



**THE INTERNATIONAL INFLUENCE ON UNIVERSITY PEDAGOGY FOR
TEACHER TRAINING AND ITS CHARACTERIZATION IN THE EASTERN
REGION OF MATO GROSSO DO SUL**

A INFLUÊNCIA INTERNACIONAL SOBRE A PEDAGOGIA UNIVERSITÁRIA PARA
FORMAÇÃO DO PEDAGOGO E SUA CARACTERIZAÇÃO NA MESORREGIÃO
LESTE DE MATO GROSSO DO SUL

LA INFLUENCIA INTERNACIONAL SOBRE LA PEDAGOGIA UNIVERSITARIA PARA
FORMACIÓN DEL PEDAGOGO Y SU CARACTERIZACIÓN EN LA MESOREGIÓN
DEL ESTE DE MATO GROSSO DO SUL

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ABSTRACT: The article releases search results indicating the influence of international organizations (USAID, World Bank and UNESCO) on Brazilian educational legislation. The research is based on analysis of the offer of the course of pedagogy in the eastern region of the State of Mato Grosso do Sul. Its purpose is to point out the political-pedagogical characterization of the international influence on the pedagogical training policy. Methodologically, it is based on documentary analysis and the technique of content analysis. The data have been raised with official base support – MEC, INEP and sites of HEIs surveyed. The research points to a policy of geographical spread of higher education, especially for training in pedagogy, based on arrays of cost reduction, which in the context of this research, consists of a strong offer via private institutions, focused on teaching and pedagogy with a predominance of the offer in distance mode. It is concluded that the education of the pedagogue is centered on the private offer through a pedagogy of diversified training.

KEYWORDS: International body. University pedagogy. Training of teachers. Pedagogy

RESUMO: O artigo socializa resultados de pesquisa que indica pela incidência dos organismos internacionais (USAID, Banco Mundial e UNESCO) sobre a legislação educacional brasileira. A investigação se apoia na análise da oferta do Curso de Pedagogia na região Leste do Estado de Mato Grosso do Sul. Responde pelo objetivo de apontar a caracterização político-pedagógica da influência internacional sobre a política de formação de Pedagogos. Metodologicamente, fundamenta-se na análise documental e na técnica da análise de conteúdo. Os dados foram levantados com suporte nas bases oficiais – MEC, INEP e site das IES pesquisadas. A pesquisa aponta para uma política de interiorização da educação superior, especialmente para a formação em pedagogia, fundamentada nas matrizes de redução de custos, que no contexto pesquisado, responde por forte vinculação da oferta via instituições privadas, centrada na pedagogia do ensino e com predomínio da oferta na modalidade à distância. Conclui-se que a formação do pedagogo está centrada na oferta privado e a partir de uma pedagogia de formação diversificada.

PALAVRAS-CHAVE: Organismo internacional. Pedagogia universitária. Formação de professores. Pedagogia.

RESUMEN: El artículo socializa los resultados de una investigación que indica por la incidencia de los organismos internacionales (USAID, Banco Mundial y UNESCO) sobre la legislación educacional brasileña. La investigación se apoya en el análisis de la oferta del Curso de Pedagogía en la región Leste de la Provincia de

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Mato Grosso do Sul. El objetivo es exponer la caracterización política y pedagógica de la influencia internacional sobre la política de formación de Licenciados. Metodológicamente, esta investigación está fundamentada en el análisis documental y en la técnica de análisis de contenidos. Los datos fueron obtenidos con aporte en los textos oficiales – MEC, INEP y sitios de las IES pesquisadas. La búsqueda indica una política de interiorización de la educación superior, especialmente para la formación en pedagogía, fundamentada en las matrices de reducción de costos, que en el contexto pesquisado, equivale a varias plazas ofrecidas por las instituciones privadas, centradas en la pedagogía de enseñanza y con predominancia de cursos de educación a distancia. Concluye que la formación del licenciado está centrada en el ofrecimiento privado y por medio de una pedagogía de formación diversificada.

PALABRAS-CLAVE: Organismo internacional. Pedagogía universitaria. Formación de profesores. Pedagogía.

