



Amazonizing Education through the horizon of Pantanal and Amazonian Knowledge¹

Amazonizar a Educação pelo horizonte dos Saberes Pantaneiros e Amazônicos

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INTRODUCTION

Thinking the Pantanal² and Amazonian knowledge means to immerse oneself in an immense universe. At the same time that there is a consensus amongst researchers on not homogenizing the Pantanal and the Amazon, there is a strong recognition that in these settings, there are knowledge, cosmo-livings, cultures, ancestralities, practices and theories which may very well contribute to the orientation of other pedagogies.

We learned from Paulo Freire that the learning and research processes never occur in a vacuum, but are always drenched in their contexts. Thus, "Brazilian Amazon is distinct within itself, so is the peruvian, andean and so forth, not only in fauna, but also in its society, that is, with multi-cultures, be those traditional or urban"³ (Vasconcelos; Freitas, 2012 *apud* Colares; Colares; Sartori, 2024, p. 123)). As such, it can be considered that "Amazon has, therefore, multiple meanings, without there being a concept which is broad enough to encompass all of the meanings in a single concept"⁴ (Aragón, 2007, p. 12).

The same can be considered of Pantanal: "The fact is: the people from Pantanal cannot be summarized in a single current of thought or even in a single format of identity, something fixed. There is no Pantanal subject, there are singular subjects within a chain of dialogical relationships. They speak, they live, and they survive"⁵ (da Silva & Garcia, 2022, p. 283 *apud* Bassinello; Silva, 2022, p. 12). Or even, Pantanal may be seen as a space of narratives which constitute the process of subjectivation originating from the colonizing gaze inherited from modernity (Maldonado, 2017).

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² *Pantanal* is the biome which encompasses the world's largest tropical wetland area, as well as the largest flooded grassland, found mostly in Brazil in the states of Mato Grosso do Sul and Mato Grosso, but also extending to their neighboring countries, Bolivia and Paraguay.

³ "A Amazônia brasileira é distinta entre si, da mesma forma é a peruana, andina e assim por diante, não apenas na fauna, mas também em sua sociedade, ou seja, com multiculturas, seja ela tradicional ou urbana"

⁴ "A Amazônia tem, portanto, múltiplos significados, sem existir um conceito abrangente o suficiente, para abarcar todos os significados num único conceito"

⁵ "O fato é: Os povos pantaneiros não podem ser resumidos em uma única corrente de pensamento ou mesmo em um único formato de identidade, algo fixo. Não existe um sujeito pantaneiro, existem sujeitos singulares dentro de uma cadeia de relações dialógicas. Eles falam, eles vivem e sobrevivem"

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In this sense of Amazonizing education,

represents welcoming and learning with this set of knowledge developed by these peoples and populations who produce history and culture in the Amazon. Such knowledge which may no longer be hidden, and given the urgency of our times, need to be brought to the fore and deeply debated and learned⁶ (Cordeiro; Ribeiro; Pereira, 2023, p. 13).

This dossier reunites 29 (twenty nine) theoretical and practical works which guide the dialogue on how the knowledge recognized in Pantanal and Amazon environments may contribute both in educational processes and in a project for a society which contributes to confronting the broad civilizational crisis which we have been facing. In this sense, resignifying postures and epistemologies, there is the recognition and the need for studies which contribute in processes of Amazonizing Education. The articles are drenched in knowledge from the states of Amazonas, Acre, Amapá, Mato Grosso do Sul, Mato Grosso, Pará, Rondônia e Tocantins.

Amongst the themes, reports of experiences and researches which integrate the present dossier, one may highlight: ancestral knowledges, environmental education and native peoples in Pantanal and Amazon environments; solidarity economy; cultural and spiritual knowledges; field education; popular education; education of youth and adults; teacher education/training policies; evaluation of the development policies in the region; international partnerships; evaluation of the national pact for literacy at the right age; perspectives of sustainabilities; health of indigenous peoples; knowledges which emerge from rivers and ground artisanal fishing; identity of female teachers; policies to combat food insecurity; mining; logic and impacts of agribusiness; deforestation, wildfires and fires. This wide set of themes related to the broad field of Education. In the moment in which this presentation was being written, the Pantanal and the Amazon called for help due to the drought and wildfires associated with the other forms of violent aggression against nature.

