

To be or do if tutor(a): the management within the Tutorial Education Program (PET/UERN/UFERSA)

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Abstract

This article analyzes the management of tutors within the Tutorial Education Programs (PET), at the State University of Rio Grande do Norte (UERN) and at the Federal Rural University of the Semi-Arid (UFERSA), as something ready/finished or procedural. The methodology is quantitative-qualitative, exploratory, making use of literature review, document and interviews with tutors. For theoretical foundation, we used Tosta *et al.* (2003); Müller (2003); Freire (1996); Brasil (2006), among others. The research led us to realize that the PET tutor is built in an empathetic way, contemplating not only the academic and technical aspects, but the humanist side, not in an invasive way in personal issues, but due to the closer relationships built within the program, there is a sensitivity in caring and caring for the other. In these experiences, there are moments when knowledge, knowledge and experiences of teaching learning, development of formative and fraternal bonds are shared.

Keywords: Tutoring. Management. Extracurricular activities. Extension.

Ser ou se fazer tutor(a): a gestão dentro do Programa de Educação Tutorial (PET/UERN/UFERSA)

Resumo

O presente artigo analisa a gestão dos tutores(as) dentro dos Programas de Educação Tutorial (PET), na Universidade do Estado do Rio Grande do Norte (UERN) e na Universidade Federal Rural do Semi-Árido (UFERSA), como algo pronto/acabado ou processual. A metodologia é de cunho quanti-qualitativo, exploratório, fazendo uso da revisão bibliográfica, documental e entrevistas com tutores(as). Para fundamentação teórica, utilizamos Tosta *et al.* (2003); Müller (2003); Freire (1996); Brasil (2006), dentre outros. A pesquisa nos direcionou a perceber que o tutor PET se constrói de forma empática contemplando não



apenas os aspectos acadêmicos, técnicos, mas o lado humanista, não de forma invasiva nas questões pessoais, mas devido ao estreitamento das relações construídas dentro do programa, existe uma sensibilidade no cuidar e de se importar com o outro. Nessas vivências, há momentos que são compartilhados saberes, conhecimentos e experiências de ensino aprendizagem, desenvolvimento de laços formativos e fraternos.

Palavras-chave: Tutoria. Gestão. Atividades extracurriculares. Extensão.

1 Introduction

In the 1970s, the Special Training Program (PET) began to be implemented in some Higher Education Institutions (HEI). Initially, it was created as a pilot program in the courses of "Economics at the Pontifical Catholic University of Rio de Janeiro (PUC-RJ) and the University of Brasilia (UnB) and at the Law School of the University of São Paulo (USP)" (MÜLLER, 2003, p. 23), its general management had as coordinator Professor Claudio de Moura Castro, director of the Coordination for the Improvement of Higher Education Personnel (CAPES).

After a long period of testing and observation, in 1997 there is a "[...] expansion and consolidation, the Program was inserted in 59 Higher Education Institutions (HEI), having 317 groups and tutors, 3,556 undergraduate fellowships and 157 PET graduate fellowships" (TOSTA et al., 2006, p. 03). And, in this same time frame, a detailed investigation on "The Impact of the Special Training Program - PET on Undergraduate Studies, under the coordination of Prof. Dr. Elizabeth Balbachevsky" (TOSTA et al., 2006, p. 03). This inquiry counted on the positionings of tutors, students and teachers involved or not with the program. This action was carried out by the Higher Education Research Center (NUPES) - University of São Paulo (USP), a thematic center dedicated to research on Higher Education (TOSTA et al, 2006).

CAPES's evaluation considered its implementation positive for the benefit of the academic community. However, it considered it insufficient for the defense of its

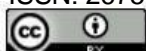




permanence. In circular letter DPR 020/1997 of December 22, 1997, it is ratified that the groups that are formed by 1 Professor (a) Doctor (a) Tutor (a) and are composed of a student percentage of a maximum of 12 scholarship students and 6 volunteers, which should be reduced to only 6 scholarship students, "[...] in addition to the total loss of academic fees, post-graduation scholarships and scholarships for the payment of professors - visitors" (TOSTA et al., 2006, p. 03). There were long years of struggles for the permanence of the program, at the same time that many attacks were being experienced without plausible explanations, PET was consolidating itself as a group and, in a political way, it gained visibility in the media and support in this period.

In 2000, its administration is transferred to the Secretary of Higher Education (SESu) of the Ministry of Education (MEC) and extends until the current year of this research (2021). In 2004, the Special Training Program (PET) is renamed Tutorial Education Program (PET) and in the following year, 2005, it is "regulated by Law No. 11.180 of September 23, 2005, and MEC Ordinances No. 3.385 of September 29, 2005, and No. 1.632 of September 25, 2006" (BRASIL, 2006, p. 04). With this regulation, the Manual of Basic Orientations is in its third reorganization. We had the 1995, the 2002 and the current 2006. The latter "[...] was elaborated with the purpose of guiding the program's operation and guaranteeing its national unity. Therefore, the guidelines it contains should be interpreted following this principle" (BRASIL, 2006, p. 05).

