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INTERNSHIP AS A SPACE FOR PROFESSIONAL LEARNING AND ITS PRECARICATION IN THE WORLD OF WORK¹

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Abstract: The article is part of a research developed in the Graduate Program in Education and Technology of IFSul (PPGEdu/MPET), with a qualitative approach, and seeks to understand the internship as a space for professional learning in a scenario of precariousness in the world of work. It is concerned with the space of capitalism in a developing country and the precariousness of labor legislation and the implication of this condition for young people who need to enter the job market. Brazilian legislation provides for students to complement theoretical knowledge with practical knowledge through the internship period, an important condition that aims to complement professional learning. The internships are foreseen in the pedagogical projects of the courses and comply with specific legislation. In this text we bring the results of a pilot research that we carried out for the qualification process of the PPGEdu/MPET Dissertation.

Keywords: Internship, Professional Training, Students, Precariousness.

INTRODUCTION

To begin this text, I return to the etymology of the word internship: the French version is *stage* (whose first record is from 1630), and came to designate a stay that a canon must make for a certain time in a place in his church before he can enjoy the honors and income of his prebend. later changed to *estage*, consolidating itself as *étage*, stay, delay, permanence, residence, abode. And, at the beginning of the 19th century, the French already had *stagiaire*, who at the end of the same century will change to Portuguese as a trainee, designating student or professional who for a certain period provides services in order to adapt to new functions or learn new ones. skills (HR IDIOMAS, 2018).

In Brazil, education is regulated by the Federal Government through the Ministry

of Education, whose fronts are literacy, basic education, professional and technological education and higher education, in addition to specialized modalities of education. In the teaching structure, according to the Brazilian Constitution (1988/2020), responsibilities are organized by a collaboration regime between the Union – higher education and research; the States and the Federal District – primary and secondary education; and, the Municipalities - elementary education and early childhood education.

The paid internship is a way of providing practical knowledge, complementary to their theoretical studies, however the intern does not have the legal shelter of the CLT-Consolidation of Labor Laws (BRASIL, 1943), when hired by the private sector and the public power. In this way, Brazilian students in secondary, technical and higher education have the legal opportunity to acquire greater knowledge for their professional future through paid or unpaid work during their internships. In many cases it is the first professional opportunity for young people.

Due to my training and performance in Economic Sciences, I envision considering these relationships in analogy with students. The greater the State favoring financial capital, the smaller the country's participation in education, research and development. With this perspective, the research will address the issue of internships from the economic-financial point of view, within the understanding of Economic Sciences, which are social and political. Professor and economist Dowbor (2017) teaches us that

The logic of capital accumulation has changed. The resources, which ultimately come from our pockets (...), are not only not productively reinvested in the economies, but they do not even pay taxes. It is not just about the illegality of tax evasion and the injustice that generates inequality. In simply economic terms, of profit, reinvestment, job

creation, consumption and more profits – the cycle of capital reproduction –, the system holds back development. It is unproductive capitalism. (DOWBOR, 2017, p. 91).

and the social security system. In the 80's it starts and there are no alternatives. If there is no alternative, there is no politics, because politics is about alternatives (SANTOS, 2018).

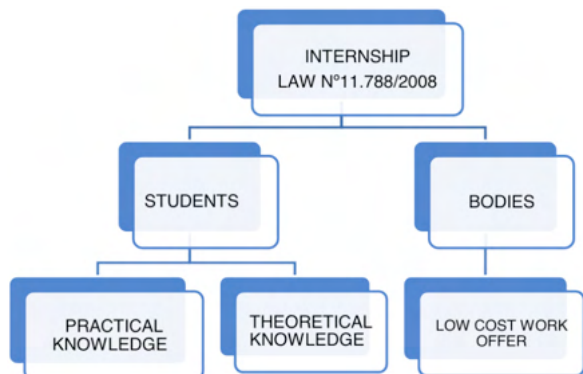


Figure 1 - Internship and their protagonists

Source: Own authorship

With this view, in the first part of this article, I bring a small clipping of the perspective put in Brazil, on the performance of capitalism. The purpose of this clarification is to situate the attacks suffered in recent years on workers' rights, which were consolidated in our country from the thirties of the last century. This condition contributes to the precariousness of the internship, I make some statements about the legislation in question. In the next stage of the text, I report the theme of the ongoing research. In the penultimate stage, I highlight the methodology and the theoretical framework, and close with the issue of taking advantage of opportunities by students.