The Socio-environmental crisis faced presents as an imperative the need for an ontological redefinition on the planet if we want to preserve the life which is routinely destroyed. In this context, alternatives from different institutions with different political ties arise. The Brazil of COP30, to be carried out in Belém do Pará, in 2025, takes on great global prominence in the search for alternatives.

This Dossier presents different and successful perspectives which may Amazonize Education through the recognition of the knowledge which ancestrally have guided and preserved life for a long time in the aforementioned regions. Thus, this is a dossier which recognizes important movements from the critical and decolonial perspective to its fertility to recognize and gestate other forms of existence.

Thereby, it is hoped that the produced studies may contribute with theoretical-methodological reflections and practical orientations to create conditions for the confrontation of socio-environmental problems locally and worldly in several contexts by means of Education/ Training, Popular Environmental Education, Diversity and the perspectives of sustainability for the region.

PRESENTATION OF THE ARTICLES

The Dossier opens with the beautiful and significant art from the cover of the artist from Mirassol D'Oeste Danúbia da Silva Leao, steeped in identity and belonging to the context and the themes that run throughout the volume.

The first article **"AMAZONIZAR": Education and Political Ontology of Amazonian Peoples** by Albert Alan de Sousa Cordeiro, Eliane Aparecida Cabral da Silva and Débora Mate Mendes. In the text, the authors debate how official education has been positioned throughout the distinct territorial dynamics which have been developed in the Amazon and present resistance

⁶ representa acolher e aprender com esse conjunto de conhecimentos desenvolvidos por estes povos e populações que produzem história e cultura na Amazônia. Saberes que não podem mais ser ocultados, e dada a urgência dos nossos tempos, precisam ser trazidos à baila e profundamente debatidos e aprendidos

strategies present in the memories and territorialities of the amazon peoples. The article contributes to a dense ontological understanding of amazonizing.

The second article, **“Reports and Portraits of Female Lives and Their Experiences”**, authored by Rosane Duarte, Adriano Batista Castorino e Géssica Souza Lacerda, brings a perspective of protest and resistance on how the women on the State of Mato Grosso live. The text covers the horizon of the life histories demonstrating, from an ecological gaze, the relationship between women and nature, emphasizing their creative strength. From this, the study stresses that “Even though they are endowed with this capacity for creation, this does not eliminate the fact that they are constantly violated, perpetuating the model of predatory relationships which is the prism of male power. Therefore, it is urgent to distinguish, within human action, the processes of belonging and reciprocity, typical of the female universe, from the predatory sexist model.”⁷ It is a study of an ethnographic approach.

The third article **Women teachers from the Acre Amazon: life trajectory and beginning of teaching career in Feijó, Acre, Brazil**, authored by Letícia Mendonça Lopes Ribeiro, Adriana Ramos dos Santos, Lorene dos Santos, and Cleidiane Lemes de Oliveira, is an invitation to knowing aspects of the personal, familial and school trajectories of the female teachers of the Acre Amazon which reverberated in the decisions, taken by these women, for the entry into teaching in field schools, located in Feijó, in the state of Acre. This study carries out a careful listening of 10 female teachers, presenting all the implications of female teachers, who are constituted as teachers as an escape from domestic work and some by decisions of the partners who migrated to Acre in search for work. This is a study on the strengthening and consolidation of the patriarchy in the lives of the teachers and in the territory of the Acre Amazon.

The fourth article **“The Indigenous Woman Graduate of FAINDI/UNEMAT intercultural Licenciatura⁸ degrees”**, authored by Lóriége Pessoa Bitencourt and Janete Rosa da Fonseca, carries out an investigation geared towards understanding the presence of the indigenous woman amongst the students of the intercultural degree courses in FAINDI/UNEMAT and their prominent roles as graduates from these degrees. The authors carry out a qualitative nature approach, with documentary research procedures in order to understand the number of students graduating from intercultural undergraduate courses offered between 2001 and 2022, and how the quantitative presence of indigenous women changes among the five classes of intercultural Licenciatura degrees and the two Intercultural Pedagogy classes. The text is an invitation in thinking of the perspective of a Decolonial University Pedagogy.