Currently, there are 842 groups in public and private higher education institutions all over the country. There are 4,274 scholarship students and 842 tutors, one for each research group. These groups have as a common goal the training that is being expanded in a way that reflects on the "[...] academic quality of undergraduate students involved directly or indirectly with the program, stimulating the establishment of values that reinforce citizenship and social awareness of all participants and the improvement of undergraduate courses" (BRASIL, 2006, p 07).



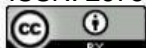


To accomplish this objective in the group, we have the mediation of a tutor. It is in this perspective of tutoring, within the program, that this article is built. The interest for the theme comes from the experiences, during four years, of one of the authors of the text, in the PET of the Pedagogy Undergraduate course of the Rio Grande do Norte State University (UERN), Central Campus - Mossoró, besides the perennial need to reiterate the benefits that are known and to demonstrate new contributions of this, its functioning, perpetuating this understanding about the practices performed within and as a result of PET. This could serve as a model for implementation in new courses and in the methodology of some institutions.

Our goal is to analyze the management of tutors within PET, at the Rio Grande do Norte State University (UERN) and at the Semi-Arid Federal Rural University (UFERSA), whether this management is something ready-made or procedural. We will work with both universities to achieve a broader scope for our goal. Besides, having in mind that both HEIs have the program in some of their courses, we could not leave this opportunity to conduct this research contemplating these groups.

It is known that every research to become what it is, or to reach its answers, or new inferences, has a trajectory, and this is configured as necessary to be demonstrated, both to understand the path and the arrival, results. Besides, it can be a guide for other researches. In this sense, in order to discuss the profile of tutorial management, our methodological path is characterized as a research of quanti-qualitative approach.

The research is exploratory in nature, since "[...] the chosen theme is quite generic, its clarification and delimitation become necessary, which requires literature review, discussion with experts and other procedures" (GIL, 2008, p. 21). In this perspective, it is relevant to say that "The end product of this process becomes a more clarified study, susceptible to investigation through more systematized procedures" (GIL, 2008, p. 21).



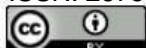


Thus, we conducted a bibliographic review, which "[...] is developed based on already elaborated material, consisting mainly of books and scientific articles" (GIL, 2002, p. 44). This is both used for the substantiation of what is contemplated in this work, in addition to the understanding and contextualization of the program and its history. And, in this perspective of knowing PET from what has been written, as well as deepening this historical knowledge about it, we selected and read Müller's book (2003) and articles such as Tosta et al. In addition to the above, reflections were made on theorists such as Freire (1996), Morgado (2011), Padua (2012) and Zabalza (2004).

We used the document analysis, which was done based on the PET Basic Guidelines Manual of 2006, which brings us closer to the program in its administrative character, addressing tutoring as a propitiator of "[...] development of problem-solving skills and critical thinking among the fellows, [...]" and provides opportunities for students to become increasingly independent in relation to the management of their learning needs (BRASIL, 2006, p. 06).

Taking Gil (2002, p. 47) as a reference, "[...] it is important for the researcher to consider the most diverse implications concerning the documents before formulating a definitive conclusion." In this sense, based on the profile explained in the document and the objective of this work, the initial idea was to conduct the structured interviews with all the tutors of the PET of UERN, PET Pedagogy, PET Social Sciences, PET Nursing and PET Computer Sciences; and with the six groups of the Federal Rural University of the Semi-Arid (UFERSA), the PET Conexões - Comunidade do Campo, PET Gestão Social, PET Engenharia Mecânica e Energia, PET Engenharia da Pesca, PET Produção Animal and the PET de Zootecnia. In total, between UERN and UFERSA, there are ten programs.

The interview emerges from the need to understand tutoring beyond the documents, such as the Basic Orientation Manuals, to identify from the "game of mirrors", the tutor's look on the tutor self. Gil (2008, p. 109), states that the interview has been

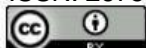




considered "[...] as the technique par excellence in social research, attributing to it value similar to the test tube in Chemistry and the microscope in Microbiology.". Moreover, "Because of its flexibility it is adopted as a fundamental research technique in the most diverse fields and it can be stated that an important part of the development of social sciences in recent decades has been achieved thanks to its application" (GIL, 2008, p.109).

As Gil (2008) points out, the interviews were fundamental in the investigative purpose to which the work proposes. It is worth pointing out that they were carried out with tutors, former tutors and with those who are in the current management, from UERN and UFERSA, in the year 2020, thus accounting for 18 participants. However, the return with the answers corresponded to 9. To refer to the interviewees, fictitious names were used, in order to preserve the identity of the author of each answer. For this, we will use the nomenclature "Tutor" plus one letter, always following the alphabetical order to differentiate the participants.

As we were in an extremely chaotic period of our society, with the pandemic of COVID-19 pervading the whole world with extreme intensity, in this time period of isolation, adaptations in the ways of doing things were necessary to preserve social welfare. Thus, the authorizations, the interviews, and all the communication were done with the tutors through applications such as WhatsApp and Gmail. From the interviews, we used as inspiration Bardin's content analysis (1977, p. 153), because although "[...] older; in practice it is the most used. It works by operations of dismembering the text into units, into categories according to analogical regrouping". When we say that it is inspired, it is because we understand that the author uses a more detailed division of categories during the construction of her research, but in this research we used a simpler categorization, with the first one dealing with the function of tutors, prescribed in the manuals, and the second one dealing with their experiences, what they themselves consider to be tutoring.