ABOUT CAPITALISM

We are experiencing a phase in which the social model called capitalism compromises the formatting of education and formal jobs as we know until then, Boaventura de Sousa Santos (2018) declares that:

It is the principle of neoliberalism to begin its war against the State, against public goods, to reduce the role of the State in the economy, privatization of health, education

It is a type of exploitation arising from financial power that aims to deepen the needs of people, and, in particular, of young people who need to enter the job market. Professor Antunes (2018) declares that capitalism at the global level, in the last four decades, broke the Fordist pattern and generated a way of work and life based on the flexibility and precariousness of work.

For Dowbor (2017), the system causes economic instability and is equipped with political control instruments that prevent any serious form of regulation, and in Brazil, economic instability generates political instability. It is possible to verify that the country lacks robust norms of tolerance and mutual reservations, such as the North American system of checks and balances, as explained by Levitsky and Ziblatt (2018) when they mention that in their country the system was ingrained and therefore it worked very well. in the 20th century.

THE BRAZILIAN STATE IN THIS SCENARIO

Historically, the Brazilian State has been fragile and dependent on dominant elites since its discovery, and thus incapable of transforming its wealth into forms of power vis-à-vis other countries. This condition subjugated the country to a dominant group, allowing wealth to be concentrated, authoritarianism to be the watchword and the population to be on the margins of all social gains. A combination that allowed a small group to have ascendancy over all - including - over the central power, showing that society was formed lacking political leadership.

In any place where the interests of the private sector override those of the public,

it is clear that there is no anointed power of society to respect others and, without external respect, there is no condition of international power (VIEGAS, 2011). Thus, through private leadership, Brazil becomes a supplier of goods with production coming from labor, dominated by the elite's ability to keep slaves, whether blacks when they were forced to work, or workers who think they are free in a democracy, but who, in reality, struggle for survival in a condition analogous to the Africans of the past.

Brazilian capitalism was strengthened in the last quartile of the last century by Thatcherism and Reaganism, ideas put forward for the international financial system to gain more space for growth, directly taken from the treasury that less and less presents social-democratic conditions to its peoples. Dowbor (2017) argues that the general regulatory framework that structured finance since the 1929 Crisis (Glass-Steagall Act) was diluted with these representatives.

For researchers Kliass and Cardoso Jr. (2016), a socially and politically weakened state is an economically weakened state. A strong nation project necessarily passes through the intended national development project. Liberal pressures for the state to be minimal demonstrate that the result achieved at the level of development will also be minimal.

An undeveloped state tends to be dependent in many important aspects of its life, mainly on the education of its people, which is the modifier of a society, and on industry, which is the strengthening of the economic base for the transformation of raw materials. Dowbor (2017) states that the State is not "spent", but the provision of public services such as education.

Thus, where there is state capacity to invest in research and development, there is technical feasibility to deepen the technology park and

focus on the creation of innovative products and solutions for the investing country to use as a consumer and exporter.

In this sense, we saw that Fiori's statement (2010) is important:

What exists are always national economies and currencies, which fight each other to increase national wealth, through the conquest of ever more extensive supranational economic territories, in which the winner's currency is imposed and its capitals can occupy monopoly positions and obtain "extraordinary profits. (FIORI, 2010, p. 141).

The Brazilian political fragility is not measured by the difficulty in natural resources, but by the production of the absence of its actors who accept the classic liberal construction promoted in the years 1980-1990 by Margareth Thatcher (ANTUNES, 2009). This exhibition is necessary to demonstrate that external interests always override the interests of the Brazilian people.

STATE ACTION

Each country had its own interpretation of social well-being, some with greater and others with less governmental action. In short, it aimed to provide citizens with minimum standards of living, develop the production of social goods and services, control the economic cycle and adjust production, its costs and social incomes.