The fifth article **“Education of Teacher of the Field, Waters and Forests with the Valuing of traditional knowledge in the Amazon”**, authored by Salomão Antônio Mufarrej Hage, Maria da Conceição dos Santos Costa and Hellen do Socorro de Araújo Silva, investigates the continuing education of teachers of Basic Education carried out in the environment of the *Programa Escola da Terra, das Águas e das Florestas da Amazônia Paraense* (School Program of the Land, Waters, and Forests of the Pará Amazon), considering the existing challenges in these territories and the guarantee of the right to education of the traditional and field peoples of the Pará Amazon. The text is grounded in the epistemological perspective of historical-dialectical materialism, when considering in its analyses the processes of the education of teachers inserted in the production relations in current society. The biggest invitation of this investigation consists of recognizing that continuing education of rural teachers needs to go hand in hand with the agenda of rights to work and life with dignity in the territory of the Amazon peoples.

The sixth article **“Continuous education of indigenous teachers in the Mato Grosso Amazon: links of struggle”**, authored by Waldineia Antunes de Alcântara Ferreira and Beleni Salete Grando, is an intercultural-education-action with indigenous teachers from the *Projeto Ação Saberes Indígenas na Escola* (Indigenous Knowledge at School Action Project).

⁷ “mesmo sendo dotadas da condição criadora, isso não afasta o fato de que são violadas constantemente, perpetuando o modelo de relação predatória que é o prisma do poder masculino. Por isso, é urgente distinguir, dentro da ação humana, os processos de pertencimento e reciprocidade, próprios do universo feminino, do modelo predatório machista”

⁸ a Licenciatura, in Brazil, is a type of undergraduate degree, similar to a Bachelor's, that grants the student the diploma to teach the chosen field at schools, which is typically not allowed with a Bachelor's.

The authors problematize continuing education and recognize the re-existences which give visibility to the processes of producing intercultural pedagogical/didactic materials. The study has an educational approach through the decolonial horizon. It carries out Freirean sensitive listening and presents the potentialities of the didactic books in the context of the intercultural-education-action which, in addition to decolonization movements, contributes to the processes of resistance to the erasure of the languages and cultures in indigenous schools in Mato Grosso.

The seventh article **“Anti-racist education through the activism of the channels Spartakus Santiago and Papo de Preta”**, authored by Simonia de Souza Nascimento, Alessandra Ferreira Mota, and Paulo Alberto dos Santos Vieira, investigates the possibility of the youtube channels *Spartakus Santiago* (2007) and *Papo de Preta* (Black Girl Chat) (2015) becoming learning environments, aiming to contribute to the perspective of anti-racist education with repercussions in the state of Mato Grosso. It carries out this movement through a qualitative approach. The study recognizes the potentialities of these channels as a learning environment consonant with documents that govern education for ethnic-racial relations in Brazil. It is a very instigating and potent text.

The eighth article **“Complexities of colonial and decolonial marks in a Xavante school”**, authored by Marina da Costa Azevedo, Alceu Zoia, and Michele de Arruda Vasconcelos Moura, analyzes the *Projeto Político Pedagógico* (Political-Pedagogical Project) (PPP) of an indigenous school with the intent of understanding how the curriculum established there is structured. A study of qualitative approach, it brings important inputs for the understanding of the indigenous school as an environment in permanent transformation and the challenges that these movements provide to teaching within the context of the Xavante People in Mato Grosso Amazon.

The ninth article **“Between words and Knowledge: narratives from Javaé Indigenous Teachers on Bilingual School Education”**, authored by Keyliane Leitao, Marcilene Araujo, Jocyleia Santana, Solange Matos and Rosemeire Granada, is a fruitful investigation of Indigenous school education within the amazon context of the Javaé community in the Canuanã settlement, located in the Bananal Island in Tocantins, with a focus on bilingual school education. It is a study which, through Oral History, seeks to register the educational history of the community, as well as having an interest geared towards the education and capacitation of teachers under the intercultural perspective. The study reveals an educational commitment which goes beyond formal education riddled with other senses permeated by everyday cosmo-living.