INTRODUCTION

Brazilian teacher training policy, in the current educational context, has been gaining prominence, due to the constant poor results achieved by elementary education according to standard assessment systems, to historical difficulties achieving improvements that result in the valuation of the teaching profession, or even to an idealized expectation of the teacher's action as a source of economic and social development, by the supplying of competences required by new productive and social arrangements.

This context, especially for teacher training, has been causing a deeper regard by the educational policy agents, on the current initiatives in the international context. That is the reason why, this research committed with a higher goal that disciplines the research articulated with the project University Pedagogy for Teacher Training and Quality of Elementary School¹, intends to share results that point out to influence of international organisms on Brazilian educational legislation for the teacher training policy and its practical implications in the teacher training policy in the eastern region of Mato Grosso do Sul.

In what methodology is concerned, the research uses documentary analysis, which counted on the aid of the technique of content analysis for organization, reading and interpretation of data. For the proposed characterization at an international level, for a pedagogy of teacher training, this work focuses, centrally, on the analysis of the Declaration on the World Conference on Higher Education for the Twenty-first Century, 1998, and the conference preparatory document, published in 1999 in Brazil, under the title of "Politics of Change and Development in Higher Education".

Reading about the influence of the proposal on Brazilian educational policy consisted on the analysis of the legal framework characteristic of the post-1990 period. As for the perception of the practical implications, the eastern region of the state of Mato Grosso do Sul was elected as locus for the development of the research, in the administrative region known as

Bolsão sul-mato-grossense, based on data collected from official platforms – MEC, INEP and sites of HIEs researched – between the years of 2015 and 2016.

Although the research limits its spatial locus in the eastern meso-region of the state of Mato Grosso do Sulⁱⁱ, it did not aim at surveying all the 18 municipalities that make up the region, but it focuses on a set of 10 cities that are under direct influence of the actions of the Federal University of Mato Grosso do Sul - UFMS, Campus of Três Lagoas (CPTL).

The cities of Três Lagoas, Água Clara, Cassilândia, Inocência, Paranaíba, Santa Rita do Pardo, Selvíria, Brasilândia, Aparecida do Taboado e Bataguassu occupy an area of approximately 19,305 square miles and has a population of 255,000 inhabitants, with an average population density of 3 inhabitants per km², according to data from IBGE in 2010. Those are municipalities bordering the states of São Paulo, Minas Gerais and Goiás.

This article initially discusses the current characteristics of this international influence on higher education, and later indicates the alignment of Brazilian educational legislation according to such influence. Finally, it seeks to elucidate the implications for teacher training policy, specifically, for Pedagogic training.

BUILDING INTERNATIONAL CONSENSUS FOR HIGHER EDUCATION

Socioeconomic, cultural and political speculation about the coming of the 21st century characterizes the last decade of the 20th century, especially for education, as locus/time that bears expectations for profound changes, expectations capable of prompting international movements in the search for consensus in order to change and transform education based on the productive, social and cultural demands of the new century.

UNESCO (UN Office for Education and Culture), with a specific focus on higher education, consequently, the goal of this research, for training policy and pedagogy of teachers with skills and competences appropriate to the new century, tries to become a supra-state, supra-party and supra-ideological agent, for the promotion and orientation of the necessary changes and transformations.

The UNESCO proposal seems to aim at mediating a discipline of local educational systems to an alleged pact articulated by a rationality of global consensus. In this way, it is possible to identify as an initial step the broadcasting of the document released in 1995, under the title of “Change and Development Policy in Higher Education”, centered on the description of world trends in higher education in times of constant transformations.

The descriptive nature of the document does not seem to go beyond a normative and adaptive reading of higher education, making it responsible for the sustainable social development, through the promotion of the current developmental and economic matrix. Thus, the proposals for higher education that best fit the aforementioned matrix also represent policies oriented to countries signatory to the pact articulated by UNESCO, reinforcing the promotion of policies such as institutional diversification and flexibility, deepening the logic of teaching, building business partnerships, opening up to foreign interference (internationalization) and encouraging the creation of platforms for virtual teaching (UNESCO, 1999).

