

**MILIEU ANALYSIS: A GENERATING PROCESS OF TEACHING, RESEARCH AND EXTENSION**

***O ESTUDO DO MEIO COMO PROCESSO GERADOR DO ENSINO, PESQUISA E EXTENSÃO***

***EL ESTUDIO DEL MEDIO COMO PROCESO GENERADOR DE LA ENSEÑANZA, INVESTIGACIÓN Y EXTENSIÓN***

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**ABSTRACT:** The article approaches the Milieu Analysis teaching method as a generating process of the inseparability of teaching, research and university extension. It is based on the conceptual debate around Milieu Analysis from aspects of the ideas of Célestin Freinet and Anísio Teixeira. We take into account historical experiences in Basic Education in national and international contexts in order to formulate a methodological proposition of innovative actions in Higher Education aiming to extrapolate physical, social and cultural barriers that separate university and society in their processes of knowledge production. The text's empirical base describes and analyzes an experience carried out at the Federal University of Southern Bahia.

**KEYWORDS:** Milieu analysis. Interdisciplinarity. Higher education.

**RESUMO:** *O artigo propõe uma abordagem do método de ensino do estudo do meio como processo gerador da indissociabilidade entre o ensino, a pesquisa e a extensão universitária. Parte-se do debate conceitual do estudo do meio a partir de aspectos do pensamento de Célestin Freinet e Anísio Teixeira, considerando experiências históricas na Educação Básica em contextos nacionais e internacionais, para a proposição metodológica de ações inovadoras no Ensino Superior na extrapolação das barreiras físicas, sociais e culturais que separam a universidade da sociedade nos seus processos de produção do conhecimento. A base empírica do texto descreve e analisa uma experiência realizada na Universidade Federal do Sul da Bahia.*

**PALAVRAS CHAVES:** *Estudo do meio. Interdisciplinaridade. Ensino superior.*

**RESUMEN:** *El artículo propone un enfoque del método de enseñanza del estudio del medio como proceso generador de la indissociabilidad entre la enseñanza, la investigación y la extensión universitaria. Se parte del debate conceptual del Estudio del Medio a partir de aspectos del pensamiento de Célestin Freinet y Anísio Teixeira, considerando experiencias históricas en la Educación Básica en contextos nacionales e internacionales, para la proposición metodológica de acciones innovadoras en la Enseñanza Superior en lo que sobrepase las barreras físicas, sociales y culturales que separam la universidad de la sociedad*

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*en sus procesos de producción del conocimiento. La base empírica del texto describe y analiza una experiencia realizada en la Universidad Federal del Sur de Bahia.*

**PALABRAS CLAVES:** *Estudio del medio. Interdisciplinariedad. Enseñanza superior.*

## **Introduction**

The Milieu Analysis as a teaching methodology, produces pedagogical didactic conditions that favor greater articulation between teaching, research and university extension. Some experiments carried out at the Federal University of Southern Bahia (UFSB) show that the Milieu Analysis enhances social participation in teaching-learning processes, as well as enabling the emergence of research situations and cooperation networks in the communities surrounding the university.

Since 2016, the methodology of the Milieu Analysis has been introduced in the Curricular Component (CC) called University and Planetary Context in the teaching unit of UFSB in the municipality of Santa Cruz Cabrália, called University School (CUNI, Portuguese initials). This component constitutes the thematic block University and Society, which results from an arrangement of CC in which the university is inscribed as a theme for reflection and academic formation at local, regional, national and planetary scales.

The thematic block in focus is distributed in the first year corresponding to General Formation (FG) in which students and students entering UFSB begin their academic formation process on a quarterly basis. One academic year corresponds to three four-month formation periods. Thus, the CC of the thematic block in which the work with the study of the environment culminates the following order of curricular offer: 1) University and Society, 2) University and Regional and National Development, 3) University and Planetary Context.

