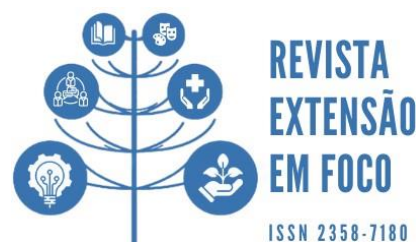# Program Tutorial Education (PET) in the context of the economic crisis and Brazilian policy

O Programa de Educação Tutorial (PET) no contexto da crise econômica Brasileira

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ABSTRAC

Under the aegis of an educational model with highly archaic biases and dogmatizante new ways to question and leverage university education have emerged, among them stands out the Programa de Educação Tutorial whose principled matrix is based on the democratization of education higher. PET, as a government program that seeks to promote teaching research and extension, is main strategy to build an educational practice based on integrity of knowledge. In this light, the aim of this study is to analyze the historicity of the PET in general and local level to then make assumptions to report the crisis situation in which the country lives and consequently the program. Since its creation in which it's been more than a decade the PET has sought to adapt to new nuances resulting from the political and economic scenario and presents itself as a differentiated program that contributes to the achievement of excellence in academic training by the competent performance commitment of its members.

Keywords: Tutorial Education. Teaching. Research. Extension. University Formation.

RESUMO

Sob a égide de um modelo educacional com viés altamente arcaico e dogmatizante, novas maneiras de se questionar e alavancar o ensino universitário vêm surgindo, destacando-se o Programa de Educação Tutorial, cuja matriz principiológica está alicerçada na democratização do ensino superior. O PET, como um programa governamental, busca fomentar ensino, pesquisa e extensão, e tem como estratégia a

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construção de uma prática educacional pautada na integralidade do conhecimento. Nesta ótica, a proposta deste trabalho é analisar a historicidade do Programa em âmbito geral e local, para estabelecer premissas que reportem a situação de crise na qual vive o país e, consequentemente, o PET. Desde sua criação, na qual já se passaram mais de uma década, o PET vem procurando se adequar às novas nuances advindas do cenário político e econômico e se apresenta como um programa diferenciado que contribui no alcance da excelência na formação acadêmica pela atuação competente, comprometida e responsável de seus integrantes.

Palavras-chave: Educação Tutorial. Ensino. Pesquisa. Extensão. Formação Universitária.

INTRODUCTION

Created in the 1970s under the name "Special Training Program" (PET), it was not until 2004 that PET was identified as it is today: Tutorial Education Program. With this innovation, the program has broadened its field of action, allowing it to advance in the search for alternatives that promote the process of democratization of higher education in Brazilian public universities.

The institutionalization of the PET allows the consolidation of the tutorial learning work in favor of diversity and always guided by the basic principles of teaching, research and extension (MÜLLER, 2003). With this, the program becomes responsible for improving the quality of undergraduate courses, as well as implying the quality of these future professionals in the world of work (SOUSA; GOMES JÚNIOR, 2015).

However, considering the current political and economic context of Brazil, it can be seen that despite the enthusiasm for the PET's actions, the fragility of government policies in the field of education, and especially in higher education, continues to exist. This fact becomes even more noticeable and worthy of discussion in 2016, as the law that regulates the PET recently completed a decade of existence in the midst of a political and economic crisis that plagues the country and tends to reduce the already scarce resources allocated to education.

The objective of this research is to discuss the effectiveness of the rules that establish the Tutorial Education Program. Through this work, it is questioned whether the government has implemented policies that allow the founding legislation of the PET to fulfill its social function of stimulating research, teaching and extension in the Brazilian academic environment. The idea is to reflect on the performance of the PET in the face

of Brazil's political and economic scenario, to identify the real impact that this program has on the lives of students and tutors, and to highlight the importance of the program for higher education.

ORIGIN AND EVOLUTION OF PET

The incessant scientific and technological development of today's world means that professionals need to be prepared for the different situations and challenges of the world of work. In this sense, universities are interested in an educational process capable of training individuals in a holistic way. Moreover, as Mazzilli (2011) points out, there is a need to overcome the current technical-instrumental model in favor of pedagogical innovations that define the social role of the Brazilian university in consolidating a project for society.