That discipline proposed by UNESCO, after and during the release of the referred document, results in a series of Regional Conferences that converge at the World Conference on Higher Education 1998, in Paris, giving official materiality to the pact with the World Declaration on Higher Education in the 21st Century: Vision and Action. The statement seems to reaffirm the principles already mentioned in the abovementioned document, highlighting skills-based training focused on individual merit, equal opportunities through institutional diversification, methodological approach focused on learning, institutional management and curriculum review partnered with the employing agents, and the reaffirmation of the promotion of the creation of platforms for virtual teaching as functions of higher education (UNESCO 1998).

The aforementioned World Declaration indicates the impact on the very concept of university, consequently, on university pedagogy, diluting it in the concept of higher education, demanded from flexible and diversified expressions. “The organization seeks to promote diversity among institutions and higher education systems” (UNESCO, 1999, p. 19), allowing the affirmation that “One of the direct results has been the diversification of higher education in practically all regions of the world” (UNESCO, 1999, p. 33). Discipline that condones the definition that “higher education comprises all kinds of studies or training for research at the post-secondary level offered by universities or other educational establishments approved as institutions of higher education by the competent authorities of the state” (UNESCO, 1998, p. 1).

Dias Sobrinho (2010) points to the political-pedagogical intentionality of this approach, which restricts university to the flexible definition of higher education, or the even more imprecise and comprehensive definition of post-secondary education, allowing another indicative result of this reform proposal regarding the adoption of virtual platforms, recommending the progressive development of distance learning, predicting that all universities should be “open” offering the possibility of learning from a distance (UNESCO, 1999). The Declaration also calls for the creation of “new learning environments, ranging from distance education services to fully virtual institutions and higher education systems” (UNESCO, 1998, p. 12).

These subjects seem to converge to the very reevaluation of the mission of the institutions of higher learning, which should deepen links “with organizations, trade and industry” (UNESCO, 1999, p. 61). The reference to the idea of educational quality, both in institutional management and in curricular management, is conditioned by the adoption of guidelines and models derived from the experience of the corporate world. The proposal also includes the occupation of management and teaching chairs by corporate agents, making it “easier for specialists in economic sectors and others to teach in higher education institutions [...] thus, to introduce new ideas and study programs” (UNESCO, 1999, p. 62), proposal complemented by the Declaration in affirming the need to strengthen “links with the world of work, through the participation of its representatives in the organs that direct the institutions [...] and of the curricular revision aiming at a greater approximation with the work practices” (UNESCO, 1998, p. 8).

The XXI century University, in the proposal articulated by UNESCO, has to adopt a new political-epistemological pragmatism capable of proactive socioeconomic insertion, materialized from a new academic promise, centered on learning, based on high quality training, for the development of skills and abilities for economic development, and consequently social development.

The aforementioned proactive university and the new academic promise demand a new teacher, whose formation is supported in the mission and function of the own superior education: “To contribute to the development and improvement of education at all levels, in particular through the training of teaching staff” (UNESCO, 1998, p. 2). It also indicates that higher education institutions should establish clear guidelines as to “preparation of teachers at pre-school, primary and secondary levels, encouraging constant innovation in curricula, best practices in teaching methods and familiarity with diverse learning styles” (UNESCO, 1998, p. 5).

THE BRAZILIAN LEGISLATION AND THE LOGIC OF THE CONSENSUS

Brazilian interest in aligning its education system with external systems is not a new position. Since the 1950s, Brazil has consented to this intervention policy justified as a condition for achieving national modernization (SILVA, 2002).

The first official implications of this policy may be represented by the so-called agreements of cultural or technical collaboration between the Brazilian Government and the United States Agency for International Development – Agreement MEC/USAID in 1965 and 1967 – aiming at American technical advisory for Brazilian higher education reform, which resulted

in the so-called disciplinary and modernizing reform of the university, formalized in the Law 5.540 from November 28, 1968 (BRASIL, 1968; FAVERO, 1991).

The government's commitment to building the policy of national openness to the agreements was offset by large loans led by the International Monetary Fund and the US Agency for International Development. Financial agents who will be responsible for technical intervention from the 1970s to the 1990s, promoting the reform of the indebted Brazilian state, that agrees with the political-economic matrices derived from the Washington Consensus, focused on fiscal adjustment policies and structural reforms aimed at the global market (BRESSER-PEREIRA, 1996; SILVA, 2002).