The article is organized in two sections. In the first, 'Tutoring in the manuals, in the manuals, tutoring', which discusses what the program's manual of basic orientations has discussed about these agents; and in the second section, 'Tutor and tutoring', reflections are presented based on the statements of former tutors and those who are in the current PET administrations, regarding being a tutor or becoming a tutor..

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2 Tutoring in the manuals, in the manuals tutoring

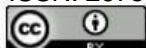
Like every institutional program, PET also has documents that govern it, providing regulations for its operation. One of these documents is the Basic Orientation Manual. It states that PET has its formative triad based on teaching, research and extension, with activities that take place in the group, carried out by its student participants, whether scholarship holders or volunteers, through the coordination of a tutor).

According to the Handbook, the tutorial program

[...]seeks to provide students, under the guidance of a tutor, conditions to perform extracurricular activities that complement their academic training, seeking to meet more fully the needs of the undergraduate course itself and/or broaden and deepen the objectives and programmatic content that integrate its curriculum (BRASIL, 2006, p. 04)).

The orientation developed by the instructor guides the group to understand its function within the course both as a student and as a formative collaborator, besides recognizing themselves as beings with their individual life and academic knowledge, but still unfinished, but that are potentialized from the collectivity and sharing of knowledge/experiences.

Freire (1996, p. 21) reflects that "[...] the unfinished of the being or its inconclusion is part of the vital experience. Where there is life, there is unfinished business. But only between women and men did this unfinished become conscious". In



these relationships concise and sensitive human beings are built, aware of the particularities and needs of the self, of the course and of the members of PET.

Also according to the Manual of Basic Orientations of the program, "A tutorial group is characterized by the presence of a tutor with the mission of stimulating the active learning of its members, through experience, reflections and discussions, in a climate of informality and cooperation" (BRASIL, 2006, p. 06). On this occasion, the teaching-learning process permeates the informal sphere, but this does not mean unbalance and distancing from the seriousness and commitment to PET. The tutor has the clarity that being present is a facilitator and preponderant to know and understand the group.

It is worth pointing out that for a teacher to participate in the selection as a tutor for a PET group, requirements are necessary, such as:

- belong to the permanent staff of the institution, under a full-time contract and exclusive dedication;
- ter a doctoral degree and, exceptionally, a master's degree;
- not to accumulate any other type of scholarship;
- prove effective performance in undergraduate courses and activities in the three years prior to the application for admission.
- prove research and extension activities in the three years prior to the application for admission.
- commit to dedicate a minimum weekly workload of eight (08) hours to the activities of the group, without prejudice to the activities of the undergraduate classes (BRASIL, 2006, p. 18).

Além desses requisitos, o professor que desejar fazer parte do programa deve possuir em sua trajetória a:

- outstanding academic life, with experience in mentoring students at various levels;
- interdisciplinary vision and experience in areas involving the university triad: research, teaching and extension;
- broad view of the undergraduate course;
- development of activities related to the improvement of the teaching quality of the course;
- good relationship with the faculty and students;
- identification with the philosophy and objectives of PET;
- satisfactory performance according to the program requirements, in the item "tutor evaluation satisfactory performance according to the program requirements, in the item "tutor evaluation";



- sign the Term of Commitment;
- effective participation in undergraduate courses and activities will be measured by the disciplines offered, scientific initiation or end-of-course work orientation, and participation in academic councils (BRASIL, 2006, p. 18-19).

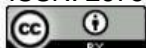
Because of these criteria, many teachers do not get to participate in the selection process. They are necessary requirements, but they are initial. This comment is about the tutor's later responsibilities before the HEI and SESu/MEC. Tutoring should:

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- plan and supervise the activities of the group and of the scholarship and non-grant recipient students;
- coordinate the selection of grantees and non-grantees;
- submit the group's work proposal for approval by the undergraduate course before sending it to the Pró-Reitoria de Graduação;
- organize the data and information about the group's activities to support the HEI's report and the assessment of consultants and evaluators;
- dedicate a minimum of 8 hours a week to the orientation of the fellows and the group, without prejudice to their undergraduate classroom activities;
- meet, within the stipulated deadlines, the demands of the institution and of SESu;
- request to the Local Monitoring Committee, in writing, with justification, its dismissal or that of the scholarship student(s);
- monitor the attendance and participation of the scholarship recipients;
- elaborate the accountability for the application of the received resources, to be sent to SESu;
- make reference to their status as PET grant recipients in publications and papers presented;
- comply with the requirements established in the Term of Commitment;
- not receive any other type of scholarship (BRASIL, 2006, p. 14).

These attributions have a more significant weight on the tutor. The relationships and choices that are made within the program will make all the difference in the way the group works and coexists. For this reason, "It is up to him to guide the fellows on the path of a safe, relevant, active, planned and appropriate learning to the needs of the group and the course as a whole" (BRASIL, 2006, p. 07). This will not make you immune to the setbacks of difficult relationships with some students or disengagement from them, for example, but it will help in resolving these problems, among others, besides preventing some from even happening.