The acquisition of knowledge, skills and competencies depends on teaching that bridges the gap between theory and practice, between science and work. Higher education in Brazil has been guided by the linear and Cartesian paradigm, which dissociates thought and action; the lack of contact with reality seems to be accentuated. Teachers, in their efforts to make students learn, generally give importance to the content itself, rather than to its connection with the situation from which it emerges, creating a dissociation between theory and practice (PELEIAS et al., 2011).

In order to meet the challenges that have arisen in terms of the quality of academic training, different strategies and new learning models have been implemented in Brazilian universities. These mechanisms seek to promote the development of human skills and competencies characterized by ethical and reflective commitment, and not only training aimed at developing technical and scientific skills (GRILO, 2002). From this perspective, the teaching-learning process implies following a logic of movement between educator and student that can overcome the construction of knowledge as a simple transmission of specific content (JÓFILI, 2002). As Paulo Freire (1996) says, "Those who teach learn by teaching. And those who learn teach by learning. As a proposal, we seek to guide this approach through active learning that stimulates reflective and critical thinking, in an attitude of mutual respect and recognition of the formation of the human being as a learning subject (BECKER, 2003). Therefore, the new global socio-political conjuncture

calls for a reconstruction of the current educational model, from a pluralistic and autonomous perspective, based on cooperation, ethics and responsibility, which allows both a greater completeness in the academic training of students and the teaching community.

One of the strategies to overcome these changes has been the institutionalization of diversity policies in Brazilian public universities, such as the Tutorial Education Program (PET), which was created to complement the conventional perspective of education, mainly focused on the memorization of facts and information, and to help students become independent in managing their learning needs (PET, 2011). The program seeks to create the conditions for students to carry out extracurricular activities that include teaching, research and extension in an inseparable way, in accordance with Article 207 of the Federal Constitution of 1988 (BRASIL, 1988). What's more, with the advent of Law 10.172 of mid-2001, which established the National Education Plan, it is established as an important premise in the integration of the three aspects of the University Plan, which then has legal repercussions and generates effects in the socio-educational reality (HERMIDA, 2006).

However, when these normative provisions are put into practice, there is evidence of a reality that is still far from conceiving the construction of these competencies, even though they are provided for in the legislation. The difficulty of putting this principle into practice is evident in the trichotomous vision in which teaching, research and extension become distinct activities with different academic statuses.

After these preliminary discussions, it is certain that in the 1970s, the Coordination for the Improvement of Higher Education Personnel (CAPES) set up the PET, which was created and implemented in 1979 under the name of Special Training Program (NEVES, 2003). Two decades later, its management was transferred to the Higher Education Secretariat of the Ministry of Education (SESu). In 2004, there was another change and the acronym PET, which until then had stood for Special Training Program, was renamed Tutorial Education Program (TOSTA et al., 2006).

The PET group, in its philosophical sense, is composed of a group of students linked to an undergraduate course to develop teaching, research and extension activities under the guidance of a tutor who aims to give the participating students the opportunity to

broaden the range of experiences in their academic and civic training. In this way, the program was created with the aim of contributing to experiences that promote excellence in the academic training of undergraduate students, thus optimizing the teaching-learning process in higher education (PET, 2011).

In its traditional form, the PET is characterized by the formation of specific groups linked to only one undergraduate course, officially established by Law 11.180/2005 and regulated by Decrees 2.285/2005, 1.632/2006 and 1.046/2007. In its new form, implemented by the MEC in 2010 and regulated by MEC Decree 976, published in the Official Gazette on July 28, 2010, the PET has a distinctive character: the integration of students from different courses, who equip the groups to ensure a pluralistic education.

In the institutional field, meanwhile, the results are moving in the same direction, allowing PET to take on new colors, with a more dynamic academic-administrative link with higher education institutions, through their respective Undergraduate Dean's Offices (MARTINS, 2007). This is a new turn in tutorial education, especially in its social practice, in which the PET becomes an inseparable element of the undergraduate program.