The consent for financial organizations to draw up the proposal for structural reforms of the Brazilian state, in conjunction with fiscal adjustment policies, does not fail to profoundly affect the Brazilian higher education system, especially the public university, which is guided by principles that conceives it as an input for economic and social development (SILVA, 2002).

This discipline is well represented in the World Bank's guidelines, which prescribe the diversification of educational institutions, with emphasis on the creation of isolated institutions, technical schools, short cycle courses and distance education; diversification of the sources of financing of state institutions with the reduction of state investment in public institutions; raising of funds by the institutions themselves through service contracts with companies; redefining the role of government in higher education by reducing concern with financial contributions and investing more in control, supervision and evaluation; and the concern with providing financial resources according to performance criteria (SGUISARDI, 2009).

The third international interventionist movement is represented by the pact already mentioned, articulated by UNESCO, announcing a proposal for a change and transformation of higher education capable of overcoming the neoliberal reformist discipline proposed by the Washington consensus, which for UNESCO itself is a model that has accentuated the indices of poverty and social exclusion (YARZÁBAL, 2002).

However, as it has already been indicated in the text, although the UNESCO proposal defines sustainable social development as the fundamental mission of higher education, it conditions this achievement to its ability to contribute to the healthy maintenance and good development of the current economic matrixes – the ones oriented by the International Monetary Fund – reflecting a normative and adaptive nature for higher education, which does not go beyond the already announced guidelines for fostering diversification policies and institutional flexibility; pedagogical centrality in training for the development of skills and abilities; institutional management and curriculum review partnered with employers and consolidation

of business partnerships; openness to external interference (internationalization); and aiding the creation of virtual education platforms (UNESCO, 1999).

Brazil, together with more than 130 countries, is a signatory of this reformist ideology that, since the World Conference on Higher Education in 1988, has gained the power of influence over the Ministry of Education and of policy orientation and educational reforms, especially with regard to the financing and management of higher education; access and permanence policy; implementation of innovative educational methods and evaluation; and teacher education policies (UNESCO, 1998).

Despite that, the promulgation of the redemocratizing Constitution of 1988, recognizing the purpose of education as a public right and responsibility of the State, achievement reaffirmed in the Law of Guidelines and Bases for National Education - LDB n. 9394 in 1996, the influence of these international bodies is undeniable, forcing constant reform processes, that for Silva (2002), start ruling the democratic legal frameworks, rationalizing the ways in which resources are transferred (FUNDEFⁱⁱⁱ); decisory modality (CNE^{iv}); system management models (PNE^v); evaluative matrices (PROVÃO^{vi}); and, more recently, the very redefinition of institutional characterization^{vii} (university, university centers, higher institutes, colleges) and teacher training policies (UAB^{viii}).

The organization historically oriented by international organizations, currently supported by the guidelines agreed by UNESCO, becomes real in Brazilian educational system, by the very LDB 9394 from 1996, by safeguarding in paragraph V of article 3, which deals with the principles and purposes of Brazilian education, the “coexistence of public and private educational institutions”, a principle complemented by Article 7, which indicates that teaching is a free practice to private enterprise, as long as the general norms of national education are respected, as well as the criteria of authorization of operation and opening to the evaluation processes indicated by the state (BRASIL, 1996)..

This orientation has a special focus on the organization of higher education, that in Article 45, not only reaffirms the public private nature of the institutions, but also guarantees its flexibility, predicting its offer “with varying degrees of comprehensiveness”, even recognizing, in the second paragraph of Article 47, the possibility of validating supposed practical knowledge independently of the theoretical-methodological assessment of the pedagogical proposal of the institution of higher education, knowledge characterized by the imprecise and flexible concept “extraordinary use in studies”. This suggestion seems to be in line with the new proposal for amendment to the LDB aiming at the reform of High School and that allows the occupation of teaching vacancies by people with “notorious knowledge”, regardless of didactic-pedagogical training for the exercise of the teaching profession (BRASIL, 1996).

This legal orientation gains remarkable contours for the policy of teacher education, since in the Article 61 of the same LDB, that deals with the training of teaching professionals, it recognizes the use of experiences in other activities and maintains, in Article 62, the possibility of teaching training, even in high school courses^{ix}. Position that directly affects the organization of instruments for the management of these policies as definition of a National Education Plan – PNE.