Like the students, the tutor can also be dismissed from the exercise. Due to:





- withdrawal of the tutor teacher himself;
- evaluation against his permanence in the group, according to the opinion of the Evaluation Committee, duly homologated by the Superior Council of PET;
- non-compliance with the term of commitment and the duties contained in article 11 of Ordinance 3385/2006. 1.4.1.2 (BRASIL, 2006, p. 20).

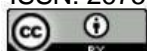
Such dismissal for non-compliance or irregularity is not very common, but one must pay attention to the fulfillment of the responsibilities directed. Tutors have their time limit in the program. If the teacher wants to renew the contract or PET needs a new tutor, there is a selection process for substitution, coordinated by the Local Monitoring and Evaluation Committee (CLAA):

The announcement of the selection process of teacher tutors for the composition of the PET group should be officially announced in the context of the respective undergraduate course at least eight days in advance of its realization, including information about date, place, time, criteria and selection procedures. The result of the selection process will be systematized and forwarded by CLA to the Dean of Undergraduate Studies for approval and forwarding to SESu/MEC (BRASIL, 2006, p. 20),

The completion of this selection process provides the beginning of a journey or the continuation of this journey in the program. These teachers begin to assume programs and, with that, pedagogical, educational, formative and academic attributions towards the Petitioners. In the light of the documents, we perceive this intrinsic importance in the responsibilities mentioned, regarding the performance of the teacher who, besides being a teacher, becomes a tutor.

We want to make it clear that when we say "These teachers pass", we are not trying to imply that they do not have these attributions in their professional sphere, but we are referring to the process of experiencing a new performance, of more direct contact with the students, not so distant from what is experienced as teachers, since they all are, but in a new academic context, now as tutors of the Tutorial Education Program.

This new attribution of presenting themselves as tutors needs attention, so much so that the Manual (BRASIL, 2006, p.14), already mentioned in this text, reiterates the need for these tutors and students to refer to their condition as scholarship holders of the





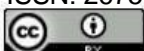
program in publications and papers presented. It can be said that this presentation as a tutor goes beyond the manual, and is configured as recognition of oneself as such. In our next section, we will deal with this tutorial profile, its first steps, and the continuation of this tutorial process, all in the light of this vision of the tutor as tutor.

3 Tutor and mentoring

This section contains data that allow us to know the number of tutors participating and not participating in the research, and how long they have been tutoring. In addition, we will present here the analyses based on the positions highlighted in the interviews with the tutors about the perception of being a tutor or becoming a tutor. These are significant data explained by those who collaborated with the research.

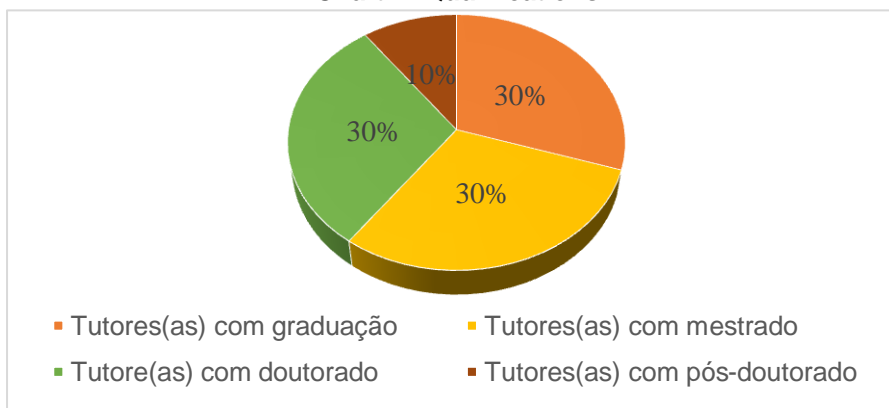
In the construction of the text, the authors should be critical when looking at their productions. An action that allows them to perceive gaps and subjects that are well developed, positive and negative points. Aware of this, we realize that the production of knowledge, reflects Padua (2012, p. 30), "[...] is derived from human praxis and, therefore, is not linear or neutral [...]". It is in this sewing that we give pauses, modifying a certain subject, giving meaning and reflecting on the text.

Based on this process, we found it necessary to demonstrate quantitative data in the research. In any case, between former and current teachers, up to the year 2020, to be more precise, 18 teachers have worked as tutors. As far as the contribution to our research is concerned, 50% could not participate, some for reasons explained and others that are not of our knowledge, and we had the support and participation of 50%, which provided answers that we will reflect on here. We intended to reach a more significant number of participants, however, it is not always possible to achieve all the objectives as a researcher. Being aware of this helps to move the research along so that it does not stop in its entirety, but continues to overcome these setbacks. To begin the data analysis, we will start presenting our first interview question, which has the intention of getting to



know how the academic trajectory of the tutors was. We found the following information about their degrees:

Chart 1: Qualifications

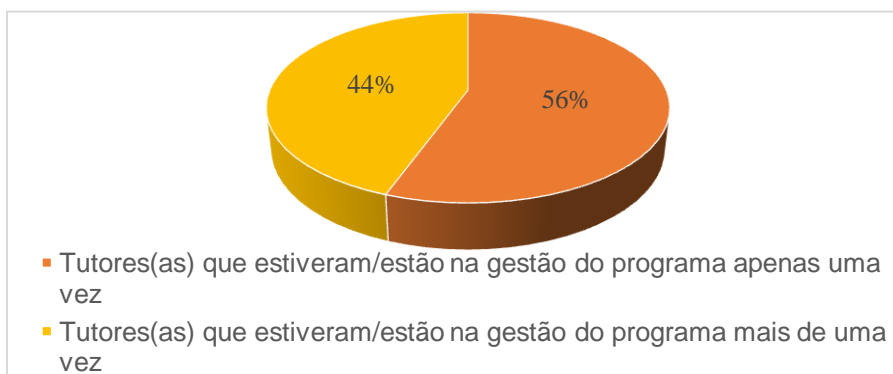


Source: Prepared by the authors.

Besides knowing the institutions, courses and other professional activities of the interviewees, we found that of the 9 tutors participating in the research, 30% have undergraduate degrees, 30% master's degrees and 30% doctorates, as requested for participation in the selection for the program. They have diverse backgrounds, since we are dealing with PET groups from different courses and different Universities, UERN and UFERSA. Besides, we noticed that only 10% are post-doctors, but it is worth pointing out that this last percentage is not required by the Manual of Basic Guidelines (BRASIL, 2006).

In the second question of the interview, we asked the participants about the PET group they are or were tutoring, what is the starting date, if they have been tutored before and, if yes, present the time/period. As in the data we have assembled in the following chart:

Chart 2: Program Participation



Source: Prepared by the authors.

We observed that 56% of the tutors have been in the management of the program only once or are in their first mandate. On the other hand, 44% are tutors who have been/are in the management of the program more than once. PET opens the possibility for the tutor to participate in the selection of the program more than once. Therefore, the teacher, having the desire to continue or return to the group, submits himself/herself to the selection process to be evaluated, together with the other participants in the selection.

In our third question, we approached the reasons that made possible the connection with the Tutorial Education Program (PET). These answers were organized in Chart 1, inspired by the author Bardin (1997).

Table 1: Program Connection

CONNECTIONS		TUTORS
1	Process of founding PET in the course.	A, B e H
2	Participation in the program and the delight with excellence and interdisciplinary training.	C
3	The characteristics of extracurricular activities.	D, E e F
4	Through invitations from the course department.	G e I

Source: Prepared by the authors.

When talking about the contact with those interviewed, we listed four connections that presented answers related to each other. In number 1, "Process of foundation of PET in the course", it was interesting to notice that the link that the participants developed



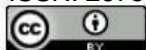
comes from the process of creation of the program by the professors. As is the case of Tutor E (2020), who reports that "As soon as the notice came out, we mobilized people to build the proposal. We made a good proposal". Some of them took on the tutorship and after a while left, but they came back to what they had once sought when they were building the proposal for the foundation of the program in the course. According to their statements, this contact with the implementation was significant for the entry of these professors in PET.

In connection number two 2, "Participation in the program and delight with the excellence and interdisciplinary training". As is the case of the interviewee Tutor C (2020), who reports: "My own trajectory in the course, as I was a scholarship holder of the first group of PET [...]". In this speech, mainly, attention is drawn to these moments of returning to where one had once been, which the interviewee brings the experience while he was a Petitioner. And when he returns as a tutor, important memories, temporal moments that well adjusted corroborate to the tutorial process, not complete, but with assumptions to aggregate the new relationships that will be built.

In connection 3, "The characteristics of extracurricular activities", is observed as a positioning that links the teachers to the program, making it possible to perform activities that are not plastered to the classroom curriculum, giving rise to new possibilities. According to the Manual (BRASIL, 2006, p. 4), these:

[...]the extracurricular activities that make up the Program are aimed at guaranteeing the course students opportunities to live experiences not present in conventional curricular structures, aiming at their global formation and favoring the academic formation, both for integration in the professional market and for the development of studies in graduate programs.

The enchantment resulting from the triad research, teaching and extension, as well as the autonomy that this "allows one to work with freedom, which fosters creativity and organization of students and the tutor" (TUTOR (A) D, 2020). Thus, we realize that it is not something that only benefits the student or the teacher, but both. In number 4, the link is developed "Through invitations from the Department of the courses". According to the interviewees, they were held from the foundation of the program in the course and





one of them reports his joining as an adjunct tutor, a voluntary action that resulted in a long time, "[...] for two mandates, in a period of six years, in PET [...]" (TUTOR (A) I, 2020).

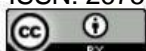
In our fourth question of the interview, we dealt with the positioning of the participants if they think that the profile of a tutor is something ready-made or if it is built during the tutorial process. In this perspective of understanding about the question, between an objection from a tutor about the question, the others corroborated for the understanding of a vision of the construction of this tutor as a result of the tutorial process. However, one of the answers positioned himself about this view of being or being a tutor, reflecting that both tutoring is and is built. Pointing out that:

Both. It takes innate talent to motivate and train undergraduates through a well-articulated Petitioner strategy. On the other hand, dedication and commitment to education and competence building allow one to learn a lot from the processes and experiences in the context of PET, leading to the construction and acquisition of fundamental skills for the success of tutoring and, consequently, of the Petians involved (TUTOR (A) G, 2020).