For Souza (2019), the developed world had its bonanza between 1945-1975, when there was an increase in schooling, social well-being and income redistribution, having been the socioeconomic pact made for the post-war period, and adds that the Brazil was not at this level due to the 1964 coup, supported by the ruling elite that still maintains social exclusion.

The generation of employment and income are fundamental for the economic growth of a country, and in this context the welfare

state is inserted. In order for the population as a whole to have economic growth, it is necessary that the less favored classes are under the state's range, in order to provide minimum guarantees of survival, education, health and safety.

As long as there is no income redistribution, the country will not be able to grow homogeneously, and without growth for all there is no way to sustain a social class. Sometimes it may be at a higher level of income increase and per capita income improvement, sometimes it may have a fall and the consequent impoverishment precisely because of the dominance that capital promotes against everyone who is not at its level of social stratification.

In Brazil, from the perspective of Souza (2019), capital advocates social inequality, its narrative is contrary to working people, and social inclusion policies exclude people's ability to entrepreneurship and economic freedom, although it serves to make the upper strata functional.

Faoro (1977) stated that the people's incapacity for business is due to the impediment imposed by the system. In this way, applying in the correct media with the reliable presenter of the working class, the industrial bourgeoisie that, for Souza (2019), constituted itself as the most important fraction of the class of owners, gains allies who do not see they are being deceived, however, it is part of a construction of being able to withdraw or reduce the teaching process and exclude unions that are the voices of workers.

For Anderson (2020), media theater is very important. Excluded from social ascension, the precariat can be identified by the characteristic structure of social income.

THE ECONOMIC RELATIONSHIP WITH SOCIAL GROUPS

It is possible to observe in the economic

sector, in the national context, some aspects that refer us to decades of delay in the capital/labor relationship. Current and future workers, who are now in school and university benches in search of knowledge, and as a consequence of a better working condition for their professional life, are being cut off from personal, professional and social security rights that were guaranteed a few generations ago.

Due to the new work relationship imposed by the Labor Reform (BRASIL, 2017), after the impeachment of President Dilma Rousseff, capital is presented in an increasingly plundering way, subjugating the worker to his intentions of gains in a way that was not seen since the beginning of the last century.

Currently, only the protection of capital is valid in this relationship, in which its owner only seeks to accumulate profits for investments in the financial market, at the expense of the knowledge of the worker, who ends up subjecting himself to this form of modern slavery so that he can maintain the minimum condition of family support.

The situation faced by the workers and, consequently, by their families who depend on the pecuniary retribution for that work, reaches the borders of irrationality arising from the owners of power and their minions who do very well the work of manipulation, exposing the knowledge only of that that interests them to better manage the mass of manpower.

This format is the result of an alliance of the Executive, Legislative and Judiciary Powers, the latter in its highest Court, in the sense of moving away from a constitutional precept that gives the right and guarantee to working citizens that no one can receive less than a minimum wage for monthly labor of its activity, according to Article 7 of the Constitution of Brazil (1988), which establishes as rights of urban and rural workers a minimum wage,

established by law and nationally unified with the ability to meet basic family needs.

Santos (2016) states that democracy is compatible with capitalism because it is the other side of domination, and goes on to mention that among the dominations in which social fascism occurs are the relationships between financial capital and the country in which it invests and disinvests without other motive besides speculative profit.

THE THEME OF THE RESEARCH

In view of what I have exposed so far, the research theme is the internship as a space for professional learning, in a scenario of precariousness in the world of work. The research question is an attempt to understand the formative processes provided by the curricular internship. The main objective of the research is to seek an understanding of the possible learning of interns of courses in the area of Social Sciences, during the curricular internship.

The specific objectives of the research are: to map the spaces that offer curricular internships to students of Social Sciences; ask students to describe what learnings are considered most relevant to their professional training; hear from future interns what their expectations are about the learning they will develop during the internship; compare the principles of legal documents on apprenticeships and student internship reports; identify precariousness in the work of students in the pedagogical internship; suggest to the pedagogical projects of the courses adjustments in their principles for carrying out the internships.