For each CC, the teaching teams responsible for the collective work of planning and shared management of teaching-learning relations define themes, objectives, skills and competences related to each moment of formation. In the case of University and Planetary Context, the theme that has persisted in recent years has been “social inequalities and environmental imbalances”, and one of the elected objectives for pedagogical work is: “to provide students with the opportunity to plan a collective intervention (in the space understood between the teaching-research-extension vertices) in some local or regional social context,

relevant in the planetary context, in dialogue with the studied themes”<sup>2</sup> (UFSB, 2015). In order to comply with this work agenda, the study of the environment was introduced as a teaching method at CUNI-Cabrália - expanded unit of UFSB in a state public school that serves university students in the municipality of Santa Cruz Cabrália and surroundings.

This article presents an analysis of the experience with the study of the environment carried out in the last quarter of the FG that began in 2018, when the Sustainable Development Goals (SDGs) of the UN Agenda 2030 were widely discussed among all the classes of the Campus Sosígenes Costa (in Porto Seguro - BA). The CUNI-Cabrália group elected seven objectives and composed a conversation agenda with the community of residents of Vila de Santo André, the first district on the north shore after the municipality's headquarters. Each objective generated conversational exercises in the community, for the production of images and social reports that comprised a public exhibition of the experience shared between students and local residents.

The analysis starts from the assumption that the Milieu Analysis "can be understood as an interdisciplinary teaching method that aims to provide students and teachers with direct contact with a certain reality, any environment, rural or urban"<sup>3</sup> (LOPES; PONTUSCHKA, 2009, p. 174). In addition, it is highlighted that in the context of university teaching-learning relations, the Milieu Analysis is also a process that generates the inseparability between teaching, research and extension.

The article emphasizes the references of the Milieu Analysis in aspects of the thinking of Célestin Freinet (2001; 2004) and Anísio Teixeira (1977) that point to life as a pedagogical principle that establishes a generative integration between educational institutions and the communities in which they are inserted. The experiences carried out in the teaching practice courses at the College of Education of the University of São Paulo (PONTUSCHKA, 2005), from the 1980s of the last millennium, and the reflections arising therefrom also provide theoretical references for the analytical treatment with the experience of the present in the context of UFSB.

The empirical bases of the analyzes presented here were the reports produced by the students during the activities of the Milieu Analysis in Santa Cruz Cabrália, the Teaching Learning Plan of the Curricular Component University and Planetary Context and the Guiding Plan of UFSB.

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<sup>2</sup> “proporcionar aos alunos a oportunidade de planejar uma intervenção coletiva (no espaço compreendido entre os vértices ensino-pesquisa-extensão) em algum contexto social local ou regional, relevante no contexto planetário, em diálogo com os temas estudados”

<sup>3</sup> “pode ser compreendido como um método de ensino interdisciplinar que visa proporcionar para alunos e professores contato direto com uma determinada realidade, um meio qualquer, rural ou urbano”

## Contextualization and democratization of teaching-learning practices

Two qualities simultaneously mark the experience of the Milieu Analysis carried out by UFSB: its methodological character and its generating power of epistemologies of the interfaces of the different ways of doing university. The Milieu Analysis is inscribed as a teaching method in the General Formation of UFSB, when all and all students enter the Interdisciplinary Bachelor's and Teaching Degrees. In addition to operating as a teaching method, the Milieu Analysis chooses “experimentation of doing university” as a basic assumption for “thinking the university” inscribed in a field of knowledge that marks the beginning of interdisciplinary formative processes.

Although the inscription of the Milieu Analysis is marked by the pedagogical, epistemological and organizational innovations of UFSB, there are numerous common aspects that refer to the historical advances and changes that this teaching method has presented in the last decades in Brazil. The contextualization and democratization of teaching-learning practices are emphasized as transversal aspects that permeate important references of contemporary pedagogical thought, among which stand out Célestin Freinet, Anísio Teixeira and Nídia Nacib Pontushcka.