As the interviewee presents, PET seeks a collective construction. Even though the tutor is in this process as a "major" figure from the academic point of view, he also learns from these experiences. In this sense Freire (1996, p. 41), reflects that:

One of the most important tasks of the educative-critical practice is to provide the conditions in which the students, in their relations with each other and with the teacher, rehearse the profound experience of assuming themselves. To assume oneself as a social and historical-thinking being, communicating, transforming, creating, making dreams come true [...]. The assumption of ourselves does not mean the exclusion of others.

Therefore, the practice is established with these characteristics of providing tutors, but also the Petitioners this profound experience of valorization and improvement of being. Although we are not invalidating and are aware of the criteria and other attributes for the entrance of tutors to PET, which are related to the curriculum and academic trajectory, we realize from a reflective look that there is a contribution resulting from education, which enables and provides the competition for the position as tutor, and should and is attributed as a whole, but it cannot be the essential for tutoring, because





the amplitudes and subjectivities of the relationships are susceptible to new questions and new clashes. Therefore, as the participant Tutor A (2020):

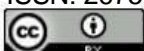
I believe that it never is, because in the beginning you have no idea how to work or how to be a tutor for a program as important and necessary as this one. It is something bigger than the tutor or the Petitioners, it is a whole that has to be worked on. It is something that is built little by little, with trust, a lot of participation, dialogue and understanding. To be a tutor for a PET is to know how to listen and talk, to propose and listen to proposals, to suggest and listen to suggestions, but also to correct and indicate where improvements can be made. And a very important job of the tutor is also to facilitate the activities of the Petitioners. And none of this is in the Orientation Manual of PET. It is a more humanistic activity and a personal relationship with the students than a simple bureaucratic and administrative activity.

And this more human character, different from what some people think, does not mean that it forgets the bureaucratic character, it is being recognized that "Every experience is a learning experience. The profile of the tutors is quite heterogeneous, depending on the area of activity the tutor may have a more technical or social profile" (TUTOR E, 2020). It is interesting to notice that this way of working gives characteristics that do not define value judgment to the programs, but in a way to meet the demands of PET and the course. "It is built according to the interests of the institution and the region in which it is inserted" (TUTOR(A) F, 2020).

That this tutorial profile, of different characteristics, that are being reconstructed according to the aspects mentioned by the previous speech of Tutor F (2020), is a position of some tutors that corroborated during the interview, because:

Although the MEC sets some requirements to be a tutor, basically the teacher must have a productive academic life working in teaching, research and extension, I believe that the tutor profile needs much more than an academic profile. Besides guiding the students in the development of activities that can contribute to their academic and professional growth, the tutor has to be a motivator, dealing with common conflicts of youth and of the human being. Of course this profile is built throughout the process, something continuous that is being improved over time (TUTOR (A) B, 2020).

Therefore, this tutorial profile is procedural. As such, "[...] it allows understanding that professional identity is built and transformed in a continuous process, and may take on different characteristics at different times of life" (MORGADO, 2011, p. 798). This tutor, "builds as the tutor gains experience and coexistence with students" (TUTOR (A) D,



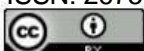


2020). As a result of developing "in a joint manner, everyone is entitled to an equal say with the tutor, which makes the experience democratic and gives a greater sense of responsibility for the students" (TUTOR(A) D, 2020). Thinking about this view of equal rights, Freire (1996, p. 26) reflects that "This requires [...] a permanent critical reflection on my practice through which I evaluate my own actions with the students. It is the possibility of autonomy built and respected that derives from the attentive and democratic eye of the tutor.

The reflective process also makes one look at what is considered "wrong" or "right" in this construction:

Nobody is born a tutor, nobody is born knowing what tutoring is. You learn, you read the material, you try to meet the norms of the manual. In reality, it is a commitment that you make and, as you do so, you see what you get right and what you get wrong, and you try, through dialog, to build this idea of tutoring. Which is an idea, from the point of view of doing it, even simple. It is nothing very, very difficult to do, but that you try to get it right and wrong... sometimes you get it right, many times you get it wrong (TUTOR (A) F, 2020).

Besides this consideration about building from dialog, from doing, the reflection that the participant presents us with also covers the manual. According to the tutor, even though it is not "a very simple thing, from a day-to-day point of view. But the whole idea is set up in the PETs manual, which is given by the Ministry of Education (MEC)" (TUTOR F, 2020). This material serves to guide "what the tutor should do, what the Petitioners should do, what the norms are, what defines being a Petitioner, what defines a PET group. This ends up giving a guideline of what is desired" (TUTOR (A) F, 2020), but even having this manual that is directed to all PETs does not prevent one from "building with our own experience with the Petitioners. It is a great challenge, PET, but it is a great tool for building learning and training human resources" (TUTOR (A) F, 2020). Training that "You can see by the result of the PETs today, where the former Petians are, they make us very proud, it's just surveying where they are today" (TUTOR(A) F, 2020). And this is a goal not only of the program, but also an achievement built by the tutors, of formative continuity and professional performance.