METHODOLOGY

The research will have a qualitative approach referenced in Lüdke and André (2015) and reinforced by the characteristics presented by Bogdan and Biklen (1982) with the basic characteristics defended by these

authors. The research subjects are academics from courses in the area of Applied Social Sciences, namely: Law, Administration, Economic Sciences, Architecture and Urbanism, Museology, Communication, Journalism, Social Work and Tourism, as classified by Capes-Personnel Improvement Coordination Higher Education, a federal government agency linked to the Ministry of Education of Brazil.

For data collection, questionnaires and semi-structured interviews will be followed (LÜDKE; ANDRÉ, 2015), and if necessary, document analysis will be carried out in the pedagogical projects of the courses. The importance is given to the understanding of the reasons why students divide their learning time with the internship.

The methodology for data analysis will be the content analysis proposed by Bardin (2014). According to the author (2016, p. 27): “in qualitative analysis, it is the presence or absence of a given content feature or a set of features in a given message fragment that is taken into account”.

THEORETICAL REFERENCE

Precariousness at work is a situation that accompanies most Brazilian workers, and it would be no different for students. For a long time, economic and political power has been observed to change education so that young people are mere workers without greater specialization, according to Fagiani and Previtali (2019):

Throughout the history of Brazilian education, the high school vocational modality has been the target of the most different policies and has been characterized much more by a training model than by a more comprehensive technical education. It is short-term and promises, above all, placement in the job market. It is propagated by the media as being more attractive, with an emphasis on practical learning

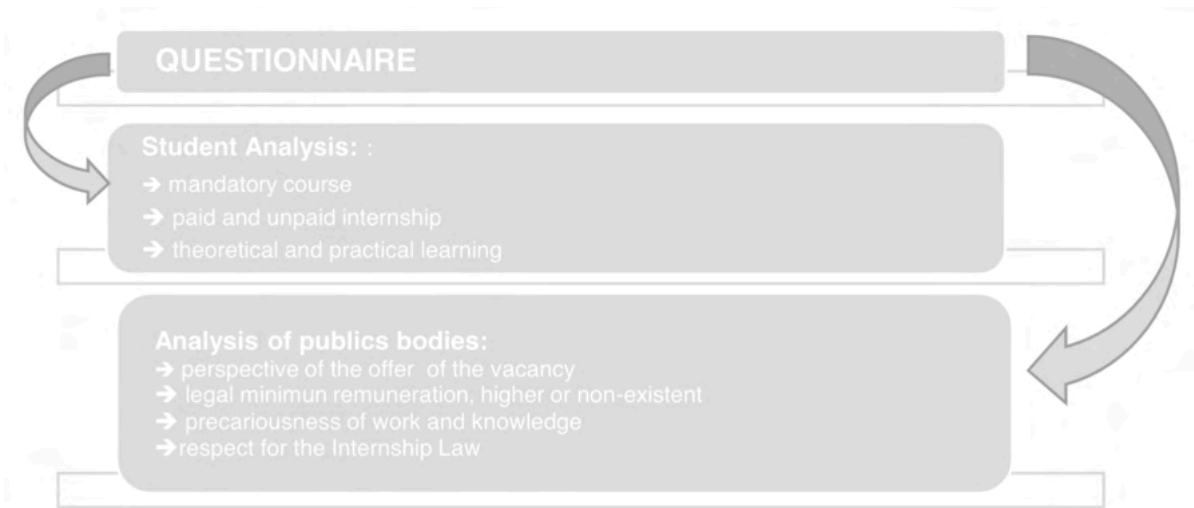


Figure 2 - Questionnaire

Source: Own authorship

and preparing students for employability and success in the job market (FAGIANI; PREVITALI, 2019, p. 353).

In this way, the changes perceived in elementary and secondary education provoke a learning exercise focused on work, industry, in a practical way, to the detriment of “higher cognitive knowledge” (FAGIANI; PREVITALI, 2019, p. 360). These changes are orchestrated by bourgeois society, according to Alves (2011, p. 89), who states that these are called “sociometabolic innovations, changes in social metabolism that contribute to the new ideological climate” in organizations.

Regarding the precariousness of work, Antunes (2005a) points out that the 1980s were the decade that presented the most labor transformations, being known in Brazil as the “lost decade”, since there was no economic growth in the country, while in the same period in In other advanced capitalist countries, the changes were so significant that the working class “suffered the most acute crisis of this century, which not only reached its materiality, but had profound repercussions on its subjectivity and [...] ” (ANTUNES, 2005a, p. 23).