The PET, by developing actions that jointly articulate academic activities in teaching, research and extension, makes it possible to provide students with a global education, given the lack of this tripod in the regular activities of undergraduate courses. It also contributes to the incorporation of new strategies for the development and modernization of higher education; its members act as multipliers, disseminating innovative ideas and practices; it stimulates a critical spirit and professional performance based on citizenship (PET, 2011).

THE PET FROM A LOCAL PERSPECTIVE

As mentioned above, in accordance with MEC Decree No. 591 of June 18, 2009, there was an official expansion of PET groups linked to priority areas and public policies for development and reduction of social inequalities. In this scenario, the PET Connections of Knowledge modality was born, including PET INTEGRATION, whose history is told as follows.

After the proposal was approved by the Ministry of Education, PET INTEGRATION, an interdisciplinary program, was created at the Federal University of Piauí in November 2010, starting its activities with a selection process for scholarship holders and volunteers, under the coordination/supervision of a tutor. Initially, students were selected through a public notice approved by the Dean of Extension, and there was only the academic Pets modality at the institution, i.e. specific to the undergraduate course.

In the selection process, students from the first semesters of the Computer Science, Law, Nutrition, Education and Social Work courses are selected based on the following criteria: undergraduate academic record, availability of 20 hours per week, coming from public schools and working class backgrounds, as well as the candidate not being a beneficiary of any other type of scholarship or carrying out paid work. These new evaluation criteria, resulting from the new PET proposal, will allow low-income students to be better integrated into the university environment and, above all, to have contact with research and extension. This is a differentiated educational policy aimed at political pluralism and the reduction of social inequalities, both within the university and in the external communities involved in the activities.

After this selection phase, the group is composed of 12 scholarship holders and volunteers, if any, and a tutor in charge of planning and supervising these activities. In the case of PET Integração, the tutor is Professor Cecilia Maria Resende Gonçalves de Carvalho, whose mission is to complement the academic and civic training of the members of the program. Activities are then initiated using a dynamic, active and participatory methodology that includes the students' academic training and their involvement in university extension and research projects (PET, 2011).

Since then, the program has been structured around a set of practices related to activities inside and outside the university. Within the framework of academic training, the stimulation of intellectual production is one of the focal points of the fellows' permanent activities. They are guided towards the production of scientific and cultural knowledge, in constant dialogue with their experiences, knowledge and skills acquired during their academic experience. The goal is to provide students with the methodological

conditions for preparing research and/or extension projects, as well as to initiate them into writing articles and other academic works.

For these activities, UFPI professors are invited to give courses/workshops on the themes of human rights, health, technology and education policies. Other activities are included, such as lectures, seminars, workshops, theoretical improvement groups (GAT), administrative meetings, participatory planning and evaluation of actions, seeking to identify weaknesses and limitations in order to correct them. The other hours are taken up with study sessions, participation in scientific events, among many other activities, always trying to link actions in teaching, research and extension. In this sense, we try to integrate the training of students in academic research with the Scientific Initiation (PIBIC) and Postgraduate Programs, where they carry out collective and integrative actions. There is also a great effort to bring extension activities closer to teaching and research through training, discussion of scientific articles, application of questionnaires, construction of a database for analysis and subsequent production and dissemination of academic and scientific output.

At the same time, it offers experiences, reflections and discussions on the topics explained, encouraging students to develop a critical attitude, and can count on the presence of specialists to help with discussions whenever necessary. This experience gave rise to the GAT, whose main characteristics are the deepening of knowledge and the possibility of exchanging experiences among its members, thus providing a more complete professional and personal education.

Some activities require the participation of all members, while others are carried out by work teams. On a monthly basis, a group is formed that is responsible for preparing the plan to monitor and carry out the tasks planned each year, to analyze the need for new tasks, and to prepare monthly reports. The annual plan is prepared according to the group's possibilities in the social environment. Thus, if it is found that the proposal made in the annual plan no longer corresponds to the needs of the society, another activity or a variation of it is proposed.

