

TEACHER EDUCATION IN NORTH ARAGUAIA REGION: THE PNAIC AND ITS CONTRIBUTIONS TO THE PEDAGOGICAL PRAXIS

A FORMAÇÃO DE PROFESSORES NA REGIÃO NORTE ARAGUAIA: O PNAIC E SUAS CONTRIBUIÇÕES PARA A PRÁXIS PEDAGÓGICA

LA FORMACIÓN DOCENTE EN LA REGIÓN NORTE DE ARAGUAIA: EL PNAIC Y SUS APORTES A LA PRAXIS PEDAGÓGICA

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ABSTRACT: The text deals with the education of literacy teachers in North Araguaia microregion, emphasizing the National Pact for Literacy in the Correct Age (PNAIC), which is part of a scientific production whose development is due to the Postgraduate Program in Education (PPGE) of Federal University of Goiás (UFG)/Jataí regional. The research develops from the perspective of Historical-Critical Pedagogy. Through the interview, we bet on the possibility of reaching the intended objective and of merging the perceptions and ways in which each one conceives reality. The PNAIC was considered by the teachers as a good methodological option for continuous formation courses and, despite the alleviating of the teacher education, the 187 face-to-face stages were important, once they were instrumentalized them with practical suggestions and pedagogical materials.

KEYWORDS: Teacher education. PNAIC. Teaching work.

RESUMO: O texto trata da formação de professores alfabetizadores na Microrregião Norte Araguaia com foco no Pacto Nacional pela Alfabetização na Idade Certa (PNAIC), recorte de uma produção científica cujo desdobramento se deu no Programa de Pós-Graduação em Educação (PPGE) da Universidade Federal de Goiás (UFG)/Regional Jataí⁴. A pesquisa se desenvolve na perspectiva da Pedagogia Histórico-Crítica. Por meio de entrevista, apostamos na possibilidade de alcançar o objetivo proposto e de mergulhar nas percepções e modos como cada um concebe a realidade. O PNAIC foi considerado pelas professoras como uma boa opção metodológica para cursos de formação continuada e, apesar do aligeiramento da formação, as 187 etapas presenciais foram importantes, uma vez que as instrumentalizaram com sugestões práticas e materiais pedagógicos.

PALAVRAS-CHAVE: Formação de Professores. PNAIC. Trabalho docente.

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RESUMEN: *El texto trata sobre la formación de alfabetizadores en la Microrregión Araguaia Norte con foco en el Pacto Nacional por la Alfabetización en la Edad Justa (PNAIC), fragmento de una producción científica cuyo desarrollo tuvo lugar en el Programa de Posgrado en Educación (PPGE) de la Universidad Federal de Goiás (UFG)/Regional Jataí. La investigación se desarrolla desde la perspectiva de la Pedagogía Histórico-Crítica. A través de entrevistas, apostamos por la posibilidad de lograr el objetivo propuesto y profundizar en las percepciones y formas en que cada uno concibe la realidad. El PNAIC fue considerado por los docentes como una buena opción metodológica para cursos de formación continua y, a pesar de la aligeramiento de la formación, las 187 etapas presenciales fueron importantes, ya que fueron instrumentalizadas con sugerencias prácticas y materiales pedagógicos.*

PALABRAS CLAVE: *Formación de profesores. PNAIC. Trabajo docente.*

Introduction

This text is the result of broader research developed in the North Araguaia region⁵ about Public Educational Policies and Teacher Training, focusing on the National Pact for Literacy at the Right Age (PNAIC), linked to the Post-Graduate Program in Education at the Federal University of Goiás - UFG / Regional Jataí, in the research line Educational Policies, Management, and Teacher Training.

The idea of this study came from the assumption that the continuing education proposed by PNAIC contributes to the practice of literacy teachers, however, in a way disconnected from theory, and that it has not been relevant in school spaces, presenting an action disconnected from the effective educational work in the classroom.

