	5°
Theoretical-Methodological Foundations of Mathematics Education	60h	5°
Theoretical-Methodological Foundations of Science Education	60h	5°
Theoretical-Methodological Foundations of Geography Education	60h	6°
Theoretical-Methodological Foundations of History	60h	6°

Education		
Supervised Internship II: Elementary Education I	75h	6°
		Total hours: 375h

Source: Research Data, 2023

Firstly, it is essential to note that both courses include similar disciplines concerning the training of polyvalent teachers, encompassing the curricular content and the allocated hours for each. An exception is the "Teaching Art" discipline, which is only offered by the UERN Pedagogy course. Furthermore, Supervised Internship in the early years of Elementary Education has a significantly different workload in the two-degree programs.

Upon closer examination of other aspects, it is noticeable that in the UERN Pedagogy program, *Mossoró* campus (RN), the disciplines related to the training of versatile teachers are distributed across the fifth, sixth, and seventh semesters of the course. It is important to note that these disciplines are only accessible to students who have completed the mandatory Didactics component offered in the fourth semester of the study.

In the case of the Pedagogy degree at UFRSA, the subjects aimed at training polyvalent teachers cover the fifth and sixth semesters of the course. However, it is worth noting that in this context, there are no specific subjects dedicated to art education, unlike UERN, despite this discipline's importance in the early years of Elementary Education in Basic Education.

At this point in the text, reference is again made to studies conducted by Pimenta *et al.* (2017) and Medeiros, Araújo and Fortunato (2021), highlighting the formative weaknesses in the Pedagogy degree. Among these weaknesses, the lack of time dedicated to discussing curricular content for teaching in the early years of Elementary Education, with a focus on versatility, stands out.

In general, the structured subjects leave gaps in the formative process. This raises the question: Is only one curriculum component focused on teaching subjects in the curriculum of the early years of Elementary Education sufficient to address the formative needs required to work in this context? Additionally, an additional concern is that no subjects are dedicated explicitly to art education in one of the courses.

To deepen the analysis, the syllabus of these subjects was examined, and it was found that, for the most part, the curricular contents of each issue are similar. Once again, this organization of data is represented in a subsequent table.

**Table 2** – Subjects and their curricular contents aimed at the training of multivalent teachers

UERN	UFERSA
<p><b>Education of Portuguese Language – 60h</b> Language and social practice. Conceptions of language and linguistics. Teaching the mother tongue: objectives, contents, and methodological aspects; text as the basic unit of teaching; orality, writing, reading, and linguistic analysis; evaluation system; planning and classroom practices in the mother tongue. Competencies and skills required for the teacher.</p>	<p><b>Theoretical and Methodological Foundations of Portuguese Education – 60h</b> Theoretical and methodological foundation of Portuguese teaching. Verbal interaction - pedagogical discourse concerning other discursive practices. Strategies, production conditions, forms of interaction in learning, socio-spatial organization: linguistic, pedagogical, and political dimensions (work policies) of these relationships. Teaching practice and strategies for evaluating Portuguese language teaching. Variation and diversity of Brazilian Portuguese: teaching strategies focused on these differences.</p>
<p><b>Education of Mathematics – 60h</b> Objectives and purposes of Mathematics in school curricula. Investigation, practice, and theorization on objectives, themes, contents, concepts, and methodologies addressed in mathematics teaching. Production and use of didactic materials and technological resources in teaching Mathematics.</p>	<p><b>Theoretical and Methodological Foundations of Mathematics Education – 60h</b> Historical-cultural foundations in the teaching of Mathematics. Theoretical and methodological principles of Mathematics teaching and mathematical education. Philosophical currents in mathematical thought: Platonism, Rationalism, Empiricism, Constructivism, Formalism, Historicism, and Logicism. Current trends in Mathematics teaching. Scientific and school mathematics. Teaching Mathematics in Early Childhood Education, initial grades of Elementary Education, and in Youth and Adult Education. Evaluation in Mathematics Education. General aspects of problem-solving methodology. Problem-solving in mathematics teaching. Practice in solving mathematical problems. Studies of mathematical problems with unusual elements in relation to formal education. Problem-solving and the method of research in elementary mathematics.</p>
<p><b>Education of Sciences – 60h</b> Introduction to the epistemology of natural sciences: characteristics, philosophical and methodological principles. History and evolution of biological sciences. The didactics of natural sciences and the teaching of Sciences as investigative practice. Objectives and importance of teaching Natural Sciences. Curriculum Guidelines, cross-cutting themes, and trends in Science Teaching. The training of the Natural Sciences teacher for early childhood education and the initial years of elementary education. Contents and didactic resources for teaching Sciences. The role of assessment in Science teaching. Pedagogical practices of Sciences in non-formal spaces.</p>	<p><b>Theoretical and Methodological Foundations of Science Education– 60h</b> Concept of Science. The history of science as a disciplinary axis. The relationship between science, technology, and society. Education science in the early grades – scientific literacy. The scientific method in natural sciences: application in early childhood education and elementary education. Scientific education and interdisciplinarity. Contextualization of science teaching. Techniques and didactic resources for teaching Natural Sciences and critical reflections. Planning activities and didactic resources in Science teaching (experimental activities). Analysis of the proposal of the National Guidelines for Education Sciences (Elementary Education I). Evaluation of the teaching-learning process in Natural Sciences.</p>
<p><b>Education of History – 60h</b> Notions and historical concepts: time and space, culture, subject, facts, memory, and identity. Theoretical and methodological aspects to teach and learn History through the articulation between local History and the History of everyday life, regional,</p>	<p><b>Theoretical and Methodological Foundations of History Education – 60h</b> The production of knowledge in the field of History teaching. The foundations and paradigms of taught History. The space/time relationship. Teaching History from the Perspective of Critical History and</p>