The methodology adopted takes into account the specificities of each student and in the construction/execution of the tasks, the decisions taken in assemblies based on Paulo Freire's (2001) pedagogy of problematization and liberation are respected, in order

to raise awareness of the rights and duties of each member of the group. To this end, the PET INTEGRATION Internal Regulations have been created, which ratify everyone's commitment. It is important to note that all activities are carried out under the supervision of the tutor, who also has the mission of guiding and stimulating the critical and reflective thinking of the students on political and social issues, as well as research and scientific communication.

An attribute that stands out in PET INTEGRAÇÃO is the interdisciplinary nature of its components and the appreciation of the participation of students from minority groups, with the aim of training professionals who are more committed to society (UFPI/PREX, 2010). The activities carried out by the students in the community are based on the axes of health and education, human rights and citizenship, food and nutritional security, identified on the basis of the interests and needs of the social actors. In this configuration, the students' challenge is to enable the population benefiting from PET actions to socialize knowledge and provide basic training for the effective exercise of citizenship (CARVALHO et al., 2013). The aim is also to stimulate reflection and broaden the forms of participation of all those involved, with a view to exchanging experiences so that the knowledge acquired within the university can provide opportunities for transforming reality in order to improve the quality of life of the target public of these actions, be they children, the elderly or people in vulnerable situations.

This movement of articulation and socialization of knowledge between community actors and university students allows the training of more humanized professionals, giving young university students the opportunity to develop a new social conscience, seeking and proposing ways of transformation to overcome existing inequalities. As Freire (1982) suggests, an educational activity that has a humanizing role must recognize in human beings the capacity to be historical, relational, dialogical subjects and creators of knowledge.

It is based on the respect for popular knowledge combined with the knowledge produced in the University, so that a dialogue is established capable of supporting the practice of academic knowledge for the benefit of the community and capable of developing a proactive attitude in students. In this way, the academic environment is

renewed and expanded and begins to provide new skills and abilities, favoring the development of meaningful learning that is contextualized with current challenges.

Certainly, this training, if properly guided and supervised for extension work, presents itself as a concrete possibility for building a new relationship between university students and the academic institution, in the exchange of systematized, academic and popular knowledge, not aimed at assistance, but characterized as an academic function capable of composing university thinking and action.

The projects developed in the communities were based on the general principles that guide extension activities to ensure impact and transformation, dialogic interaction, interdisciplinarity, and the inseparability of teaching-research-extension, affirming extension as an academic process. For Freire (1987), a pedagogy that favors dialogue and stimulates critical awareness of reality can be built through commitment, humility, trust, love and enthusiasm among those involved. In this way, the contribution of the community work carried out on the basis of these propositions has brought us closer together and strengthened the bond between the university and the community in this established relationship. It has also allowed us to share knowledge and experiences, to grasp the reality we are experiencing, and to stimulate reflection and action aimed at social improvement and transformation.

In order to inform the readers, we present a brief account of the main social projects carried out with communities. In this context, we would like to mention the project that dealt with issues related to education, human rights and health promotion, developed in Vila Parque Iningá, in Teresina-PI, in partnership with the Santo Antônio Educational Center. The idea was to give participants the opportunity to understand their rights and responsibilities in order to achieve a better quality of life.

Another important project was "Comunidades populares e o acesso às informações sobre políticas de ingresso e permanência no ensino superior", which involved a series of socio-educational actions to encourage secondary school students from public schools to enter higher education. Other projects have followed, such as "Bullying: in search of equality and human dignity," which aims to promote reflection and debate sessions on bullying with students, teachers and family members in schools in the periphery of the city of Teresina. The proposal aims to raise awareness among the participants about the

consequences of this negative practice and to help identify situations of unequal power relations. At the same time, intervention measures will be sought to help raise awareness and reaffirm values of good social interaction, solidarity, fraternity and respect.