The full expansion of this entrepreneurial spirit worldwide has negative consequences for the world of work, since it generates a “society of disposables” (ANTUNES, 2005b, p. 15), in which jobs are destitute, precarious and even extinct, according to Antunes (2005b).

In a more recent publication, Antunes (2018) talks about precariousness as a rule, being disguised as flexibility, tracing the working conditions in the last four decades, in the sphere of world capitalism. It also points out that governments work for the “deregulation of markets”, playing a role of “manager of the financial bourgeoisie’s business” (ANTUNES, 2018, p. 153).

Regarding the internship, it is necessary to point out how it is defined by the Internship Law:

Internship is a supervised school educational act, carried out in the work environment, which aims to prepare for the productive work of students who are attending regular education in institutions of higher education, professional education, high school, special education and final years. elementary school, in the professional modality of youth and adult education (BRASIL, 2008).

Thus, it is possible to infer that the internship is a student training tool. This experience has its importance measured from the exchanges of knowledge provided to the student, whether in the classroom for their performance in the internship, or vice versa.

The acquired practice can bring the necessary confidence for your professional performance to be more consistent, eliminating the doubts of beginners in the activity. However, there must be a symmetry between what is being offered to the student and what he actually has to practice in his daily life.

The internship does not create an employment relationship and does not provide for social and labor rights. This situation makes it easier for the student to complete the course in the event of a mandatory internship, however, whoever offers the internship also receives the advantage of not having to pay extra costs, which can greatly make him get used to this hand of work as if it were already a professional. Intermediating the commitment between student and company and/or public agency, educational institutions have a leading role with their students, since it is up to them to enter into a term of commitment, evaluate the facilities of the grantor, appoint a mentoring professor, demand a half-yearly report of activities of the student, among other obligations (BRASIL, 2008).

In the same vein, legal entities governed by private law and bodies of the direct, autarchic and foundational public administration of any of the Powers of the Union, the States, the Federal District and the Municipalities can offer internships, as well as liberal professionals duly registered in their professional councils. Regular and professional higher education and high school students can be offered a workload of no more than 6h/day and 30h/week (BRASIL, 2008).

The legislator, concerned with possible

abuses, characterized the maintenance of trainees in disagreement with this Law as an employment relationship, deserving all labor and social security rights. Still in this understanding of the defense of interns, there is a limitation in hiring, and the number of employees hired must be observed (BRASIL, 2008).

Cassundé *et al.* (2017) highlight that Law no. 9,394 (BRASIL, 1996), which establishes the guidelines and bases of national education, points out the need to value the extra-school experience - which, in the case of Higher Education, is known as extracurricular activity, in which the internship activity is found.

The authors understand the importance of theoretical knowledge with practice, but they know that the business vision does not consider them in the same context. Still in the legal sphere, they considered that Law no. 11,788 (BRAZIL, 2008) represented an advance in the defense of interns' rights.

It was also observed in Cassundé *et al.* (2017) that the importance of the internship is strictly linked to the fact that it provides the student with the experience of what he learned in class, having the development of the necessary skills for professional training, making it an essential moment for the formation of the student who develops the practice of that theory learned in the classroom.

PILOT RESEARCH

The questionnaire was sent to public agencies in Pelotas-RS, which authorized and made available the electronic address of their interns. Preliminarily, the directions of the state and federal forums, the State Public Ministry, the State Civil House, the Municipality of Pelotas, the City Council of Pelotas, the Instituto Federal Sul-Riograndense and the Federal University of Pelotas were contacted.

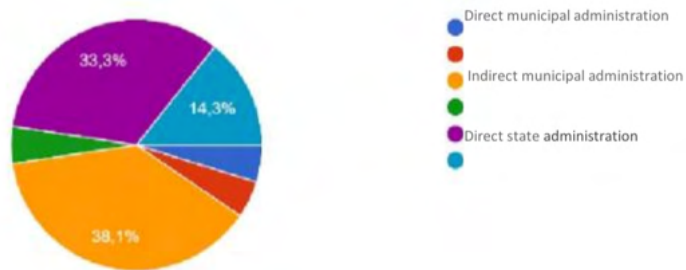
We emphasize that the difference between direct and indirect administration is that the first occurs through an act of the Executive, the Legislative or the Judiciary and the Public Ministry, while the second is independent of those of any of the three Powers, with greater flexibility in decision-making.