In Célestin Freinet (2001; 2004) and Anísio Teixeira (1977), the concept of education supposes the inseparability between contexts of knowledge and contexts of life, as well as the expansion of conditions for social participation in teaching-learning relations. The author of *Pedagogia do Bom Senso* reminds us that “education is not a formula for school, but a work of life”<sup>4</sup> (FREINET, 2001, p. 13). The Bahian educator, for his part, emphasized that “the educational process is identified with a life process, having no other purpose [...] than the individual's own growth [...] as a human being”<sup>5</sup> (TEIXEIRA, 1977, p. 59). For both educators, despite the differences in contexts in which they formulated the theoretical bases of their thoughts, education is a vital process, whose complexity requires the opening of paths in which the school is always in the process of interacting with the communities of its surroundings.

The introduction and advancement of the Milieu Analysis in Brazil had different historical developments. Originally, the anarchist schools of São Paulo, under the influence of Freinet's pedagogical ideas and the Catalan educator Francisco Ferrer y Guardía, adopted the methodology with the objective that “the students, observing, describing the said natural and

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<sup>4</sup> “a educação não é uma fórmula da escola, mas sim uma obra de vida”

<sup>5</sup> “o processo educativo identifica-se com um processo de vida, não tendo outro fim [...] senão o próprio crescimento do indivíduo [...] como ser humano”

social environment of which they were part, could reflect on inequalities, injustices and promote changes in society in order to remedy them” (PONTUSCHKA, 2005, p. 252).

Subsequently, the Escola Nova movement, inspired by Anísio Teixeira's ideas, recovers the initiative of anarchist schools with the purpose of promoting greater integration of the school with the community in which it was inserted. The hard years of the military dictatorship removed this methodology from schools, and it was only during the process of redemocratization in the country, between the 1980s and the 1990s, that the works on Milieu Analysis were resumed as part of a broader pedagogical political agenda, especially in the city of São Paulo.

In 1992, teachers gathered at the Municipal Education Secretariat of the city of São Paulo, under the administration of Luiza Erundina, prepared a publication on the Milieu Analysis and the participation of different disciplines, having as a principle the collective, interdisciplinarity and, simultaneously, preservation of the specificity of each discipline in order to better study the real. There was a need to explain in the text how each of the disciplines was integrated into the Milieu Analysis, that is, the role of each of them in this type of work (PONTUSCHKA, 2005, p. 260).<sup>6</sup>

It is important to highlight that in the years prior to this event, private and public schools in the state of São Paulo already adopted the methodology of the milieu analysis, which was decisive so that, within the scope of the courses of practices and teaching at the College of Education at USP, such methodology has been introduced as a teacher formation strategy in the state. This shows us that, throughout the 20th century, in the Brazilian scenario, the milieu analysis goes beyond the mere sense of “teaching methodology” and emerges as a paradigm for the production of knowledge across different levels and modes of teaching.

Considering that the fundamental condition for the milieu analysis is to overcome the barriers that separate educational institutions from the communities in which they are enrolled, their practice in the university context presupposes and requires correlations relevant to the simultaneous exercise of teaching, research and extension. In this perspective, the “environment” can be understood as a seminal condition of the inseparability of the university's aims, which, in addition to providing greater contextualization of the contents of knowledge and social practices arising from its experiments, also provides for the expansion of social

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<sup>6</sup> Em 1992, professores reunidos na Secretaria Municipal de Educação da cidade de São Paulo, na administração de Luiza Erundina, elaboraram uma publicação sobre o estudo do meio e a participação de diferentes disciplinas, tendo como princípio o coletivo, a interdisciplinaridade e, simultaneamente, a preservação da especificidade de cada disciplina no sentido de estudar melhor o real. Houve necessidade de explicitar no texto como cada uma das disciplinas integrava-se ao estudo do meio, ou seja, o papel de cada uma delas nesse tipo de trabalho (PONTUSCHKA, 2005, p. 260).

participation in the teaching-learning relations involved in its processes. Overcoming barriers suggests approximations between the university and the community through the basis, through movements that provide radical unevenness between academic knowledge and practices and popular knowledge and practices.