The PNE 2001 -2010, formalized in Law No. 010,172, dated January 9, 2001, seeking to give concreteness to the principles guided by LDB 9394/96, categorically prospects institutional diversification, even establishing one of the goals of “diversifying the higher education system, favoring and valuing non-university establishments”, which for teacher training draws a dramatic outline since it defines distance learning as one of the main policies, starting “soon after the approval of the Plan, the offer of distance courses, at a higher level, especially in the area of training teachers for basic education” (BRASIL, 2001a).

In the present Brazilian educational context, the practical expression of this discipline is well characterized in research and in the numbers on teacher training policy. The data provided by the National Institute of Educational Studies and Research (INEP), using the results of the Census of Higher Education, indicate that we reached 2010 with a total of 2,378 higher education institutions, 278 public ones and 2,100 private, which in terms of enrollment, still according to the Census of Higher Education, considering the institutions with face-to-face offer, points to a total of 5,449,120 enrollments, 1,461,696 in public institutions and 3,987,424 in private institutions.

Gatti, Barretto and André (2011) point out that 60% of teachers trained in Brazil in 2010 come from courses in isolated institutions and linked to private initiative, which, in turn, already contained 78% of the vacancies offered for teacher training in Brazil, indicating that by the year 2013, specifically for the pedagogy course, the distance modality should account for 85% of the vacancies offered.

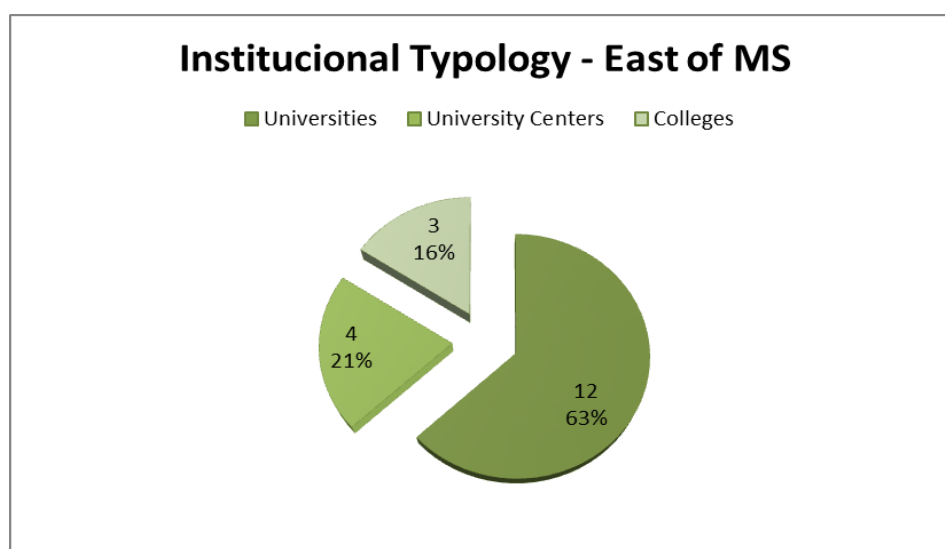
THE UNIVERSITY PEDAGOGY FOR THE TRAINING OF PEDAGOGUES: LOCAL IMPACTS

The analysis of the data collected between the years 2015 and 2016, in the eastern region of Mato Grosso do Sul, organized, within the framework of the research project University Pedagogy for Pedagogical Training and Quality of Basic Education, based on official data - MEC, INEP and the HEIs website - enables the perception of the impact of such planning and its practical characterization.

The research indicates the performance of 19 institutions of Higher Education with offer of the pedagogy course in the region. The offer is structured as public and private, in the face-to-face, semi-distance and distance modality and by the institutional diversification from colleges^x, university centers and universities.

The flexibility and diversification of the already formalized offer in the Brazilian educational legislation, both by Decree No. 2,306, of August 1997 (BRASIL, 1997), by Decree No. 3,860, of July 9, 2001, and by Decree No. 5,773, of May 9, 2006, recognizing universities, university centers, integrated colleges and institutes as institutions of higher education, are well characterized in the region, object of the present research.