In this context, the reflections focus on the continued training of literacy teachers, called PNAIC⁶, offered in the time span from 2012 to 2017. Promoted by the Federal Government, the PNAIC was embraced by the states, the Federal District, and the municipalities, reaffirming and expanding, "the commitment set forth in Decree No. 6,094, of April 24, 2007, to make children literate by, at most, eight years of age, by the end of the 3rd year of elementary school, measuring the results by specific periodic examination" (BRAZIL, 2012).

The objective of this study is to critically analyze the contributions of PNAIC to pedagogical praxis from the conceptions of literacy teachers of the microregion Norte Araguaia,

⁵ The North Araguaia Region comprises the Northeast of the State of Mato Grosso, of which the following municipalities are part: Alto da Boa Vista, Bom Jesus do Araguaia, Confresa, Canabrava do Norte, Luciara, Novo Santo Antônio, Porto Alegre do Norte, Querência, Ribeirão Cascalheira, São Félix do Araguaia, São José do Xingu, Santa Cruz do Xingu, Santa Terezinha and Vila Rica and Serra Nova Dourada.

⁶ PNAIC was established by Decree No. 867 of July 4, 2012 considering the provisions of Laws No. 9,394 of December 20, 1996, No. 11,273 of February 6, 2006, and Article 2 of Decree No. 6,094 of 2007, Article 2 of Decree No. 6,755 of 2009, and Article 10, sole paragraph of Decree No. 7,084 of 2010.

specifically, the municipality of Confresa-MT. The weaving of the text was based on the meanings of the speeches of these teachers, based on theoretical studies about continuing education, from authors such as: Vasquez, (1968, 1997), Kosik (1976), Saviani (2011) and Duarte (2010).

Initially, we highlight that the PNAIC emerges from public policies engendered from the marketing ideology defined by international organizations. As already analyzed by the authors in another text ⁷, the main focus of PNAIC was the development of literacy teachers' skills, focusing the training on ready-made suggestions/models of didactic activities with dynamic techniques and methodologies, with the learning rights as a reference (GOMES; OLIVEIRA, 2019).

Methodologically, we used the Critical-Historical Pedagogy, with a qualitative approach, from the understanding of Minayo (2009). According to the author, the qualitative approach delves into the world of meanings from a reality that is not visible, and that, therefore, needs to be exposed and interpreted, in the first instance, by the respondents themselves. For data collection, the semi-structured interview was adopted, because we bet on the possibility of reaching the proposed objective and of diving into the perceptions and the ways each one conceives reality. We emphasize that it is essential to unveil what is real in order to understand if, in fact, PNAIC has contributed or not to the teaching work. We listed 06 (six) schools in the municipality, covering the municipal and state networks, as well as the countryside and the city.

We emphasize that the location and subjects of the research are justified because they present unique characteristics. Confresa is a municipality that serves a diversity of migrant students from various regions of the country, since it has the largest number of rural workers' settlements per municipality in Brazil⁸ and is the education hub of this micro-region, with the largest number of schools and students. In addition, the PNAIC Continuing Education Program in recent years (2015 and 2016) was held in partnership between the Municipal Secretariat of Education and the Center for Training and Updating of Basic Education Professionals (Cefapro), considering that students constantly migrate from one school system to another, as well as a significant number of teachers who work in both school systems. Twelve teachers were interviewed. Teachers, yes! And, maybe it would go unnoticed, or sound as something natural, but the truth is, they are the great majority in the schools, especially in literacy.

⁷ On the conceptions of PNAIC check: Gomes and Oliveira (2019).

⁸ On the historical formation of Confresa see: Municipal Education Plan of Confresa/MT, 2016; NUNES. Carla Soraya Ribeiro. *Novos Olhares sobre a colonização de Confresa (1970-1980)*, 2010..

The reflections in this text firstly focus on the concept of praxis, understood as intentional action, "transforming and adjusted to objectives", as emphasized by Vásquez (1968). Praxis as material activity in which theory and practice are inseparable, so that neither can be done without the other. Or, clearly defined: that in the plot of educational work, theory and practice are always grounded in each other.