The tenth article **“Interdisciplinary islands of rationality in science teacher education in the Amazon”**, authored by Vandressa Caldas Amorim and Luely Oliveira da Silva, analyzes an educational process, employing the *Ilhas Interdisciplinares de Racionalidade* (Interdisciplinary Islands of Rationality) (IIR), in collaboration with teachers in different areas of Basic Education (High School), in a State High School in Pará. Through the horizon of qualitative approach, of the research action type and also through *Análise Textual Discursiva* (Discursive Textual Analysis) (ATD), the article reveals rich findings through the interdisciplinary gaze, which allows for the connection of environmental, cultural and social knowledge in the Amazon Region.

The eleventh article: **“Indigenous Peoples in the Mato Grosso Amazon and readings of the world: correlations between training and socioeconomic organization”**, authored by Laudemir Luiz Zart and Jaime José Zitkoski, approaches training with indigenous community organizations for the understanding, organization, and development of the indigenous economy and socio-biodiversity for the constitution and management of solidarity cooperatives. The context of the research was the Apiaká-Kayabi and Munduruku Indigenous Land - Juara-MT and the Zoro Indigenous Land located in Rondolândia-MT. The activities tied to the Man Gap Project, executed by the *Associação do Povo Indígena Zoró Pangyjej* (Zoró Pangyjej Indigenous Peoples Association) (APIZ), took place in the period from 2023 to 2024 and was executed by UNICAFES and the Unitrabalho Center of UNEMAT. The study's approach was participatory research, which provided as a result an ideogram which represents, based on the indigenous peoples' reading of the world, the correlation with the State, the market, society and social movements.

The twelfth article **“Application of Artificial Intelligence in Indigenous Pedagogy: A Case Study in Basic Education”**, authored by Ilma Rodrigues de Souza Fausto, Fabiana Rodrigues Leta and Ruth Maria Mariani Braz, seeks to carry out integration movements of artificial intelligence in the creation of images by indigenous teachers, within the context of a continuing education course in computation, technologies and educational robotics for basic education. The course adopted an interactive approach, with practical and dynamic sessions which actively involve indigenous teachers. This allowed for the immediate application of the learned concepts in their own educational and cultural contexts, promoted by ethno-informatic.

The thirteenth article **“Resistance and struggle in the Amazon: re-territorialization of the Apyãwa and the return to their ancestral living space”**, authored by Mara Dutra, Aumeri Carlos Bampi, seeks to understand, through the socio-environmental perspective, the process of de-reterritorialization of the Tapirapé people. Currently, they occupy the Urubu Branco Indigenous Land, located in the northeast of the state of Mato Grosso. To account for demonstrating the violence and resistance in the process of de-reterritorialization, the research revisits bibliography as well as carrying out interviews with 27 indigenous leaders. It is an important contribution for the understanding of the everyday struggles for survival in an amazonian context.

The fourteenth article **“The individual and fishing languages: Cultural signification of artisanal fishing in the Pará Amazon”**, authored by Joana D Arce de Vasconcelos Neves and Ewely Weny de Sousa e Sousa, is an invitation to an immersion through the horizon of amazon rivers and artisanal fishing. The text highlights the fertility of these perceptions and specific ways of existence of the amazon territories and the valuing of these traditional knowledge originating from the fields in water and forests. Based on this framework, the main objective of the research is the identification of the processes of linguistic signification and the fishing knowledge attributed to the fishing artifacts and traditional practices. The research is bibliographical, of the state-of-the-art kind, mapping academic productions in the Pará Amazon in the Capes’ Bank Of Theses and Dissertations.

The fifteenth article e **“Producing ‘Other’ Versions of Ourselves: NEPBIO and Practices of Environmental Education, Permaculture, and Bioconstruction”**, authored by Mike Santafé Zambrano and Maritza Maciel Castrillon Maldonado, carries out movements of thinking Environmental Education as an aesthetic of existence experienced at the *Núcleo Experimental de Permacultura e Bioconstrução de Cáceres* (Cáceres Experimental Center for Permaculture and Bioconstruction) (NEPBIO), which constitutes the subjects who pass through it and participate in its workshops. It begins with the question: how do discursive and non-discursive practices move in an institution for the governance of oneself and others, in relation to Environmental Education, and produce aesthetics of ‘other’ existences, which go against the capitalist project of society? Through the gaze of cartography and analyses of archeo-genealogical studies developed by the french philosopher Michel Foucault, it is recognized that NEPBIO’s Environmental Education practices may be conceived as aesthetics of ‘other’ existences, in relation to those required by the capitalist production model, creating other “ways of being a subject” and other “forms of living”: other aesthetics of existence. It is a study which brings closer the horizons of a center, of Environmental Education in a Pantal context, of Permaculture and Bioconstruction. It carries out this movement employing a narrative perspective with excellent quality.