In defense of a People's School, Célestin Freinet suggested that such a school invest in a “formation that does not descend from above [...] but that rises from environmental life, well-rooted, well-nourished, vigorous and dense, capable of erecting high, in the splendor of a beneficial destination”<sup>7</sup> (FREINET, 2001, p. 14). In this sense, formative processes are emergencies of interactions and reciprocal transformations between social groups belonging to educational institutions and other social institutions. For Anísio Teixeira this translates as a democratic education that must be seen as “a 'quality', a 'way' of conducting activities of teaching and of extra-class life for the formation of the individual in the democratic society”<sup>8</sup> (TEIXEIRA, 1977, p. 219). Being in the environment, in a regime of knowledge production in interactions with the community, significantly changes the places and modes of knowledge production in the university.

Based on these conceptual sketches, the work carried out with the milieu analysis at the CC University and Planetary Context in the UFSB experience is composed of four interconnected stages: a) thematic discussion, b) planning of interactive processes, c) immersion in the community, d) socializations of experience.

At the beginning of classes, texts that provoke critical reflections on the theme of social inequalities and environmental imbalances are used. After the initial cycle of problematizations and reflections on the chosen theoretical productions, we move on to the theoretical-practical understanding of the milieu analysis and, organization in the classroom and outside, immersion in the community. The choice of the community is always made with the participation of students and residents of rural or urban areas who are willing to receive them. Once the location and the work tools to be used are defined, a first visit is made to the dialogues relevant to the progress of the work and then a visit to socialize the systematized data and resume talks with the community, now based on the emerging content of the experience.

In the last quadrimester of the FG of the class that joined in the year 2018, the work was carried out in Vila de Santo André and, in addition to the general theme adopted by the

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<sup>7</sup> “formação que não desce de cima [...] mas que ascende da vida ambiente, bem enraizada, bem-nutrida, vigorosa e densa, capaz de erguer bem alto, no esplendor de um destino benéfico”

<sup>8</sup> “uma ‘qualidade’, um ‘modo’ de conduzir atividades do ensino e da vida extra-classe para a formação do indivíduo na sociedade-democrática”

curricular component, the UN Sustainable Development Goals were chosen as presuppositions for interlocution with residents community on local environmental issues. The final intervention project was an exhibition of images and reports under the title: Glances and Voices of Santo André on the Environment.

### **From the production of the place to the transformation of knowledge production modes**

Vila de Santo André is separated from the headquarters of the municipality of Santa Cruz Cabrália (BA) by the Rio João de Tiba; its population does not exceed 800 people. To reach it, it is necessary to make ferry crossings. The Vila is registered in the Environmental Protection Area (APA, Portuguese initials) of Santo Antônio and became worldwide known in 2014, when it served as a refuge for Germany's victorious soccer team at that year's World Cup. The choice of the location for the activities of milieu analysis in 2019 was a response to the demands of some non-governmental organizations (NGOs) existing in the community itself.

At the end of 2018, representatives of *Projeto Maré* and *Vila Criativa*, two NGOs active in the community, demanded environmental education actions from the university. In response to these demands, it was proposed to shift work with milieu analysis to the community of Santo André, and in previous years the work was carried out at the municipality's headquarters. The Nucleus for Research and Extension in Environmental Education at UFSB (NUPEEA, Portuguese initials) also became part of the formation of this initial network of cooperations.

After the first visit to the community to map the area to be covered by the students during the field visit, an initial outline was agreed in which the groups would cover a course of approximately three kilometers, subdivided into seven work stations. Each workstation in the community would have one or more local residents as interlocutors for students.

At the beginning of the teaching activities of the four-month period, during the presentation of the work plan, the CUNI-Cabrália class was proposed to culminate the activities of the CC in the community of Santo André. As part of the milieu analysis, a methodology that would be the object of reflection throughout the four-month period, the group would hold an exhibition with photographs and social reports from the experience. The four weeks that followed were devoted to reading and discussing the texts that provided a deepening of the general theme on social inequalities and environmental imbalances.