The analysis based on the category Institutional Typology, which classifies the institutional organization mode and the form of academic incidence, shows that from the 19 Institutions that offer Pedagogy, 12 (63%) are accredited with the MEC as Universities, 4 (21%) as a University Center and 3 (16%) as colleges. Check out Graph 1:



Graph 1. Offer of Courses of Pedagogy by Institutional Typology
Source: Organized by the Research Group

The data indicate the political epistemological option that demarcates the pedagogical formation of the pedagogues, in the context of the policy of expansion of higher education in the region. The proposal of institutional diversification, for Scheibe and Aguiar (1999), has a strong impact on the very pedagogical diversification for teacher training, an intentional political movement optimized by the generalist and flexible character of the new LDB.

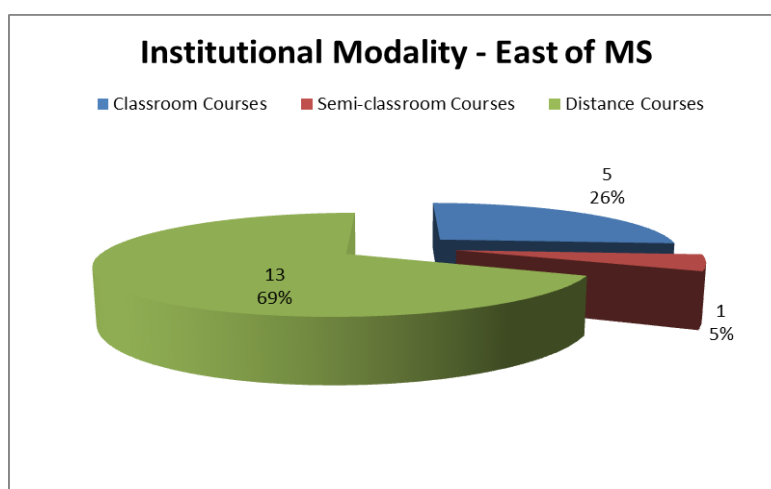
The conclusions of Pinheiro, Castro and Barbalho (2016, p. 302), in a study of undergraduate courses in Brazil, are timely.

The data show that undergraduate degrees, once priorities at universities, have increasingly been offered by other types of institutional organizations, especially by federal institutes / centers, which traditionally had technical and vocational training for the labor market and education, and by colleges that are dedicated only to teaching training. This confirms the State's intention to expand higher education, especially teacher training, in order to contain public spending, with a faster and more flexible training, in spite of the discourse on the centrality of teacher education.

Scheibe and Aguiar (1999), recognize that in the wake of typological novelties for higher education, the academic organization is pulverized by recognizing higher education in the federal education system from its university expression to the post-secondary technical training modality, establishing the lowest level of this hierarchy, consequently, the least onerous, as a privileged space for the formation of teachers.

Such institutional and pedagogical/academic diversification is also perceived when analyzing the modalities of the Pedagogy course offered in the region, and it is possible to find face-to-face, distance and semi-distance offer. The data indicate that 69% of the offer is in the distance mode, 26% in the classroom and 5% in the blend (Graph 2).

The figures seem to confirm the above-mentioned logic of adopting the cost reduction matrix for the education policy of educators. Although Graph 1 points out that 12 institutions, which account for 63% of the pedagogical offer in the region, are officially denominated as university institutions, seeming to indicate a concern with the education of the pedagogue from university pedagogy, Graph 2 makes clear that this offer is focused on teaching universities, since 69% of the offer is accommodated in the distance modality. It is worth mentioning that the offer in the distance mode is made possible even by federal public institutions^{xi}.