The sixteenth article **“Planting Education: education and sustainability in the territories of the Brazilian Amazon”**, authored by Katia Helena Serafina Cruz Schweickardt, Adriana Maria Barbosa Guimas and Júlio Cesar Schweickardt, recognizes the potentialities of amazon biodiversity and at the same time exposes constant threats due to the developmental projects which were implanted by the Brazilian State and the agribusiness capitalist economy, mining, and illegal logging. In light of this context, it presents alternatives to this predatory, ecocidal logic, presenting the experience of the “Programa Plantar Educação” (Planting Education Programme), which involves districts of the states of Amazonas and Pará, with the aim of supporting the local systems in the development of educational strategies which promote more quality in basic education, committed to the region, the place and the territories. It is a very relevant experience which may serve as a reference for many educational contexts involving different subjects committed to the region and territories.

The seventeenth **“Popular Environmental Education and Social Mobilization for Ecological Restoration in Pantanal”**, authored by Danubia Da Silva Leao, Solange Kimie Ikeda-Castrillo, carries out an invitation to reflection through *Educação Ambiental* (Environmental Education) (EA), especially through activities which seek to promote sensibilization for the conservation of Pantanal. The study aims to understand, on one hand, the set of economic activities and processes of degradation which affect the biome, and on another, role which the EA takes on as an instrument for popular and social mobilization in its ecological conservation and restoration as communitary empowerment. The investigation is of qualitative nature, and, as a method, employed participatory research-action in the social mobilization and involvement for the conservation of the Pantanal waters and its biodiversity. The actions and role of the social actors which have a political impact in the *Bacia do Alto Paraguai* (Alto Paraguai Basin) (BAP) were described, especially for having undergone, besides the grand wildfires, also with the extension of economic activities which take place without the consultation of traditional Pantanal communities. As a result of this process, there were exchanges of knowledge and interventions developed in the restoration process, as well as the paths for the establishment of a possible public policy named *Pacto Pela Restauração do Pantanal* (Pact for the Restoration of Pantanal). It is a text of great relevance, especially within the current context in which Pantanal's future is under constant threat.

The eighteenth article **“A phenomenological research on compliance with Social-Educational Measures and school: adolescent offenders from Alto Pantanal”**, authored by Guilherme Angerames Rodrigues Vargas, Maria do Horto Salles Tiellet and José Ricardo Ferreira Cunha, invites to reflect on adolescents in conflict with the law in regards to the compliance with socio-educational measures on probation, meeting the requirement of attending school. The phenomenological approach, carried out based on the conception of Merleau-Ponty, seeks to notice the occult in experiences. To these adolescents, keeping themselves inserted in the school community is determinant to not repeat the practice of an offense.

The nineteenth article **“Professional and technological education for the Sateré-Mawé people in Andirá-Marau: contributions from Amazonian knowledge”**, authored by Silvia Carvalho Vieira, Jonise Nunes Santos, Francisca Maria Coelho Cavalcanti, Valéria Augusta Cerqueira de Medeiros Weigel is the result of the research on professional and technological Education for the Sateré-Mawé people through the articulation of data generated during the discussions on the Education in the Amazon subject in the Education Doctorate Program. The theme aims for the investigation of Professional and Technological Education for the A Sateré-Mawé people in Andirá-Marau: contributions of Amazonian Knowledge, aiming to analyze professional and technological education and its interaction with amazonian knowledge. To this end, they contextualize Professional and Technological Education to understand the Amazonian knowledge and its integration in the Sateré-Mawé experience. With a hermeneutical, phenomenological approach, the study reveals that the interaction of amazonian knowledge aligned with the agro-ecological practices technological workshops promoted environmental conservation and food security, which allow for the conclusion that education integrated to amazonian knowledge is essential for an inclusive and contextualized education, capacitating the Sateré-Mawé to face contemporary challenges and promoting sustainability.