national, and global History. Record from an interdisciplinary perspective and the analysis of the textbook.	New Cultural History. Critical analysis of textbooks and teaching materials.
<p><b>Education of Geography – 60h</b> Teaching Geography and the multiple influences of geographical currents. Connections between geographical knowledge and pedagogical knowledge. Geographical knowledge, possibilities of interrelation, and expression of social reality, with a focus on local reality. The view of the human being is inserted in geographical time and space. The interconnection of geography with other areas of scientific knowledge. Pedagogical practices involving knowledge related to concepts, procedures, and attitudes in teaching and learning Geography.</p>	<p><b>Theoretical and Methodological Foundations of Geography Education – 60h</b> Didactic production for teaching Geography in Early Childhood Education in the initial grades of Elementary Education and Youth and Adult Education (EJA). Teaching Geography in EJA. Categories of analysis: the construction and appropriation of space mediated by the social work of man. The structure of time and space concepts in students of Early Childhood Education and the initial grades of Elementary Education. Human action in the environment modifies the landscape, social relations, means of production, and the influence of prejudices and ideology in understanding reality. Theoretical and methodological aspects for the teaching of Geography.</p>
<p><b>Supervised Internship II– 165h</b> Organization and didactic action based on the diagnosis of educational processes in the initial years of Elementary School. The Pedagogical Project, planning, and teaching action are inseparable elements of school pedagogical practice. Didactic-pedagogical materials and different methodologies in teaching and learning concepts, procedures, and attitudes. Mediating assessment in the teaching-learning process.</p>	<p><b>Supervised Internship II: Elementary School I – 75h</b> The demands of the relationship between teaching, pedagogical planning, and educational issues in Elementary School I. Needs and difficulties present in the context of educational practices. Proposal for action that can be fostered through joint action with the social actors present in the school. Development of activity and lesson plans. Organization of time and school space, the establishment of didactic contracts, analysis of textbooks, methodologies, didactic resources, and assessment. Conceptions guiding the educator's practice.</p>
<p><b>Art Education – 60h</b> Art production: artistic creation and the act of creating. Art as language and construction of meanings. Art is a product of history and the multiplicity of cultures.</p>	-

Source: State University of Rio Grande do Norte (2012, p. 88-96, ours emphasis) and Federal Rural University of the Semi-Arid Region (2016, p. 88-98, ours emphasis)

As mentioned earlier, in the Pedagogy course at UERN, there are seven disciplines dedicated to the training of versatile teachers, while at UFERSA, the Pedagogy course offers six disciplines for this purpose. However, it is relevant to note that the curriculum component "Art Teaching" is absent in one class, available only in the Pedagogy degree at UERN.

Upon analyzing the curricular contents found in the syllabi of disciplines aimed at training polyvalent teachers, it was observed that all of them emphasize teaching as a central axis, aligning with the discipline's name. The only exception is the "Art Teaching" discipline, which focuses more on approaching art as an area of knowledge than education art in elementary school's initial years.

Besides focusing on teaching the curricular component in Basic Education, the remaining disciplines mainly address the specificity of this teaching about the disciplinary

area it relates to. They direct their attention to didactic-pedagogical resources, pedagogical practice, planning, and learning assessment, among other dimensions, always considering the discipline of the school curriculum in Basic Education. A notable characteristic of the Supervised Internship is that in both courses, it is integrated into the school's planning and political-pedagogical project, promoting an articulation of teaching not only in the classroom but also concerning the school as a whole.