Three theoretical texts and a programmatic text were the main resources for reading and reflecting on this first cycle of work. Does the introduction to the work *Does the Richness of Few Benefit Us All?* (BAUMAN, 2015) and the two initial chapters of the work *The Age of*

Unproductive Capital (DOWBOR, 2017) provided the main critical references for a problematic reading of the UN Sustainable Development Goals (SDGs) (2015), text that presents a program to eradicate social inequalities.

The main argument of Zygmunt Bauman is that “social inequality now seems to be closer than ever to becoming the first perpetual movement in history”<sup>9</sup> (BAUMAN, 2015, p. 19), when the author looks at the main documents that they reveal the planetary faces of widening social and economic distances between the rich and the poor of the world. Articulated to this assumption of analysis is the statement by Ladislau Dowbor that “we are destroying the planet for the benefit of a minority while the necessary resources for sustainable and balanced development are sterilized by the global financial system”<sup>10</sup> (DOWBOR, 2017, p. 17). Based on the reflections provided by these authors, we started to exercise critical views on the SDGs, whose most prominent statement is the eradication of poverty on a planetary scale.

After getting to know the set of SDGs with the whole class, seven of them were chosen. Each served as a basis for the formation of a work team. The chosen objectives were: 1) Eradication of Poverty, 2) Quality of Life and Health, 3) Gender Equality, 4) Water and Sanitation, 5) Economic Growth and Decent Employment, 6) Protection of Marine Ecosystems, 7) Protection of Terrestrial ecosystems. The choice of topics was decisive for the internal organization of the working groups in the classroom.

With the groups formed by thematic identities of the SDGs, a classroom workshop was organized to plan the milieu analysis that took place in April 2019.

The groups discussed a text on the theory and practice of milieu analysis (LOPES; PONTUSCHKA, 2009), then a tutorial was distributed with the main work strategies to be adopted during the field visit. The table below shows the correlations between the themes, generating questions and the questions formulated in the classroom in the field visit planning process.

**Table 1 - Generating themes and problems**

<b>GENERAL THEME</b>	<b>GENERATING PROBLEM</b>	<b>FORMULATED PROBLEMS</b>
Eradication of Poverty	How do the poor live in Santo André?	What is the main source of income for the community? What is the most recent fact that has aggravated local inequalities?

<sup>9</sup> “a desigualdade social parece agora estar mais perto que nunca de se transformar no primeiro moto-perpétuo da história”

<sup>10</sup> “estamos destruindo o planeta em proveito de uma minoria enquanto os recursos necessários para o desenvolvimento sustentável e equilibrado são esterilizados pelo sistema financeiro mundial”



Quality Health	What are the conditions of health care for the local population?	Is there medical care for the community? Is there medicine to meet the demands of the community?
Gender equality	What are the conditions of equality between men and women?	Is there equality between men and women in the community? How does the division of labor between men and women occur?
Clean water and sanitation	What is the situation on the Acuba River?	Does the community take care of the river? What do you expect from the future of the river?
Decent Work and Economic Growth	How do tourism workers live?	Who else benefits from tourism in the community? Does tourism improve the local quality of life?
Protection of Marine Life	What is the environmental situation of the turtles?	What are the main turtle protection challenges? When does the turtle spawn most?
Protection of Terrestrial Life	What is the impact of fires on terrestrial ecosystems?	Do fires occur in the community? How and when do fires occur?

Source: devised by the author

The interview scripts generated in the classroom, from the analysis of the tutorial and the reflections on the milieu analysis, composed the field notebook that was used to guide the groups during the immersion in the community. The elaboration of questions limited to the work themes provided the students and students with the preliminary definition of the guidelines for conversations with the community, as well as the formulation of translation devices between academic knowledge and popular knowledge (SANTOS, 2008), considering that each question derived from the initial generating question, it produced understandable social reports in multiple epistemological references.