Initially, authorizations were obtained to

send the questionnaires to the interns of the State and Federal Forums, the State Public Ministry and the Instituto Federal Sul-Riograndense. With the electronic addresses available, the questionnaires were sent to 150 interns, of which 21, or 14.00%, responded.

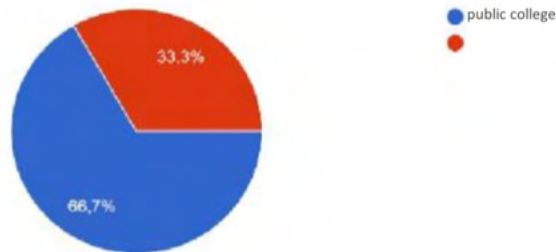
The following questions were asked and these answers were obtained:

1) As for the location of the internship, you are an intern of the: 21 responses



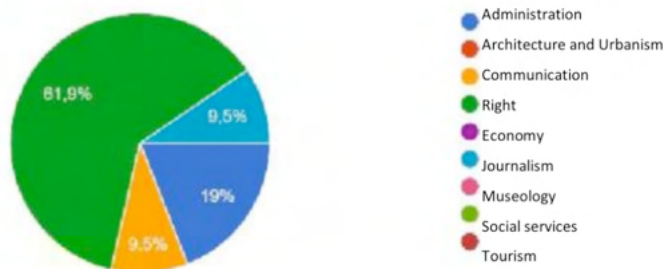
2) As to the origin of your Higher Education Institution:

21 responses



3) As for your course:

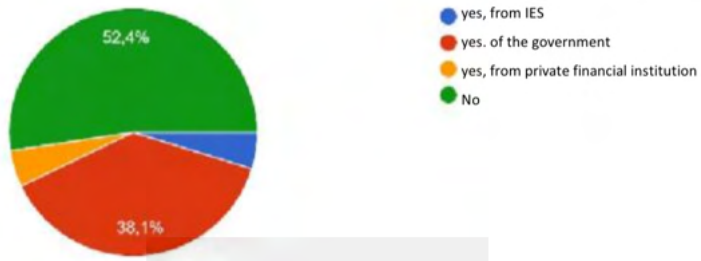
21 responses



4) What semester of college are you in? 21 responses

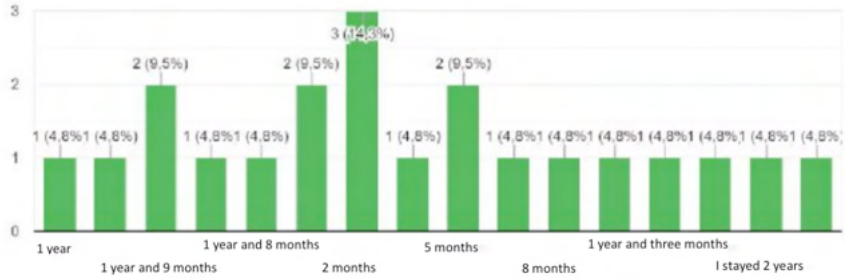


5) Regarding scholarship or funding to fund your course: 21 responses



6) How long have you been on internship? 21 responses

21 responses

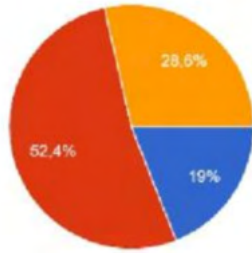


7) Do you want to stay a maximum of two years? 21 responses

21 responses

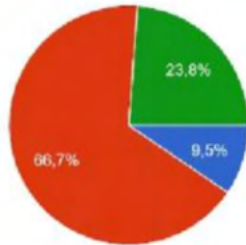


8) Is your internship paid?
21 responses



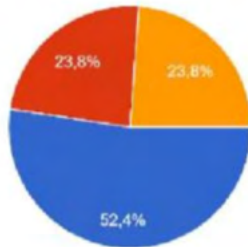
- yes, sufficient remuneration
- yes, befitting the activity
- yes, despicable value
- No