The twentieth article **“Direct Action of Unconstitutionality in the Context of Unfinished Transition: Repercussions of ADI 282-1/2019 on Democratic Management and the Election of School Principals in Mato Grosso”**, authored by Marilda Costa, Adriana Rodrigues dos Santos Brito e Mireni Costa, presents the mapping of decisions made by the *Supremo Tribunal Federal* (Federal Supreme Court) (STF) on *Gestão Democrática* (Democratic Management) (GD) and elections of school principals, and discusses the repercussions of these measures on the state sphere within the context of the state of Mato Grosso. It is a documentary and bibliographic research carried out on official websites and through searches on the Capes website and journals of this field. The results show that, despite favorable decisions, the suspension of the election of principals was not actualized in most of the litigated states.

The twenty-first article **“New curricular knowledge in professional education through environmental knowledge, on the banks of the Taquari in the Pantanal Sul-mato-grossense”**, authored by Marcela Rodrigues, Adriana Lauxen and Suzete Rosana de Castro

Wiziack, problematizes the curriculum integrated in the High Schools of the Federal Institutes, pointed out as a grand challenge of the *Educação Profissional e Tecnológica* (Professional and Technological Education) (EPT), demanding of the teachers the development of activities which contemplate the scientific knowledge and other forms of knowledge, in order to integrate school and community, in favor of developing actions of socioeconomic, cultural and environmental nature. It is a study which seeks to investigate how Environmental Knowledge may be the foundation for curricular development, considering the local reality of an IFMS unity as the basis to reach curricular integration and an integral and humane education. The study is an invitation to the recognition of interdisciplinary and environmental knowledge to be recognized in another educational context in the Mato Grosso do Sul Pantanal.

The twenty-second article **“Survey of productions about PNAIC in the Arinos Valley microregion”**, authored by Ângela Rita Christofolo de Mello and Elenize Vieira Falcão, is the result of a Master’s Thesis, developed in the *Programa de Pós-graduação em Educação* (Education Postgraduate Program) (PPGEdu), in the line of research Teacher Education, Policies and Pedagogical Practices, offered by the *Universidade do Estado de Mato Grosso* (State University of Mato Grosso) (UNEMAT), *Grupo de Estudo e Pesquisa de Formação Docente, Políticas e Práticas Educacionais* (Study and Research Group on Teacher Training, Educational Policies and Practices) (GEFOPE). It carried out a survey of productions about the *Pacto Nacional pela Alfabetização na Idade Certa* (National Pact for Literacy at the Right Age) in the period from 2015 to 2021, with views to analyze the outcomes of this policy for literacy and the continuing education of literacy teachers. The survey showed, among other aspects, that the PNAIC was a continuing education policy well-accepted among literacy teachers and that its didactic-pedagogical guidelines were incorporated into their teaching practices. An invitation to read is extended.

The twenty-third article **“Taking care, healing and the enchantments in the perspective of Ribeirinho elders in Amapá Amazon”**, de Vitor Sousa Cunha Nery, Alder de Sousa Dias, Cristiane Nery and Rogério Andrade Maciel, is an invitation to revisit ancestral and cultural knowledge through the enunciation of Amapá-Amazon elders. The study analyzes the elders’ knowledge under the perspective of caring, healing and enchantments in Amapá Amazon. The approach is qualitative, associating cartography, oral history and descriptive nature research. The collaborators were thirteen elders of different Amapá-Amazon territories. The results indicate that the cultural knowledge and practices of taking care, healing and enchantments contribute to the wellbeing and quality of life of these Amapá elders. In addition, the research also highlighted the importance of thinking in public policies and actions geared towards the care for the elders in the Ribeirinha communities of the Amazon.