Another action worth highlighting is the "Legal and Nutritional Education at School" project, developed in a full-time school with the aim of stimulating a discussion on the issue of fundamental rights and guarantees, and seeking to understand how the human right to adequate food is represented in the school's pedagogical practices.

The knowledge of the social reality provided by the participation in social projects allowed the students to work in an inseparable way between teaching, research and extension, with a view to a complementary systemic training aimed at producing knowledge for the transformation of reality, based on the operationalization of the relationship between theory and practice. In this context, the debate on the role of the public university with historically excluded sectors has been established through other ways of constructing scientific-academic knowledge, by enhancing popular knowledge in the interlocution between the knowledge and actions of the university and social actors in diferente sectors of the Community.

Among the social impacts resulting from these projects is the change in participants' perceptions, which has resulted in changes in individual behavior, as well as the motivation to form leaders, stimulating the spirit of struggle for improvements and for public policies to solve priority issues that promote beneficial transformations for society.

In terms of research, there are two main moments in which these activities are articulated. One is the research seminars and the other is the evaluation cycles and those related to the construction of projects. The research seminar involves the collaboration of students associated with postgraduate programs at the master's and doctoral levels. At this stage, students are encouraged to study scientific research methodology, write texts, articles and projects, participate in and organize academic events, and attend dissertation and thesis defenses. The aim is to provide intellectual maturity, a critical and expansive view of reality, and to stimulate political, technical and scientific dialogue (CARVALHO et al., 2011).

The results of the research are presented at scientific events, published in indexed journals, reports, among other documents or texts, promoting the dissemination of knowledge and the academic and scientific enrichment of the students.

Based on the results of the projects, the students also produce booklets, articles and books, such as the booklet "Human Rights and Citizenship", which provides in a simplified way a set of information and guidelines established in the Universal Declaration of Human Rights, and discusses in a didactic way the effectiveness and efficiency of the legislation in force, as well as the role of the public authorities in the local reality, based on the dialogue and work carried out with children in a low-income neighborhood in Teresina (CARVALHO et al., 2012). Along the same lines, the booklet "The Elderly and their Rights" was produced as a result of a study of the legislation governing the rights of the elderly, as well as projects carried out in the community and at the university with the elderly group

Another important product generated was the booklet "Information Technology for the Elderly", created in conjunction with the Third Program of the UFPI "Age in Action" (PTIA), which helped the elderly to better understand and use this digital tool in their daily life, as well as the booklet "Safe Food and Food Handling", developed with the aim of providing information on the procedures to be followed to ensure safe food, free of contaminants, in order to obtain and consume quality food that benefits the health of the consumer (CARVALHO; CAMPOS, 2013). In the same movement, the booklet "Getting to know the university environment" was created to introduce freshmen and sophomores to the main points of operation of the undergraduate courses at the Federal University of Piauí, as well as to inform them about the programs and benefits available at the institution to facilitate the path of students from low-income backgrounds (CARVALHO, 2014).

In relation to this reality of scientific production, the book "Building Links: PET integration and PET Health", in which the partnership signed with Pet Health Promotion made it possible to expand and strengthen the spaces for dialogue and knowledge exchange, optimizing the training of academics. The pages of the book present the protagonism of students in extension work, reports on the experiences of students and actors in Pet Health Promotion scenarios, as well as scientific articles that translate the

results of research carried out in the Scientific Initiation Program (PIBIC) and other projects at Master's level or not.

The PET's activities also include a series of other activities aimed at strengthening and expanding practices and spaces for dialogue, optimizing the training of undergraduate students, and promoting coordination among the various social actors in the university environment. It should be emphasized that each of these different activities makes an important contribution to qualifying the training of undergraduates at a level of excellence, and is developed through a pedagogical practice that seeks to overcome deficiencies and difficulties in the academic path.

Thus, in its mission to provide quality education, PET strengthens the academic career of young university students, enabling them to remain in university with quality and success, investing in technical, scientific, political, ethical and humanistic training. As we'll see in more detail below, the scholarship recipients have not only done this, but they've embraced the program with determination, taking a different path than other academics. So much so that they are overcoming obstacles, arousing curiosity and interest in participating in a movement to defend an increasingly democratic and modern university.