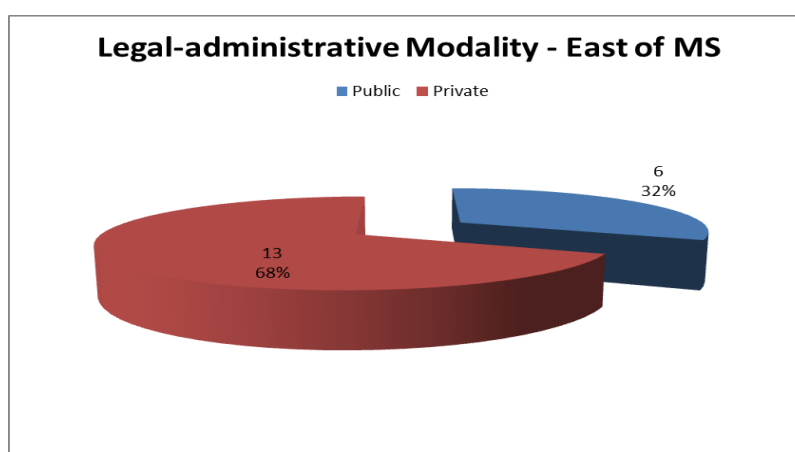


Graph 2. Offer of the Institutional Modality Pedagogy Course
Source: Organized by the Research Group

Giolo's (2008) research shows that the policy of teacher training in the distance modality, according to article 80 of the LDB (BRASIL, 1996), was well within the domain of public institutions and aimed at promoting the regular and continuous training of practicing teachers. In 2001, all places in Pedagogy and Normal Higher Distance courses were in public institutions. An initiative that has been progressively shifted from public control and offer to private initiative^{xiii}, which in 2006, already accounted for more than 70% of the enrollment in these courses.

The year 2006 also marks the resumption of public participation in this model of supply, with the creation of the Open University System of Brazil - UAB by Decree No. 5,800 dated June 8, 2006, which, in the context of the policy of expansion and inland spreading of higher education, is added to programs of transfer of public resources to occupy vacancies in private institutions - PROUNI (University for All Program) (BRASIL, 2005) and public funding programs for vacancies in higher education institutions - FIES (Student Financing Fund) (BRASIL, 2001b), with emphasis on the offer of vacancies for teacher training courses in basic education, which in practice promotes the displacement of the concern with the training of teachers of university pedagogy, supported by the principle of qualified technical education, scientific pedagogical and teacher training, for a pedagogy focused on teaching, in isolated institutions and widely based on private initiative.

This finding is evident when we analyze the data, from the Legal-Administrative Modality category, which deals with the public or private nature of the institutions offering Pedagogy courses in the region. The data indicate that expressive 68% of the offer is made by private institutions, 32% in public institutions. Recalling that most of this public offer is in distance courses. See graph 3:



Graph 3. Offer of the Course of Pedagogy by Legal-Administrative Modality
Source: Organized by the Research Group

Researchers such as Martins (2009), identify in the university reform of 1968 (BRASIL, 1968) new characteristics, in terms of nature and objectives, in the offer of private higher education in Brazil.

It is another system, structured in the molds of educational companies aimed at obtaining economic profit and for the rapid attendance of demands of the educational market. This new pattern, as a trend, subverted the conception of higher education anchored in the search for the articulation between teaching and research, in the preservation of academic autonomy of the teacher, in the commitment to the public interest, converting its clientele into educational consumers (MARTINS, 2009, p. 17).

The same author points out that educational policy makers in the 1990s, articulated with the diagnoses and guidelines of international organizations, especially the International Monetary Fund, bet on the deregulation and retraction of government spending on higher education, which encouraged the expansion of the private offer model.

Between 1995 and 2002, enrollments jumped from 1.7 million to 3.5 million students, an increase of 209%. If public education experienced an increase in enrollment, it was the private sector that commanded this expansion, since its undergraduate enrollments grew from 60% to 70%. The number of public universities has been virtually stagnant, unlike private universities (MARTINS, 2009, p. 25).

This characterization, for Chaves (2010), is related to the proposal of reform of the Brazilian state, begun in the 1990s, which requires a more diversified and flexible education system. Policy that causes a reduction of investment in public institutions and promotes the private expansion of the offer of higher education.

This model of private expansion of the offer gains, in the current Brazilian context, clear mercantile contours by the creation of oligopolies, through the fusion of institutions and the opening of their capital on the stock market.

Since 2007, the process of commercialization of Brazilian higher education has acquired new contours. There is a strong movement of buying and selling of HEIs in the private sector. In addition to the mergers, which have formed education giants, "education companies" now open stock capital with a promise of even more intense and uncontrollable expansion. [...] It is important to note that a large part of the capital of these companies comes from foreign groups, especially US investment banks, which find a very favorable market to increase their profits in this sector (CHAVES, 2010, p. 491).