Based on the concept of praxis defended by the authors, we discussed the contributions of PNAIC to pedagogical praxis, focusing on the perceptions of the literacy teachers interviewed. In this dialogue, we carefully looked at educational policies, highlighting the continuing education programs for teachers, among other issues related to the teaching work.

Without losing focus on the initial question that instigated the development of this study - How has the PNAIC materialized in school spaces and in the practice of literacy teachers? - we present our final considerations on the elaborated reflections.

By educational praxis

The educational praxis advocated in this study distances itself from the ideals of competence pedagogies⁹, limited to didactic models, currently present in teacher training programs, including PNAIC. Thus, for the concept of praxis, as we will defend in these discussions, we resort to the emphasis given by Vásquez (1968):

[Praxis presents itself to us as a material, transformative and goal-oriented activity. Outside it, there is theoretical activity that does not materialize, insofar as it is pure spiritual activity. But, on the other hand, there is no praxis as a purely material activity, that is, without the production of purposes and knowledge that characterizes theoretical activity (VASQUEZ, 1968, p. 208).

In this understanding, theory and practice are inseparable, as one is not complemented without the other, they do not take place separately, but one transforms itself into the other. Praxis is intentional action, so that it is possible to know the concrete reality from all the elements that surround it, including considering the contradictions that permeate it.

⁹ Conf. Ramos (2001). In conceptualizing the term, he defines that the notion of competence in the context of work becomes plural - 'competencies' - seeking to designate the particular contents of each function in a work organization. The transfer of these contents to training, guided by the competencies that are intended to develop in students gives rise to what is called "pedagogy of competencies," that is, a pedagogy defined by its objectives and validated by the competencies it produces. Thus, the pedagogy of competencies is characterized by a pragmatic conception situated on the plane of convergence between the integrationist theory of the formation of the individual and the functionalist theory of social structure. The first shows that competence becomes a psychological-subjective characteristic of adaptation to contemporary life, and the second situates it as a factor of consensus necessary to maintain the balance of the social structure, insofar as the functioning of the latter occurs much more in fragments than in a sequence of predictable facts.

We want to highlight the importance of the concept of praxis by Vasquez (1968) to think about the pedagogical praxis of the interviewed teachers. Let's see: the educational work is an intentional act and this intentionality emanates from spiritual activity, that is, from theoretical activity, but it depends on its materialization in order to be configured as a transforming action. This means that the initial and continuing education courses for teachers should not prioritize practice, nor, however, theory, but rather plot so that one can ground the other. It is in this sense, then, that teacher education courses should contribute. To enable teachers to engage in this relationship and dependence. And so, we return to this important perception of a Brazilian teacher:

[When we understand that the practice will be more coherent and consistent, will be more qualitative, will be more developed the more consistent and developed is the theory that supports it, and that a practice will be transformed as there is a theoretical elaboration that justifies the need for its transformation and proposes the forms of transformation, we are thinking the practice from the theory. But we must also make the opposite movement, that is, think theory from practice, because if practice is the foundation of theory, its criterion of truth and its purpose, this means that the development of theory depends on practice (SAVIANI, 2011, p. 91).

In this direction, the trainings must contribute to the development of conscious and transforming action, which is only possible through praxis. Practice and theory must have a relationship of interdependence; one cannot coexist outside the other. Without a theoretical foundation, it is not praxis, and, likewise, theory without a foundation for practice. Therefore, none should prevail over the other in teacher education courses. "Praxis is active, an activity that is historically produced [...] the unity of man and the world, of matter and spirit, of subject and object, of product and productivity" (KOSIK, 1976, p. 222).