### **Do-say, do-see**

The immersion in the community took place on April 6, 2019. The headquarters of *Vila Criativa* was the place of reference for the beginning and end of activities in the community. The university group consisted of 31 people, 28 students and 03 teachers. After the initial meeting, the groups were subdivided and listened to residents (30 people) who participated in the activity.

Throughout the day, the interviews previously organized in the classroom constituted operators of wiretaps and detailed reports on the work themes of each group. The moment of

immersion in the community operated ways of doing-saying to generate ways of doing-seeing what the residents of the Vila think about the themes chosen for those rounds of conversation.

Mobilized by the understanding that producing knowledge constitutes “the very art of doing things, solving human problems and making the individual a citizen of a democracy”<sup>11</sup> (TEIXEIRA, 1977, p. 213), and at the same time that this art of doing, constitutive of the production of knowledge, can be seen as a way to “open up clues” (FREINET, 2004), the groups advanced in listening, collected reports and transformed these reports in the matter of the exhibition held on 27 April 2019 at *Vila Criativa* headquarters.

The table below highlights the correlation between the work themes and some social reports produced and authors of the texts presented in the public exhibition. One of the rules established for the exposure of the reports was to highlight the authorship of the text, the way of producing public visibility for "what was said" and "who said it". Each report, along with a photograph taken during the visit, exposes at the same time the result of learning and expository materials for teaching the lived experiences.

**Table 2 - Themes, exposed reports and Interlocutors profile**

Theme	Exposed report	Author
Eradication of Poverty	“After the Germans passed through here, everything became more expensive” <sup>12</sup>	Andreza dos Santos Lima, community born housewife.
Quality Health	“When people are poor, they prefer to get medicine there in the health center <sup>13</sup> , the government gives what is necessary to supply the community, but this does not always happen” <sup>14</sup>	Idelita Bispo Santana, housewife, was born in the community, was 75 years old at the time of the interview.
Gender equality	"I went to look for a job at the hotel and I couldn't because I was a girl ... They just wanted men for the job..." <sup>15</sup>	Brenda Santana was born in the community and was 20 years old at the time of the interview.
Clean water and sanitation	“When I care, people don't care. It's too much garbage. It seems that people do not have a bag and throw everything into the river” <sup>16</sup>	Ildete Pereira, housewife, she was 69 at the time of the interview and had lived in the community for 15 years.

<sup>11</sup> “a própria arte de fazer as coisas, resolver os problemas humanos e tornar o indivíduo [...] cidadão de uma democracia”

<sup>12</sup> “Depois que os alemães passaram por aqui tudo ficou mais caro” “Depois que os alemães passaram por aqui tudo ficou mais caro”

<sup>13</sup> Health Center (*Posto de Saúde*) here is the basic health units that integrate the SUS, providing free basic health care for communities and neighborhoods in the whole of Brazilian Territory.

<sup>14</sup> “O pessoal quando é pobre, prefere pegar remédio aí no posto, o governo dá o necessário para suprir a comunidade, mas nem sempre isso acontece”

<sup>15</sup> “Eu fui procurar um emprego no hotel e eu não consegui porque eu era menina... Eles só queriam homens para o cargo...”

<sup>16</sup> “Quando eu cuido, o pessoal não cuida. É muito lixo. Parece que o pessoal não tem sacola e joga tudo dentro do rio”

Decent Work and Economic Growth	“From the mason to the cleaning lady, from the trader to the taxi driver, everyone is depending on tourism” <sup>17</sup>	Paulo Maciel had lived in the community for over 20 years at the time of the interview and worked as a trader.
Protection of marine life	“It is in this sandbank that the turtles go up to lay their eggs. The restinga serves to camouflage the turtle's egg and also not to cause erosion by the sea” <sup>18</sup>	Noveli Freitas he was 63 years old at the time of the activity, worked as a caretaker, was born in the community and worked at Projeto Maré.
Protection of terrestrial life	“Organic matter is not meant to burn. It is to store and compost for fertilizers, this contributes to agroecology” <sup>19</sup>	Toni - The world is an environmentalist, has lived in Santo André for 30 years and was 55 years old at the time of the interview.