The fact is that this experience of the PET has shown great results in the production of knowledge and the recognition of the University in teaching, research and extension. The involvement of these students has led to new actions and experiences, as well as the challenge of transforming themselves into more critical and reflective actors.

THE REALITY OF PET FROM THE PERSPECTIVE OF FULFILLING ITS SOCIAL FUNCTION

At this point, we intend to establish a dialogue between the legislation and the actions of the PET, seeking to reflect on the shortcomings observed in the release of funds in order to ensure effective compliance with the guidelines of the program. In this sense, with the approval of Law 11.180/2005, it was established that each university would receive, every six months, the equivalent of one grant per participating student, to be used entirely to finance the group's activities. With regard to the funds earmarked for

scholarships for tutors and students, it should be noted that they are still insufficient and continue to present the same problems as before, with monthly delays in payments.

Thus, by analyzing the legislation that regulates the PET and comparing it with reality, it is possible to identify a dissonance between what is established in the law and what is observed in practice. Therefore, the lack of effectiveness of these regulations affects the growth and success of the activities that should be developed in a project like PET, which promotes the integration between teaching, research and extension, even in the face of difficulties and little encouragement from the public authorities, directly affecting the quality and the modernization process within the universities.

Historically, education has always been a taboo subject among Brazilians. While the government tries to show through propaganda that the Brazilian education system is evolving, society knows that the reality doesn't match the political marketing: we occupy one of the last positions in most rankings that compare the quality of education worldwide. In addition, Boff (2004) points out that this reality still coexists with insufficient resources to finance public education, which are still sometimes diverted by corporate interests, constituting a real neglect of public affairs. However, this problem is not new. Already in the 19th century, Raul Pompeia, in his work "O Ateneu" (1995), denounced the bankruptcy of the Brazilian educational system.

Throughout the country's history, some ideas have been put into practice to try to stimulate education. The implementation of the PET is one such attempt to bring Brazil a step closer to development. However, it is clear that the goals proposed in Law 11.180 of 2005, which created the PET, have not yet been fully achieved.

PET managed to expand until 1996, but the following year, with the announcement of government cuts in education, the number of people per group dropped from 12 to 6. With the mobilization of scholarship holders and tutors, the reduction in the number of scholarship holders was reversed, while other cuts continued to hinder the achievement of objectives. Meetings were created as a tool to strengthen the program: Interpet's at the local level, regional Enepets and national Enapets, as well as other street demonstrations in different Brazilian cities.

It's worth noting that although the program has many positive points, the groups face a number of recurring problems that need to be corrected. One of the main

dissatisfactions is the complexity of the administration at the national level and the frequent delays in the transfer of grants, a benefit guaranteed by Law 11,180 and ratified by MEC Resolution 42 of 2013. Grants should not be seen as an end to be pursued, but as a stimulus for the development of projects. Delays in the transfer of funds are undoubtedly the main reason why students and tutors drop out (PERES et al., 2014). This recurring fact is worrying, since the government has committed itself to awarding them, it should do so in an organized manner, out of respect for those who depend on this remuneration to carry out their tasks satisfactorily, since delays in awarding scholarships discourage and even prevent some students from remaining in the program. Not even the tutor himself is exempt from the recurring delays in sending out scholarships. Unfortunately, in Petiana's reality, it is common that the funds needed to finance the group's activities arrive with a considerable delay or not at all, which hinders the development of the projects.

It's a fact that the delays in funding are becoming more and more visible and, in this scenario, it shows the need for greater coordination among students and tutors to demand that the MEC guarantee that it will fulfill its commitment to provide the resources necessary for students to remain in a position to comply with the legislation. However, the difficulties faced by PET groups go beyond the financial issue. An example is the portal of the PET Scholarship Management System (SIGPET), which suffers from instability, arbitrariness and lack of transparency, and there is no action to invent and value the program within the institution itself. As a result, in 2015, for example, "Mobiliza PET" was held in Brasilia, with the aim of overcoming the program's obstacles through direct contact with politicians and sharing experiences among the different groups represented.