Praxis is a unity that is constituted by the inseparability - theory and practice, indispensable in the production of knowledge and transformation of reality, hence the importance of outlining teacher education based on this definition. It is from praxis that education is made as an intentional action that moves and transforms. We return to the writings of Sánchez Vásquez (1968, p. 207):

Between the theory and the transforming practical activity is inserted a work of education of consciences, of organization of material means and concrete plans of action; all this as an indispensable passage to develop real, effective actions. In this sense, a theory is practical to the extent that it materializes, through a series of mediations, what previously existed only ideally, as knowledge of reality or ideal anticipation of its transformation.

With this very plausible conclusion, we then need to think about the planning of continuing education programs for teachers. This is the understanding of a conscious and transforming education, an education that involves the totality of teaching and learning and specifically, that involves the totality of being a teacher.

An education that humanizes requires a conscious and consistent theoretical deepening and, for this reason, the criticism in the teacher education courses associated with the pedagogies of competencies that, contradictorily, modify the life and the experiences of these professionals by plunging them into practices devoid of knowledge with the intention of standardizing and parameterizing human beings. Teacher education must involve action of transformation and self-transformation in order to make teachers recognize the meaning of their pedagogical actions.

In this perspective, we reaffirm that the materialization of knowledge is intrinsically linked to theory and, likewise, there can be no theory without this materialization. It is this relationship of dependence that constitutes the praxis, i.e., the praxis, and only through the praxis that there can be transformation and social quality of education. It is from this understanding that we propose to observe the PNAIC.

PNAIC's Contributions to Pedagogical Praxis

We have seen that the concept of praxis is based on the understanding made by Vásquez (1968), presented as a material activity, transforming and consciously directed to objectives, in which the social subject is the creator of its production and the forms of its production. In this practical relationship, the subject and the object are neither separated nor undone, but unified.

With this definition, we understand that pedagogical praxis is not only related to what is done in the classroom, so our first look is on educational policies. In this sense, when questioned about the public policies that have entered the schools, it was possible to notice doubts in 75% of the interviewed teachers, as if they were not part of discussions outside the classroom, or maybe, because they thought they were somehow denouncing them. In any case, it was necessary, carefully, in order not to influence the reports, to redirect the question, citing some examples and educational events. The questioning seems to have caused astonishment, surprise. One of them even said: "I have no information about that". (P2). After redirecting the question and waiting a while to think about the theme, the reports were very specific, demonstrating, in some statements, the fragility of the educational policies:

Well, (pause) there have been programs like Mais Educação (pause) that did not make much difference in terms of learning for the students, but I liked the material, if I had had more time, to buy more material, because it helped us a lot, and helps us until today. Ah (pause) there was another program (pause) that talked about drugs¹⁰, but I don't remember the name, I know that once a week they went to school. And the Covenant. (P4, 2019)

I am the president of the school's deliberative council, so I am always following up. For example, in relation to the textbook (pause) can I talk about this? It's from the PNLD, I see that this monitoring is very bad. People criticized the current mayor a lot for having adhered to Positivo publisher. But Positivo, at least had books for everyone, it arrived a little late, but it had books for everyone. We had a lot of problems with the book, not that the book is essential, but it is important. Last year, we suffered a lot because the students had no contact with the book, even when they took the test, we noticed the lack of contact with the book, the image, of... especially, the book we work with, the "ÁPIS", deals a lot with these contents. So, in this case, it leaves a lot to be desired. As far as training is concerned, I believe we are getting training as much as possible. In relation to the Secretariat's monitoring... (long pause). (prolonged pause. Finally, she continued) we have already had better... (he lowered his voice) this year we didn't have much pedagogical support from the Secretariat. (P11, 2019)

P4, in a cautious way, with some pauses for reflection, when referring to some programs, pointed out a partial criticism of the Mais Educação Program, in the sense of little contribution to learning, but made reference to the importance of the material made available for the teaching work. There is, in this report, a need expressed by the teacher that can influence the results of the work developed and, consequently, the quality of education. This lack of material in schools was reported in other moments of the interview, such as: "[...] the only thing that came here for us was PNAIC, even the material we received was from PNAIC. This year, last year, we didn't even get a textbook" (P7).