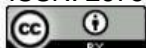


The observations explained here make us reflect that the construction of tutoring is continuous. It manifests itself in the process of being in practice. It can be perceived as being beyond a mere nomenclature, but in the relationship that tutoring has with the doing, knowing, feeling, and exercising of tutoring. It is the making of oneself during the process, and as a process, reinventing, adapting, and building oneself anew together with one's group, the students.

In our fifth question, we asked the participants about the role of the tutor in the program. Some terms used to define it were frequent in the teachers' answers, and when the process of analysis compared the positions between the interviews. According to the tutors, the role is bureaucratic and administrative; of supervision, coordination, organization, and group management; of contributing, directing, guiding, encouraging, and creating conditions; besides motivating, mobilizing, being the main articulator, being present, energizing, tutoring, and being a father.

It is interesting to note that the speeches range from a more administrative bias, as is the case of describing this role as supervision, coordination and "[...] facilitating activities in bureaucratic tasks with the institution, encouraging ideas and project proposals [...]" (TUTOR(A) A, 2020); to the more humanistic aspect, which is presented when talking about having the role "[...] of a father, resolving conflicts and imposing discipline and order in the group." (TUTOR(A) B, 2020), for example.

In this regard, the answers were configured in this parallel perspective that well describes the relationships built in PET. This balance provides both an attentive look at what is being done in the group, and also promotes the autonomy of these Petitioners, when the teacher manages to balance this "being very present". The tutor "[...] has to be very present to the point of being an articulator, but cannot be too present to the point that things are only done if he is there. It is necessary that he is always guiding, but it is necessary that he gives autonomy for things to happen." Tutor H (2020) because, as Freire (1996, p. 41) reflects, "Autonomy is constituted in the experience of several, innumerable decisions, which are taken."





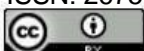
This time that the tutors can spend in the coordination of the Program leads them to develop bonds and group, human, and academic knowledge. Therefore, the possibilities of reflections on these aspects, lives and experiences were contemplated during the interview. We believe that "[...] writing about what we are doing as professionals (in class or in other contexts) is an excellent procedure for becoming aware of our work patterns." (ZABALZA, 2004, p. 10).

In this perspective of perceiving this particular way, we think it is important to leave these small reflections of the tutors about the program. This action does not intend to remove/cancel the theoretical basis of the writing, but to present the relevant, transforming, human, formative character and many others of the same bias that the Tutorial Education Program has played in the lives of students and tutors. Moreover, this is one of the questions, the last one, that was asked during the interview. In this question, we wanted to understand if "there was anything you wished to highlight about these experiences in tutoring".

According to the tutors, this experience in tutoring is "[...] a very rewarding experience, which makes us grow as a tutor and education professional" (TUTOR A, 2020). Moreover, "The daily coexistence with a group of young people in training is something fascinating. You realize their intellectual growth, their maturation is something extremely pleasurable and that I recommend to every teacher" (TUTOR (A) B, 2020). In this perspective, the Tutor reports that "It is a great learning experience for the fellows as much as for the tutor. A constant exercise of listening, dialogues, partnerships, and collective bets on each one of the group as well as on the future of all of them" (TUTOR (A) C, 2020).

By this constant exercise mentioned above:

I believe that there is a clear evolution in the students over the time that they are scholarship recipients. Quieter students start to talk more, students who write badly improve their writing. Students with little initiative become more assertive. I clearly see the evolution of students as future professionals and my own evolution, as a teacher more and more human and happy to be helping students





with my worldview and experiences that I have had throughout life (TUTOR (A) D, 2020).

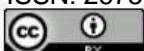
This sensitive look towards the evolution of the group participants, reported by the interviewee, can be recognized by the student himself looking at himself, at his trajectory, but it is up to the tutor to perceive from the fragility to the evolution of his students. PET has this objective of improvement, of growth as a group, the broadening of its worldview from the tutor's involvement with the group. For these demands mentioned above, it is considered that:

Being PET's tutor is a challenge both because of the need to articulate teaching, research and extension, as well as for coordinating a relatively large group of students with different interests. Identifying the vocation of each Petitioner and encouraging them to leave their comfort zone is also a challenge. In this sense diversity, alterity, heterogeneity and complexity are words and perspectives that every tutor faces on a daily basis (TUTOR E, 2020).

This challenge can be measured based on what has already been established in the Program's Manual, a document also discussed during the dissertation of this work. However, one is already aware from the positions expressed that it is only in this daily routine that one can feel the diversity and complexity existing in becoming a tutor. That is why it is necessary that the teacher is always reflecting, because "It is by critically thinking about today's or yesterday's practice that one can improve the next practice. (FREIRE, 1996, p.17). Still from this perspective of experiencing, according to one of the tutors, this:

[...]experience with the group, the experience of coordinating teaches a lot to the tutor, and teaches a lot to the Petitioners. The experience of living a model of democracy in which there is direct participation in the initiatives, in the ideas, in both planning and execution. Although the program has an academic link with the MEC (Ministry of Education) and with the university, together with the group, the tutor has the freedom to create actions that enable these teaching, research and extension activities. In this sense, there can be, on a daily basis, the experience of the construction of collective work, of group work (TUTOR I, 2020).