This characteristic of students and tutors not to shy away from problems makes PET a challenging and enriching program for collective and political initiatives, to the extent that its participants are stimulated and seek solutions to facilitate the actions of the groups. This is because they believe in the program's significant social impact on the community and on academic training, which is in line with what Fonseca et. al. (2014) mentioned: "One of the main challenges for members of the tutorial education program (PET/MEC) is to promote a relevant and positive social impact in the communities with which the work is carried out".

This idea is in line with what was said by the PET/Physical Education/UFSC group, "the learning process in the PET manifests itself as a cultural training for citizenship, favoring the acquisition of skills at a more effective and experiential level by the students", which makes the program fulfill its true role in social commitment and in the training of Brazilian citizens.

In the light of these considerations, it is clear that the threat of budget cuts or the disappearance of the program has been a constant issue since 1999. This fact resonates with the attitude of the current government, which in turn aggravates the situation, since we are experiencing delicate times due to the lack of investment prospects in academic-scientific activities, which directly affects the quantity and quality of research. Against this background, the most optimistic of the tutors or Petitians, in a plausible exercise in futurology, envisages a scenario that falls short of that advocated by the normative diplomas.

Fears about the future of the program are heightened by Brazil's future prospects: the country is facing one of the most serious economic and political crises in its history, and uncertainties about government investment are growing by the day. Education is perhaps one of the sectors most affected by the financial imbalance, as it has never been a priority for successive governments.

On the basis of these provisions, the objectives and prospects of the legislator were compared with the current scenario that tutors and students have to deal with in order to develop their projects, in order to identify the differences between what is written in the law and what happens in practice. For example, it is not uncommon to see delays of several months in the payment of grants to tutors, as well as difficulties in obtaining annual funding, which is essential for carrying out all the planned activities and for students to participate in regional and national meetings.

In this field, public universities, as spaces that represent collective forces and interests, exercise a common policy of responsibility that is not only aimed at segments traditionally excluded from government action, but also at a democratization process that favors the inclusion of all. The experience of knowledge construction, based on the universalization of knowledge, social justice and the empowerment of society, redesigns

a new culture of social responsibility for historically excluded segments in public universities.

It is believed that, despite the difficulties, different strategies were found in response to the interest and commitment of students, tutors and other social actors involved in the activities programmed in the projects. Therefore, the studies, research and extension activities were carried out with gains in knowledge and practical competence, as well as those of a personal and humanistic nature.

However, there are still many challenges, whether in institutional terms or in the relationships among the program members themselves or in the links with other programs and projects. Despite the efforts made to overcome the problems and difficulties, there is a need for better compliance with the PET guidelines, greater investment to expand the groups, prioritization of funds to avoid delays in the transfer of scholarships and funds, and physical infrastructure and other support for the success and quality of the activities. There is also a need for the Tutorial Education Program to be more highly valued by the academic community, at the same level as other programs, in terms of recognition and motivation to stimulate the interest of teachers and students to join or remain in the program.

FINAL CONSIDERATION

The extent of the impact on the academic and scientific training of the scholars is immeasurable, which shows that PET is a unique program. The PET experience has made it possible to create a culture of safety and autonomy among the participants, providing them with experiences that would be difficult for students to have if they stuck only to the curricular activities of the course.

The group's work in the tutorial program has allowed them to carry out studies, research and extension activities that have greatly enhanced their academic and scientific training. Students who participate in projects such as PET develop an ethical, scientific, political and collective sense that improves social interaction and changes the reality in which they live.

It is necessary, even in the face of cuts in educational spending, to optimize PET's productions for the benefit they bring to the entire community inside and outside the university. Each of these practices must be preserved and promoted, because investing in education benefits everyone. This text ends with the wish and hope that education will be placed at the top of our public policies.

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