9) You're on internship:
21 responses



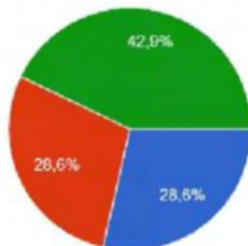
- because you like the job
- by learning
- because it is necessary for the course curriculum
- because the scholarship is important the personal costing

10) The amount you receive from the scholarship in relation to the national minimum wage:
21 responses



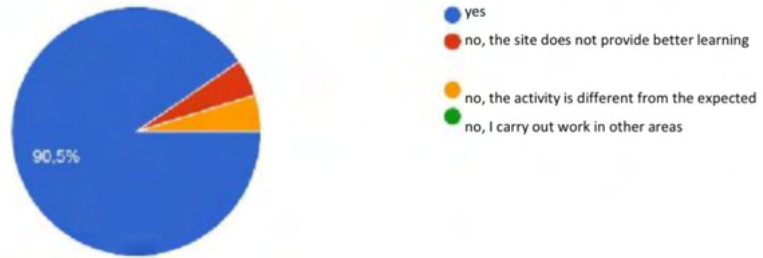
- inferior
- equal
- superior

11) Are you interested in another internship?
21 responses

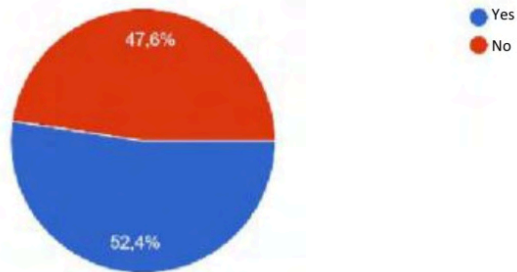


- Yes, with higher purse
- Yes, with better learning conditions
- Yes, with closer proximity to the residence or the faculty
- No

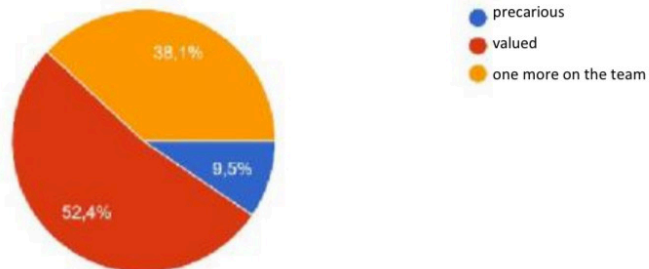
12) Are you learning at the desired level?
21 responses



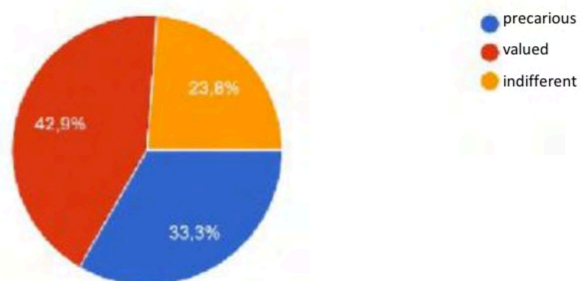
13) Is your participation as an intern merely the activity of a complementary employee? 21 responses



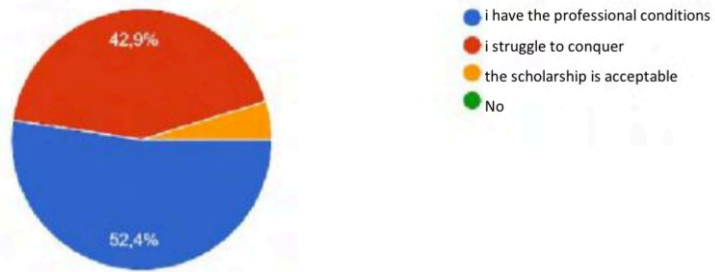
14) How do you feel about the work you do?
21 responses



15) How do you feel about the amount you earn as an internship scholarship? 21 responses