These narratives show the neglect of education by the government, but also confirm that these programs contributed in some way. Still on this aspect, the report of P11 is expressive in confirming this lack of school material and, in this case, the textbook itself. It is interesting to reflect on the recurring needs in the teachers' work, since they greatly affect the evaluation of public educational policies. In a previous text (RAIMANN & SILVA FARIAS, 2020, p. 782).

P11's account covers three aspects of education and three very pertinent criticisms: the National Textbook Program (PNLD) and the poor management of book distribution; continuing education, which, even if it occurs, does not seem to contemplate the entire training process;

¹⁰ PROERD in Brazil was an adaptation of the American Educational Program, Drug Abuse Resistance Education (DARE) from the 1980s. The program was implemented in 1992 in Brazil by the Military Police of the State of Rio de Janeiro. Other states have been joining the program through agreements between city governments (Education Secretariats) and the state government (Public Security Secretariat).

and, finally, the absence of the Municipal Secretariat of Education in pedagogical follow-up. Specifically on public educational policy, in which the focus given by the teachers was on continuing education, we have:

I am not very knowledgeable about this subject, but we have training, educator's room, the More Literacy Program, but there are many courses on the internet. We are more in the More Literacy Program, because there are many activities that we have to answer, ...there are many modules to read, so we have experienced this process, both in PEFE and in More Literacy. These trainings bring suggestions for us to work, it has given several types of suggestions... these very days we have to work on literature.(P2, 2019)

Public educational policy? Well, we have received didactic material, lots of games, children's literature books, reading projects. From the federal government, we had the PNAIC; from the municipal government this year we had training on entrepreneurship. And there is the continued training of the Municipal Secretariat of Education, with six themes during the year, three themes the school chooses and three the secretariat (P1, 2019).

Although P2 reports some unfamiliarity with the theme, which is still worrying, since it reinforces the idea that the teaching work may be understood only as the practical activity in the classroom, she referred to the continuing education programs in effect in 2018. With this, she points out that the More Literacy Program, from the federal government, and the PEFE, as a state policy, are emphasizing the suggestions of activities. On the other hand, it evidenced a determination that was not perceived by her, when she reports having to work on literature.

Regarding P1's report about the materials received, by its characteristics, it may be related to the training programs, as highlighted in P7's report. She also mentions the entrepreneurship in training and the continuing education from the Secretariat called "Projeto Espaço do Diálogo". He did not present any objection about the entrepreneurship theme, which may confirm the consensus expected by the government entities and strengthen the mercantilization in education. Another aspect that calls our attention is the denomination of the Dialog Space as a Continued Training of the Secretariat of Education and not of the school, the choice of themes by the secretariat denotes an imposition that disqualifies school autonomy and, especially, diminishes the importance of the autonomous and emancipated creativity of the teachers.

Still in relation to public policies, a report expresses well the alignment of teacher training programs with the ideology of multilateral organizations. In this way, we have

Like this, now we are choosing the literature books, and we already have the ones from the Covenant. Last year we worked with new books, 1st, 2nd and 3rd grade, that box of PNAIC books, more arrived at school. They are

very good. The books we are choosing now, I don't know if they are related to any program, are they? I could have read them, but I didn't, I can't tell you. I know that the publishers have sent them, but the school is not buying them, the federal government is donating them. This year we are working with the More Literacy Program. In this one we don't even have books, we use the books from the Pact. We study on the computer, there are articles for us to read about literacy, now in module 4 there is a didactic sequence, ready-made. I thought it was too weak for my class, so I improved it. So, the first was worked on the skills we had to learn, talked about the BNCC, the PNAIC, in the second was complementary, in the third also and now in the fourth, comes with the ideas for us to work, especially, for us to continue with the didactic sequences (P6, 2019).