The twenty-fourth article **“The rural internship and the significance of nursing care for Amazonian riverside communities”**, authored by Iago Orleans Pinheiro Monteiro, Marlene Fagundes Carvalho Gonçalves and Luciane Sá de Andrade, analyzes the repercussions of the experiences in the rural internships for the signification of care of ribeirinha people by academics in the last year of the nursing undergraduate degree at the public universities in the state of Amazonas. It is a qualitative study, with a historical-cultural Vigotski approach with nursing students from the *Universidade Federal do Amazonas* (Federal University of Amazonas) and *Universidade do Estado do Amazonas* (State University of Amazonas), who experienced the rural internship. The results indicate that the rural internship stands out as a pedagogical strategy which allows for the nursing student: the recognition of social, economic, cultural and geographical peculiarities of the ribeirinho territory; the rural internship is an enriching environment to the signification of nursing care to amazonian ribeirinha people by nursing students tensioning and mobilizing necessary knowledge and other conceptions of care in the amazonian context.

The twenty-fifth article **“Profile of Students Retained at the Universidade do Estado de Mato Grosso (State University of Mato Grosso): Analysis of a Pantanal Public Institution”**, authored by Fernando Cezar Vieira Malange and Marcos Paulo de Mesquita, investigates the phenomenon of retention in undergraduate courses at the *Universidade do Estado do Mato Grosso* (State University of Mato Grosso) (UNEMAT) analyzing the different profiles of students retained at the institution. The study recognizes that mitigating retention may mean to decrease the evasion indexes, and consequently, increase the graduation rates. It highlights the importance of the institutional policies and pedagogical interventions which

are more individual and reliant on the knowledge on the profile of the retained student. The study identifies 2,169 academics under this condition. Three profiles are identified: 1. a considerable incidence of students retained in the broad field of Business and Law; 2. students of Licenciaturas within the broad field of Education and mostly female; and 3. predominantly students in full-time courses and of the male gender, all in Bachelor's. Lastly, it was possible to identify a behavior of persistence from the retained students at UNEMAT and provide important insights for the institution on possible intervention and support strategies for students at risk of dropping out.

The twenty-sixth article **"Childhood education spaces in Porto Velho/Rondônia/Brazil"**, authored by Ruth de Lima Dantas and Juracy Machado Pacifico, analyzes the spaces and environments of Early Childhood Education municipal schools within the amazonian context of Porto Velho-RO. The investigation was based on Historical-Cultural Theory, especially on Vigotski's postulates. It employs scales to evaluate the spaces and materials of daycare and preschool classes of five Early Childhood Education schools of the Porto Velho-RO municipal network. The evaluation of the educational spaces noted a quality which stands between inadequate and barely adequate. The study reinforces that the application of scales demonstrates that such instruments are important to subsidize and guide the implementation of improvements on the Early Childhood Education schools, given that they evaluate different aspects related to the education of children aged zero to five years old.

The twenty-seventh article **"Institutional evaluation and strategic planning in higher education: knowledge and practices at a Pantanal-origin institution"**, by Rangel Renan Ramos da Silva and Elizeth Gonzaga dos Santos Lima, has as an objective Studying the Institutional Evaluation and its relations with Strategic Planning. It reaffirms the importance of these instruments for institutional decision making and for the pursuit of quality in the services provided to society. It is a study which brings the experience of a multi-campus public state university on the development of an Institutional Evaluation integrated with Strategic Planning in a democratic and participatory manner. The results showed that the interfacial relation between planning and evaluation, through the SINAES axes and dimensions, is of the utmost importance in reducing the gap between what is planned and what is evaluated. It equally recognizes that university managers need to base their daily actions and activities on these institutional documents with a view to establish and achieve the quantitative and qualitative goals which are part of the university's mission.

The twenty-eighth article **"An experience with the phenomenological approach in the Brazilian midwest"**, authored by Rosely Aparecida Romanelli, consists of a report of an experience of inclusion of a higher education methodology, as a strategy of content assimilation, in addition to seeking a reflection on the proposed activities that also aims to access the *a priori* pre-logical of the subjects involved in the research as well as those who attended classes. With the intention of studying some authors who advocate the use of the phenomenological-hermeneutic approach, texts that intend a threading of initial ideas to reflect on the application of Phenomenology and Hermeneutics were selected. A course was designed whose framework included classic authors and their latest followers such as Varela, Merleau-Ponty, Goethe, Steiner, Ortiz, Ricoeur, Bricudo. This study is very much worth reading. It is an instigating experience of other forms of thinking, feeling and experiencing the act of teaching.