Source: Devised by the author

The reports reveal contradictions and ambivalences present in the community's life contexts. The positions taken in the interview processes vary according to age, social class, gender condition and even the place of residence of the authors of the reports exposed. However, all respondents are people born on the locality or who have lived there for many years, as shown in the previous table. This ensured that we dealt with interlocutors who have strong and lasting ties of belonging to the community. What they say and later what they do with what they say, reflects long-term experiences in social interaction with the community participating in the milieu analysis.

To arrive at the accounts that were exposed publicly, the material resulting from the interviews returned to the classroom. During the first meeting after the field visit, each group started to read and reread the interviews to choose excerpts from the statements that provoked affective and cognitive reactions in the visitors of the exhibition. That moment of production can be defined as the moment of transforming the reports of the experiences lived into publicly visible experiences. Everything that was learned by the students went through group reflection to choose meaningful quotes, each quote required editing work in the process of transposing the oral report to the written report and, each report, together with the chosen photographs, would go compose an arrangement of images and speeches to be presented by the groups during the exhibition.

<sup>17</sup> “Desde o pedreiro até a faxineira, do comerciante ao taxista, todo mundo está dependendo do turismo”

<sup>18</sup> “É nessa restinga que as tartarugas sobem para pôr os ovos. A restinga serve para camuflar o ovo das tartarugas e também para não causar erosão pelo mar”

<sup>19</sup> “Matéria orgânica não é para queimar. É para guardar e fazer compostagem para adubo, isso contribui para a agroecologia”

**Image 1 - Initial composition of the exhibition arrangements**



Source: Author' collection

**Image 2 - Final composition of the exhibition arrangements**



Source: Author' collection

Images 1 and 2 show two moments of production at the exhibition site on April 27. The veranda of Vila Criativa (physical space of the NGO in Vila de Santo André) was gradually transformed into a gallery in which the material produced in the classroom comprised scenarios for exposing photos, written reports and reports of the experiences of students throughout the process. Participating residents, as well as tourists and guests for the event, could see, hear and talk about the results of the study of the milieu analysis, which at that time increased the conditions of socialization about the sayings and achievements of that experience.

A public visitation notebook was placed at the entrance of the exhibition, as well as a banner with a text presenting all the work, a block available for visitors to write comments and a paper box for collecting comments.

60 signatures were registered among the visitors. In addition to local residents, the exhibition *Glances and Voices of Santo André on the Environment* reached residents of the Costa do Descobrimento region, other Brazilian states and two Portuguese tourists. Seven comments were written and highlight the following:

1) *“It was a happy coincidence to be in Santo André today. I liked to know a little about the project, showing the necessary articulation between the university and the community”* - Paulo Conceição, tourist, Salvador; 2) *“Congratulations to students and teachers, rate one thousand, one work more complete than the other, congratulations to all, Santo André is proud of the tribute”* - Vera Zippin - community resident; 3) *“Congratulations to everyone involved, excellent initiative, that's what learning is all about: living! Everyone certainly learned from that experience. Success always!”* - commentator did not identify himself; 4) *“Congratulations on the work, everything that makes us think is very worthwhile, don't give up”* - Eliana - Rio de Janeiro; 5) *“The exhibition explored in a very different way, a Santo André that we are not used to seeing. An urban and rural Santo André, rich and poor, but above all racialized by the abandonment of the state”* - Gabriel Nascimento - professor UFSB; 6) *“Grateful for your look at our Vila de Santo André”* - Marcelo - Morador; 7) *“The possibility of the community seeing itself from other perspectives, but also maintaining its vision and voice, expands the understanding of what one is and what one wishes to be, very wonderful this work in partnership with UFSB. Congratulations”* - Denise Comerlato - Porto Alegre.<sup>20</sup>

The comments return glances and voices to the glances and voices produced during that experience with the community. They emphasize the importance of the university's presence in the community. It is important to highlight that one of the commentators highlights the connection between learning and living, the basis of the concepts and practices that inspired the whole process. The community space has become a public space for the affirmation of the university outside its walls, more open to other forms of social participation in the production of knowledge, bolder in overcoming the limits that isolate and segregate it from social life in the broadest sense.