The format of these policies leaves no doubt about the real objectives to which they are directed. They do not bring contents that allow an autonomous intellectual development of the teacher, but only alienate them from practical activities isolated from the meaning of school education. The reports do not present a critical evaluation of these policies, but see them as efficient for educational development, for the work of teachers and for teacher training. The teacher's expression about what was worked in each module confirms the theoretical emptiness of these programs and the distance from a transforming and emancipatory training.

The priority of these policies is the mastery of skills that have already been determined by multilateral organizations and, to this end, they select content, authors, forms and reports of experiences of the teachers themselves, which conceptualize the teacher's work, in knowing how to do or according to the teacher: "*first we worked on the skills we had to learn [...]*" (P6).

Regarding the contributions of PNAIC, the teachers reported them with enthusiasm, so that it is possible to notice an overvaluation of the practice. In this regard, the teachers highlight the exchange of experiences, the playfulness, the making of materials and games, among others. When asked about the reasons that led them to participate in PNAIC, a contingent of 83.333% associated the improvement of practice, or to improve as a professional. Here are some statements¹¹:

Ah, the teaching practice. I thought that was so good, working with PNAIC. There were many things that... we already had it in our consciousness, but we had forgotten, some things... We worked a lot on the Proformação. There were many things there that we had forgotten... PNAIC brought us with more evolution so we could develop in a more differentiated way with the students [P2, 2019];

The desire to improve, to understand the public that we have today, which is very diverse. The diverse types of families is a challenge for us, and everything that comes, to improve is that...to help us be a better professional. (P4, 2019);

¹¹ Some of the statements presented in this study were highlighted to emphasize the analysis performed, and not as a classification of greater or lesser relevance.

When he said: it's literacy, you're going to learn different things. So, I really wanted to participate. (P10, 2019);

The search for other knowledge (P1, 2019).

We can see, in these statements, that the need for help in the literacy process is common among them and that this need can be met with the innovations and new methodologies presented in these continuing education courses. We understand that the motivation to participate in the training was, in a particular way, the constant search to meet the educational "demand". This search contemplates the principle of engagement proposed by PNAIC, which, in our understanding, confirms a dimension of the commitment signed by the countries in the World Conference on Education for All and in the Delors Report: the ability to keep on learning. It is interesting to observe how educational policies are being affirmed in such a way that the managerial state materializes in such a way that the consensus becomes, by little, absolute.

Another point to highlight is the similarity they make of what they studied in PNAIC with other teacher training programs or with other moments of study. We could consider a continuity of the "constructivist" approach reworked and incorporated by the "pedagogy of competencies", as pondered by Duarte (2010). It is learning different things, in different ways, it is a new challenge every day, it is also teaching different things, or, as Duarte (2010) says, it is nothing more than "the constructivist pedagogy in a more pragmatic way, since it clearly places the concern with the adaptation of the student (and the teacher)¹² to the new reality of globalized capitalism".

In view of the teachers' desires and what motivated them to participate in PNAIC expressed in the statements, and specifically in P2's account, we can also confirm the discontinuity of educational policies, because before PNAIC, other teacher training courses had the same dynamics.

On the same question, 8.33% associated the motivation to participate in PNAIC with the incentive offered by the federal government and the methodology for teaching reading.

Ah, first I was very intrigued by this training. It was the first time that I saw a training with a scholarship incentive. So I thought: I want to see what this is all about, (laughs) because it is the first time that I see the federal government thinking about this. And those who work in literacy are anxious, they always want to know how to teach these kids to read, so I went to see what this is all about, to see how it happens. So, I was curious about the incentive, I said, it must be good, it's different (P3, 2019).

¹² Included by the author.