It is always important to emphasize this democratic character that is fostered by the tutors in the development of activities and in the program's daily routine. Possibility of





responsibility, action, and collective construction executing this formative triad. Experiences that make human formation possible, that sensitize one to consider:

[...]It is very gratifying to observe the students' growth, their interest in areas that were not developed before, and their dedication to stay in the program until they finish the course. The students' commitment can be observed by the grades obtained after entering the program and the dedication in other areas such as research and extension (TUTOR (A) F, 2020).

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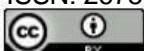
Dedication that is demonstrated when the students realize that they are also shapers of their own history. Without a doubt, the work performed in a group is constructive of the being in many aspects, but there is always a sharing between the tutor, the group, and the individual positions shared by each member. Everyone has something to share. It is only after this process of knowledge and recognition that everyone from PET finds themselves to contribute to the work resulting from their area of interest, from their process of being and doing. It is known from this research that:

The Program is indeed strategic for Undergraduate studies and contributes strongly to Postgraduate studies through the differentiated training of undergraduates. During the years I was involved, it was possible to acquire new knowledge and skills through the activities developed in PET [...]. It is a resource of great value to the course and its undergraduates, as it allows them to consistently advance in areas where undergraduate teaching has limitations. It would be excellent if every undergraduate course could have its own PET Program (TUTOR (A) G, 2020).

However, there are few courses that have it. This program that the tutor should consider not only the Petitioners' training perspective, but also that of the other students who are present in the course that PET is active. No one joins the program without knowledge, nor does he or she leave it without any learning background, even if he or she is a tutor, this is already very explicit. That is why this word is repeated so often: construction.

In this process, we have tutors who state that because they have only been in the program a short time:

[...]that it is too early to evaluate the past. I am still in the process of thinking about what it is to be a tutor. But the most important thing for me is existence itself. [And, even with only ten years, everyone who went through PET has a story to tell, of experience, of support, of life change, of change in training. And this, for



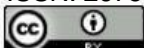


me, is the main experience. The reports from former students is what encourages me the most, whether in my time as tutor or in other times. They are always strong reports, from people who saw in PET an important tool for building their education and their professionalism. This cheers us up a lot. So, it is these experiences that always leave me with the expectation that it was a great success to have invested so much energy in PET Pedagogy (TUTOR (A) H, 2020).

22 So, what should we say about these very significant speeches that, even talking about themselves, do not forget about their students? The construction of the tutor also goes through this profile, of looking at the other with love, of perceiving and trying to understand these subjective sides, but which are shown and respected. These profiles have skills that can be improved together. The need for adaptation, for improvement, for interaction, for drawing attention. Visions that can and are perceived by the tutor, that as they themselves emphasize are acquired in the process, in living together. Besides, they help in this "journey" of professional and personal construction. And it is necessary to make it clear that it is for both profiles, the student's and the teacher's as well.

4 Final considerations

The writing of this article can reach its objective of analyzing the management within the Tutorial Education Program (PET/UERN/UFERSA) if it is something ready-made or tutoring is procedural. It also identifies the entry process and the demands of tutoring in the Program, in which it is possible to know the process of entry of these tutors, who need to have a doctoral degree, be academically active, belong to research, teaching and extension projects, have a full-time contract, have no other scholarship, prove exclusive dedication, among other attributes seen in the sections of this work. Moreover, we know some of the demands of tutoring from the perspective of the Manual of Basic Orientations. The need to be attentive to the demands of the institution and of SESu, to follow up the students in their absences, in group activities, to be a tutor and coordinator, and to dedicate oneself to fulfilling the necessary requirements for tutoring.

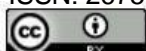




Besides these previous findings, when investigating about being a tutor or becoming a tutor, it was noticed, as a result of the statements from our interviewees, that the PET tutor builds himself/herself in an empathetic way, contemplating not only the academic, technical aspects, but the humanist side, not in an invasive way in personal issues, but due to the closer relationships built inside the program, there is a sensibility in caring and being concerned about the other. In these experiences, there are moments when knowledge, expertise, and teaching-learning experiences are shared, and formative and fraternal bonds are developed.

We notice that the tutoring profiles are perpetuating in their students, but the students' profiles are also collaborating to the being as a tutor and their actions. Tutoring is always in a process of construction and reconstruction, because students are connected and disconnected more frequently than tutors. With this, new demands arise, new members, who need new ways of learning, bring new knowledge, and new conflicts. In this sense, even though it is repetitive, the process becomes continuous and necessary for the objectives to be reached in the institutional, academic, and human spheres.

It is believed that the research spreads more knowledge about PET. These groups that remain active and that, in the midst of administrative problems and even lack of recognition from some members of the academy itself, continue to develop a great work based on the effort and dedication of tutors and Petitioners who seek improvements for their education, as well as for other students and professors of the university. We think that new researches can arise in this perspective of perceiving this tutoring look in a broader way, with tutors from universities all over Rio Grande do Norte, for instance, or even this perception of tutoring from the point of view of the Petitioners. Possibilities of developing work focused on PET are numerous and always necessary for the recognition of the importance of this program that, through its formative triad of teaching, research





and extension, besides the human formation, has been providing the formation of students more prepared for the professional field and for living in society.

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