

## Editorial

### The Stages Supervised in Professional Training

In other countries the concept of "stage supervised" is not common, when one observes the curriculum organization and academic institutions that carry out vocational training. The term found in the curricula the world refers to "supervised practice", not expression departs from both the Brazilian design.

In the context of the New State, the Decree-Law 4.073/42 of Brazil, that defines for the first time this type of activity. In his art. 48 the relation between work and education in this instrument is established as follows: a) stage is a "working time" and b) happens on the "teaching authority control". From that time, and even today, there are pedagogical debates seeking to better adjust the two main goals contemplated in the legislation: form properly and contribute to student that innovation occurs in the production system.

The current legislation has advanced significantly in one direction, to distinguish the "employee" of the "student" in the everyday life of the institutions on the establishment of the grantors, when definition of "educational" act in Law 11.788/08 (law of the internship). With the complexity of the processes that mark the globalized production system (in exact, in health or in philosophy) it becomes clear that the student does not "work", since it does not present the license required for professional practice. In fact, what occurs when studying the organization and implementation of training courses in Brazil is that the legal framework conditions to ensure protection of the rights of the student, against the exploitation of the educational act as workforce.

However, when looking as if define the activities of stage in the daily course is recognizable to the pedagogical principles are less controversial when referring to theoretical components-when it is practical the dissent widens. There are several factors that are distanced from the areas of knowledge regarding the matter. For example: in the areas of health is common interest in the maintenance of reduced number of students supervised by each faculty member, to provide effective follow-up. On the other hand, courses and engineering courses promote greater flexibility in the distribution of interns, including supported by the respective professional councils. This trivial example tests the idea to supervision and exercise professional skills.

Another dimension almost unexplored in pedagogical projects concerns the non-mandatory internship. The legal requirement of consideration on behalf of student causes discussions in educational institution, usually about what the relevance of authorizing or not such stages. Yet to understand how interesting and that the institution complies with the responsibility of grantor hire safe and pay compensation, teachers understand that cannot guide the activity on account of the responsibility that would compete with its mandatory activities daily. The accumulation of functions is not recommended, however leave a valuable opportunity of the student due to the absence of responsible educational institution also does not uphold a citizen education.

In other more traditional contexts and moved around the situation may be different, but in many cities, the problems may be listed as: the absence of professional enabled in sufficient number to accommodate the total number of students in stages, grantors institutions requirement in relation to the term of agreement and the absence of resources for consideration in most fields of training.

This Edition brings you four articles related to stage and multiple reflections and also three productions based on experiences of research and extension. We invite you to an immersion in such productions.

Good Read!

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