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<sup>20</sup> 1) *“Foi uma feliz coincidência estar em Santo André no dia de hoje. Gostei de conhecer um pouco do projeto, mostrando a necessária articulação da universidade com a comunidade”* – Paulo Conceição, turista, Salvador; 2) *“Parabéns aos alunos e aos professores, nível nota mil, um trabalho mais completo que o outro, parabéns a todos, Santo André orgulha-se da homenagem”* – Vera Zippin – moradora da comunidade; 3) *“Parabéns a todos os envolvidos, excelente iniciativa, aprender é isso: é viver! Com certeza todos aprenderam com essa experiência. Sucesso sempre!”* – comentarista não se identificou; 4) *“Parabéns pelo trabalho, tudo que nos faz pensar vale muito a pena, não desistam”* – Eliana – Rio de Janeiro; 5) *“A exposição explorou de maneira bastante diversa, uma Santo André que não estamos acostumados a ver. Uma Santo André urbana e rural, rica e pobre, mas sobretudo racializada pelo abandono do estado”* – Gabriel Nascimento – professor UFSB; 6) *“Grato pelo olhar de vocês sobre nossa Vila de Santo André”* – Marcelo – Morador; 7) *“A possibilidade da comunidade se ver a partir de outros olhares, mas mantendo também a sua visão e a sua voz, amplia a compreensão do que se é e do que se deseja ser, muito maravilhoso esse trabalho em parceria com a UFSB. Parabéns”* – Denise Comerlato – Porto Alegre.

## **Final considerations**

The results of the experience under analysis in this article point to the double face of the milieu analysis as a process that generates university teaching, research and extension. One side exposes the teaching methodology as an expression of know-how in motion, the other describes the flows of this know-how as articulated alternations between teaching, research and extension practices in the contexts in which the experience is situated and announced.

UFSB's innovative institutional model provides scenarios for the emergence of teaching-learning processes, notably interdisciplinary, intercultural and inter-epistemic, as announced in its Guiding Plan (UFSB, 2014).

The organizational model of interdisciplinary formation in a cycle regime combined with the enrollment of advanced university units in state public schools in the municipalities that host their campuses provides structural conditions for the emergence of cooperation networks at different scales, including the classroom scale. What has been tried so far is that the milieu analysis, according to the seminal assumptions of some of its creators in the 20th century, settles in a university created in the first decades of the 21st century and enhances new creations, both from the point of view of forms of teaching and learning that are generated in the methodological paths of experience, as well as from the point of view of social relations that produce exemplary circumstances for the theoretical and practical advancement of the production of university knowledge.

It is important to remember that the affirmation of the milieu analysis as a teaching methodology centered on the human announced pedagogical solutions appropriate to the challenges of the last century. In the century that we are in, one of the main challenges that is imposed is the recognition of nature, also, as a historical subject, as advocated by the idea of Bem Viver (ACOSTA, 2016). In this case, the work of knowledge necessary for our time requires an opening of the human to care for all the expressions of life that surround him on local and global scales. The ways of milieu analysis in the past still reveal to us, today, the possibilities of opening new paths for educational activities committed to a less unfair and unequal world for people and all living beings.

The examples presented throughout the article sought to show that, under the lens of the experience with the milieu analysis at UFSB, the milieu is not a place of opposition to the classroom, it is a landscape of the composition of the coming and going trails that confer other bodies and socio-environmental rhythms to the ways of doing university teaching, research and extension.

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