According to Ordinance 90/2013, in its article 1, the PNAIC incentive (the scholarship) ranged from R\$200.00 (two hundred reais) for the literacy teacher and R\$2,000.00 for the general coordinator of the higher education institution. This significant difference is a consequence of the capitalist system and the relationship between the school and the labor market. The remuneration is related to intellectual and political work, and the scholarship of lesser value (two hundred reais) goes to the literacy teacher who develops the work of teaching and learning in the classroom. According to Raimann and Silva Farias (2020, p. 782), "the investments are rarely aimed at improving working conditions and continuing education of teachers, teacher appreciation, so that the teaching work is placed under the regime of capital, which materializes in the economy in the investments and intensification of the teaching work."

Anyway, we can see that the scholarship, in a certain way, had a positive impact on the teachers' adherence to the continuing education program. An incentive that, to our understanding, should have better working conditions and professional valorization. When the teacher says: "[...] it is the first time I see the federal government thinking about this," reaffirms the disregard of the rulers with education and the emergency and discontinuous actions that have materialized as government policy.

What would be the difference in the PNAIC? When the teacher reports that the incentive made her curious, wondering about the quality of the training, in a way, there was a doubt about that, differentiating the PNAIC only because of the scholarship. In this sense, we understand that what has been offered as a continuing teacher education policy is the repetition of "inefficient teaching formulas". Another issue pointed out by the teacher is the concern with reading. The anguish she reports is understandable, especially because reading is the main focus of the external evaluations. This demonstrates, here, the blaming of teachers for the results obtained, and here is the reason to justify the emergency programs of teacher training.

Regarding the accountability directed at teachers for the "results" of education, we emphasize that the quality of education does not depend exclusively on the continuing education of teachers or, in this case, on the mastery of the competencies and skills established in the training programs. We emphasize, therefore, that there are a variety of commitments that need to be fulfilled in order for educational quality to be, in fact, effective. The demands come in a systematic way. "Teachers and systems begin to accuse each other. The tensions increase as the expected results do not arrive, even though the work has been increased. Therefore, what interests us is to deal with the production of critical knowledge that transforms reality, even if it has roots in the past." (RAIMANN; SILVA FARIAS, p. 785).

In this understanding we emphasize that the educational quality depends on a set of actions with intentionality that is associated with the possible material and immaterial conditions, because, according to Saviani (2010), if these material and immaterial conditions are precarious, the educational quality is not effective.

When reporting on the PNAIC's contributions to pedagogical practice, teachers specify some elements that, in our understanding, contributed to the positive evaluation of the program. In this sense, most of the interviewed teachers said that PNAIC contributed to their pedagogical praxis and highlighted some aspects of this contribution. Thus, 16.666% cited the reports and the exchange of experiences during the training, 16.666% cited the playfulness and 58.333% referred to the teaching techniques studied and presented by the program, and 8.333% showed doubt when answering. Regarding the first aspect, we have:

*[...] PNAIC did not come to teach me how to teach, many things I already knew, I already worked, but it gave a... spice to our classes, it opened a light, it showed us. **It wasn't just that business: you do it like this, not like this. We had the practice, we did it, we took pictures, we had to show it, we had to report it, and show it. And that showed that it worked. We saw other people's reports, which is important** (P11, our emphasis).*

The reports and exchanges of experience contemplate two principles that guided PNAIC, namely, the principle of socialization and the principle of collaboration. The teachers considered the teacher training to be positive. On the other hand, we believe it is pertinent to make some comments that refer to the demands of the managerial state focused on management by results, with efficiency as the guiding principle. In PNAIC, according to the teacher's report, it was very evident the "prove it worked, validate the training".

It is important to emphasize that the teachers' voices express satisfaction with the training, because the PNAIC brought new techniques, dynamics, contributing with their know-how. We reaffirm that the PNAIC, with the goal of building competencies, brought seductive proposals, obtaining the consensus of the teachers. Let's see some reports:

And how it contributed! It is hard to say, but it was a very good contribution. We improved a lot our pedagogical practice, in terms of working with playfulness, because the program brought a lot of this. I always liked to work with games and I improved a lot. It was very good. (P5, 2019).