Another point of emphasis lies in the disciplines of the Pedagogy course at UFERSA. In contrast to the disciplines in the UERN degree, the curricular contents in the syllabi are not limited solely to teaching in the initial years of Elementary School; they also emphasize Early Childhood Education and Youth and Adult Education (in three disciplines). Thus, it is observed that these curricular contents are approached from a more generalist perspective, aligned with the training of pedagogues in Pedagogy courses broadly (Pimenta *et al.*, 2017; Medeiros; Araújo; Fortunato, 2021; Libâneo *et al.*, 2022; Nascimento, 2023).

To conclude the analysis, it is observed that the curricular contents mentioned in the syllabi of disciplines aimed at the training of multivalent teachers in the initial years of Elementary School in both educational institutions are similar and focus on the specificity of disciplinary knowledge, approaching it from the perspective of teaching and the pedagogical dimension. However, it is considered that such curricular contents are insufficient in terms of formative processes, given the available study time (one semester for each discipline). Additionally, these disciplines are offered only from the middle of each course (from the 5th period). In this context, it is assessed that this scenario leaves gaps in the training of teachers in the qualification process for the Pedagogy degree.

Additionally, it is worth noting that no disciplines focused on religious education in the initial years were identified as a curricular component in many schools in Brazil. Also, the Physical Education<sup>6</sup> discipline, mandatory in Basic Education (Brasil, 1996), was not included, even though the pedagogue is not responsible for teaching this discipline, as Nascimento (2023) observed. In public schools, often, the pedagogue takes on this role as a versatile teacher.

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<sup>6</sup> We clarify that in both degree programs, there is a course that addresses the corporal dimension associated with playfulness, art, and different bodily languages for education in the classroom. We understand that this course in both programs encompasses curricular content related to Physical Education and art (in the case of the Pedagogy degree program at UFERSA).

## Final considerations

This document, an analysis of the training of versatile teachers in the Pedagogical Projects of the Pedagogy Degree Programs at the State University of Rio Grande do Norte (UERN), Central Campus (*Mossoró* – RN), and the Federal Rural University of the Semi-Arid Region (UFERSA), *Angicos* Campus (RN), was conducted from the perspective of the official curricular dimension, which is the prescribed curriculum.

Within this context, the study encompasses reflections on the total and specific workload dedicated to the training of polyvalent teachers, the curriculum components focused on teaching the subjects of the school curriculum in the early years of Elementary School, and the curricular contents inherent to the training of versatile teachers.

Analyzing the first dimension, even acknowledging compliance with Resolution CNE/CP No. 2 guidelines of December 20, 2019, a significant difference of 230 hours was observed between the workload of the Pedagogy degree program at UFERSA and UERN. However, upon examining the total hours allocated for the training of versatile teachers in both higher education institutions, it was found that the quantity is insufficient, considering that the focus of the training is teaching in the initial years of Elementary School with a versatile character, which constitutes the core of the formative process.

The second dimension noted that the planned disciplines for this purpose align with the training of multivalent teachers. However, as mentioned earlier, the "Teaching of Art" discipline stands out as an exception, absent in the Pedagogical Project of the UFERSA course, emphasizing the need to include it, given that teaching in the initial years of Elementary School encompasses the Art discipline.

Regarding the last dimension, the disciplines proposed by the UERN and UFERSA courses come close to the specificities related to the training of versatile teachers for work in the initial years of Elementary School. However, both the curricular components and the mentioned curricular contents indicate an insufficiency in this polyvalent education, considering the time allocated for studying these disciplines in the formative process, which is introduced only from the 5th period.

These observations intend to contribute to the debate about the curricular issues of the courses, aiming to strengthen the training of multivalent teachers within the scope of Pedagogy degree programs in Brazil.

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### ***CRediT Author Statement***

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**Acknowledgements:** Not applicable.

**Funding:** Federal Rural University of the Semi-Arid Region (UFERSA), through Notice No. 12/2023 - PROPPG.

**Conflicts of interest:** Not applicable.

**Ethical approval:** There is no need for support from the research ethics committee, as the study involves document analysis.

**Data and material availability:** The curricular documents analyzed in the study are available for access on the platforms of both Higher Education institutions: UERN and UFERSA.

**Authors' contributions:** Antonio Anderson Brito do Nascimento – Data production and analysis, as well as text writing. Emerson Augusto de Medeiros – Data analysis, review, and text writing.

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**Processing and editing: Editora Ibero-Americana de Educação.**  
Proofreading, formatting, normalization and translation.