The twenty-ninth article **"My dear midwives": An interview with Dona Zenaide"**, authored by Luciana Eliza dos Santos and João Branco, takes on a special purpose in this Dossier Pantanal and Amazonia Knowledge which concludes this edition with the presentation of an interview carried out with a traditional Acre midwife, Dona Zenaide, added to the biographical information and final reflections. The thematic interview was triggered by the first hour of the baby's life, which allowed for the exploration of the topic of traditional childbirth. Through the directed report which, nevertheless, expresses aspects of the social and collective memory of the work of the amazonian brazilian midwives, the statement grants qualitative elements to the understanding of the birthing practice in the traditional action in rural regions, such as rubber tree plantations, indigenous lands, quilombolas and other regions served by the traditional knowledge of the land. It represents, thus, elements of traditional and communitary

amazonian education, transmitted between generations and cultures. Carrying out this reading is immersing in this universe of amazonian popular ancestral knowledge.

BY WAY OF INCONCLUSIONS

When we started this call, we had the challenge to present, within the context of the destruction of life in the Pantanal and the Amazon, the challenge of embracing experiences, cosmo-experiences, policies, challenges, struggles, formative processes, ancestral knowledge, and popular environmental knowledge, which may contribute to this decolonial movement of Amazonizing Education. The environmental ontoepistemological gaze indicates other readings and ways of recognizing the knowledge which are always and always have been present in these contexts (Pereira; Freire; Silva, 2019).

In times in which the sustainable perspective distances itself from the popular environmental field, and is fundamentally associated with the field of neoliberal policies, *Educação para o Desenvolvimento Sustentável* (Education for Sustainable Development) (Pereira; Zitkoski, 2023) is taken on as an alternative. It is very much worth recognizing in this edition's ontoepistemological positions and policies which claim other ways of survival and recognition in the Pantanal and the Amazon, through other narratives, other cosmo-experiences and formative experiences.

Far from the logic which caves to the "siren's song" of anthropocene rationality, the studies which will here be read are placed from the perspective of resistance, of denouncing everything which destroys life in the Pantanal and the Amazon and with a propositional gaze, indicating new educational and formative relations considering the the agenda of gender, the training of teachers, curricula, social media that address ethnic-racial issues, the attentive gaze which recognizes and defends the space of Indigenous women, gender-based violence in the region, the imperatives of literacy policies and democratic management in schools, ecological spaces of Environmental Education guided by other rationalities in defense of life and bioconstruction, Indigenous schools that demand other forms of knowledge, Indigenous struggles in survival processes, the violence of official curricula in native languages, the knowledge of rivers, waters, fields, artisanal fishing, the need for alternative economies, other management practices towards sustainability, the reinforcement of predominant roles of rural subjects, health care in formative processes, health care present in healing practices and ancestral knowledge of healers. These are some of the multiple contributions which readers may find in the Dossier Pantanal and Amazonian Knowledge.

It was with this intention that we united efforts with a researcher of Popular Environmental Education, with activities in the Mato Grosso Pantanal context (PPGEDU/UNEMAT), with an Environmental Education Researcher with a focus on Public Policies, on Pará Amazon and other Northern states (NAEA – UFPA), alongside the Director of the *Departamento de Educação Ambiental e Cidadania da Secretaria Executiva do Ministério do Meio Ambiente e Mudança do Clima* (Department of Environmental Education and Citizenship of the Executive Secretariat of the Ministry of the Environment and Climate Change), we issue the call for the present Dossier.

On our part, we deeply thank the collaboration of all who have contributed considerably, taking part with the submission of papers drenched in these contexts. This collaboration can be noticed in the set of works which follow. They are potent studies, riddled with meaning and experiences which may very well, in our understanding, contribute to other forms of recognition of what Pantanal we are experiencing and to which Amazon we belong.

We wish an excellent reading to all and that amazonizing, beyond a verb, must be an everyday action of recognition of these popular ancestral knowledge which point to the horizon of other pedagogies: the pedagogy of Pantanal and Amazonian diversity, guided by other principles which are not in official curricula, but guide the lives of thousand of subjects in their everyday.

An excellent and pleasurable reading:

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