Institutions in the teacher training field, and consequently in teacher education, are directly involved with the aforementioned policy of expanding offer. The data in this article show that the characterization of the offer of Pedagogy courses in the eastern region of the State of Mato Grosso do Sul is deeply marked by this orientation.

Reading the data allows the perception of the political option of the expansion and geographical spread of higher education by fomenting private offer, which we understand as privatization through the expansion of the offer of courses in this institutional modality, and displaced of university pedagogy, with special influence on teachers' education policy in conditions that favor teaching, since they are not studying in university institutions.

FINAL CONSIDERATIONS

This article highlights the difficulty of the Brazilian educational system in guaranteeing the formation of pedagogues, within the scope of university pedagogy. High school education, Normal Courses, and the training of teachers for primary education prevailed historically, but those are displaced from the context of higher education.

Although the debate around the LDB of 1996 rules the formation of the pedagogue from the university pedagogy, it already bears the marks of the guidelines proposed by the international organisms, that force the regulation of this pedagogy through the policy of institutional and academic diversification.

The analyzed data, based on the offer of Pedagogy Courses in the Mideastern region of the State of Mato Grosso do Sul, characterize this order by deepening the proposals of trainings provided in cost reduction matrices, materialized in the promotion of the offer by private institutions, with absolute predominance of the distance modality and in the scope of the institutional diversification linked to teaching pedagogy.

These indications both point to the model, strongly based on the private initiative, of expansion and geographical spread of higher education, as well as demand a deepening of research, not only due to the regulation bias of the expansion of offer, but also due to the possibility of influence on the expansion policy based on indicators that characterize the concern with the scientific-cultural quality of the education of the pedagogues as a political and epistemological commitment to the quality of Basic Education.

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NOTES

ⁱ Project called “University Pedagogy for Pedagogical Training and Quality of Basic Education”, linked to the Federal University of Mato Grosso do Sul – UFMS, Campus Três Lagoas - CPTL and based at the Research Group Multidisciplinary Laboratory of Teaching and Learning – LEA. registered in CNPQ and certified by UFMS.

ⁱⁱ The Eastern Meso-region of the State of Mato Grosso do Sul is the meeting of two microregions, namely: Microregion of Paranaíba (more to the north), Microregion of Três Lagoas (in the center) and Microregion of Nova Andradina (more to the south).

ⁱⁱⁱ Law No. 9,424 of December 24, 1996, which concerns the Fund for the Maintenance and Development of Primary Education and Valorization of the Teaching, which will be replaced by FUNDEB, Law No. 11,494 of June 20, 2007, Fund for Maintenance and Development of Basic Education and Appreciation of Education Professionals.

^{iv} Law No. 9,131, of November 24, 1995, which orders the constitution and disciplines the functions in the National Education Council.

^v Law No. 010.172 of January 9, 2001, which approves the National Education Plan and other measures.

^{vi} Created by Law No. 9,131 of November 24, 1995 and regulated by Administrative Rule No. 249 of March 18, 1996.

^{vii} Decree 3.860, of July 9, 2001, which concerns the organization of higher education, the evaluation of courses and institutions of higher education and other measures.

^{viii} Decree 5,800 of June 8, 2006, which concerns the Open University System of Brazil.

^{ix} In this case, for the teaching of childhood education (kindergarten and early years of elementary school).

^x Despite the legal discipline of HEIs, in the context of Brazilian educational legislation, which rules for a distinction between Integrated and/or Isolated Colleges, the present research, focusing on the pedagogy of teacher training, considers this distinction to be methodologically inexpressive, since both have a pedagogy centered, merely, on teaching as legal requirement, without any demands on extension and research. Thus, the category College is used, indicating both the Integrated and Isolated Colleges.

^{xi} A Federal University of Mato Grosso do Sul - UFMS and the Federal University of Grande Dourados - UFGD, serve cities in the region with offers of the pedagogy course from their distance learning platforms.

^{xii} This displacement is legally supported by the Brazilian educational system by Law n. 010172 of 2001, Decree n. 5,622 / 2005 and Decree n. 6,303 of 2007.

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