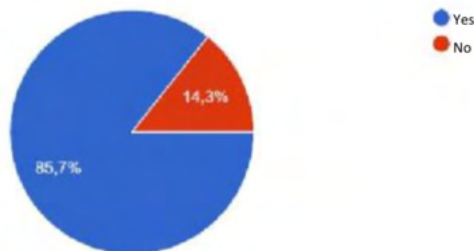


16) Do you feel respected and valued in your internship surroundings? 21 responses



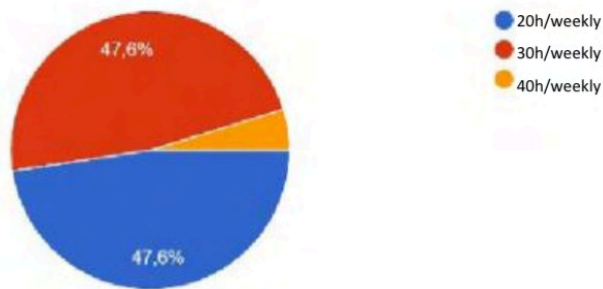
17) Are the activities that hold you responsible consistent with what you expected when you start your internship?

21 responses



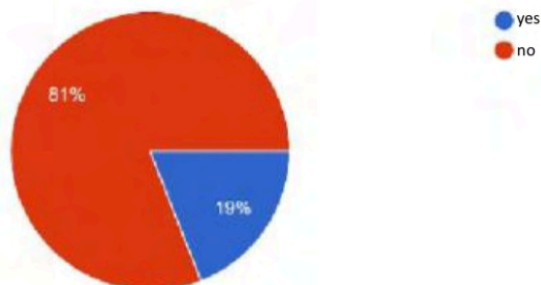
18) The weekly working time is:

21 responses



19) Reconciling internship with studies is detrimental to your learning

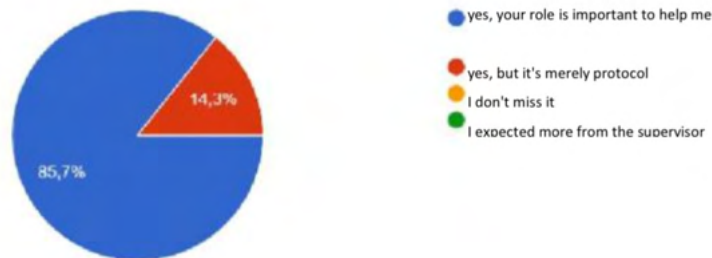
21 responses



20) Is there follow-up by the teacher guiding the educational institution? 21 responses



21) Is there monitoring by the granting party's supervision? 21 responses



TEMPORARY CONSIDERATIONS

The research is in the qualification phase, and we already have some considerations about hiring intern students, as long as this is in their interest, there is no compulsion. Despite being a device to help knowledge, it is also a favor to market demands against the people, which occurs, especially, in developing and underdeveloped countries, places where young workers are more unprotected and need a boost. to start your professional life. Thus, it can bring professional gains, but it can strengthen relationships of political and electoral favors.

End-of-course students are able to develop in practice the knowledge acquired in university courses. They receive responsibility and do not have a similar counterpart for the work they deliver. The internship is very important for the complete training of professionals, however, they cannot be held

hostage by a grant that barely covers their expenses, depending, possibly, on work for subsistence.

At some point, failures may occur due to the overlapping of work and study hours. Thus, it is possible to infer that we found aspects of the precariousness of work, from the activities carried out during the curricular internship.

It is necessary for interns to know how to take advantage of these opportunities in terms of knowledge, as they are “selling their workforce” (ANTUNES, 2018) for demeaningly low values, since they do not even come close to the national minimum wage, which can be characterized like precarization.

It is not a question of demonizing this instrumentation, but of using it in the best way for both parties, not only favoring the reduction of business and public costs.

We are part of a capitalist society and everyone must have the opportunity to receive decent amounts to survive and not miserable

monetary units that are nothing more than a deceptive payment advertisement.

Since the internship is to complement the students' knowledge, they have to be adequately compensated, so that they can also maintain themselves and, with that, present the best of themselves at the internship place. In the same way, when you finish, do not start your professional life in debt, since many courses have a high cost, either through tuition, books or other necessary materials.

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