[...] even though we have been in the classroom for many years, he brought us new things. He taught us how to prepare dynamics, tell a story, because I didn't know how to tell a story, I used to read it, but telling a story is not for everyone. So, this helped us a lot. (P1, 2019).

Precisely, the teachers talk about knowing how to do, the techniques presented by the training, the skills learned. This represents the contribution of PNAIC to the practice of literacy teachers and the relevance of the program for them. And it is important to point out that it is not possible to carry out work of this nature in undergraduate courses, that is, with activities so specific to doing things in the classroom. And they are not meant for that. Another factor to consider is that most of the undergraduate courses taken by the teachers were in the EaD modality, in which the conditions/time to study are much shorter.

We want, here, to highlight the ideology of the new school covered by constructivism that, in a subtle way, acts relativizing knowledge and, at the same time, secondaryizing the work of the teacher. We resort to Saviani (2011) to emphasize the role of the school and, consequently, the teacher's training and work. The school, as defined by the author, is the place of systematized knowledge, that which is essential and, therefore, teacher education cannot be fragmented. There is no pedagogical praxis when it is not based on a consistent theory that must also be thought out from the practice.

In this aspect, we understand the relationship between pedagogical praxis and social praxis. It is the systematized knowledge, with educational intentionality, that is materialized in school spaces, in a dialectical relationship, from the subjective to the objective and from the objective to the subjective. It would not be the teacher transforming the student, but the student himself based on his production and the work done, that is, while he studies, he also reflects, thinks, emancipates and transforms himself. In the same way, the teacher's training and work should be made meaningful, which will be possible through this dialectical relationship. Thus, teachers and students institute not only their own productions, but the very forms of production (VÁSQUEZ, 1968).

What we mean by this is that teacher training, along the lines of the PNAIC, runs away from the philosophy of praxis and directs the acquisition of competencies disconnected from reality, in which students and teachers are submitted to training to meet an external demand. Strategically, they direct the trainings to adaptation and control mechanisms, distancing the individuals from human emancipation. By prioritizing practice over content, these programs deprive the teacher of a training that is aware of their role, that is, they deprive them of praxis and, consequently, of humanized work.

About the practice, it is possible to confirm in P1's account:

I really liked the language because of the dynamics and the practice, because we studied and put it into practice at the same time... we left with everything

ready to take to the classroom. The games were built there and then taken to the classroom. (P1, 2019).

Here we perceive a contribution of PNAIC for the technical development of the teacher, which directly influences the teaching work. We emphasize that activities of this nature, in which the reproduction or imitation of an act that was not thought of by the teachers takes place, characterizes a rupture in the process of creation and execution, i.e., in the subjective and in the objective, and may establish itself as something devoid of meaning. They are emblematic policies, paradoxical, that leave the teacher devoid of intellectual autonomy and, therefore, of the educational work and avoid educational acts based on emancipating actions.

Regarding the meanings of the PNAIC training, it is important to resume P2's account for a reflection on the activities seen in an initial training course - Proformation - and taken up again in this program. In this opportunity, we also want to recall that the PNAIC was inspired by the Pro-Literacy. As P2 reported, the training brought something they had already studied and had forgotten about. In this sense, it reinforces the idea that the activities carried out in teacher training courses are not being materialized and, therefore, are devoid of meaning, not contributing to social transformation nor to self-transformation. The criticism, here, falls on the teacher education programs that have prioritized practice, in repetitive actions, just like what happened in other spaces and at other times. An example of this are the reports of experiences present in all PNAIC booklets.

By conceiving praxis as a theoretical-practical dialectical movement, we turn our attention to the results of PNAIC in school spaces. What remained of the PNAIC in the schools? During the interview, I noticed a sparkle in their eyes and the certainty that the results of the PNAIC training had reached them. So, what was left of the PNAIC training in the schools?

The practices, the practices. It's like I said, it changed, it meant more to literacy. I believe that it is difficult to see a teacher who has participated in PNAIC and is not still applying the practices that PNAIC proposes. It is difficult! At least when I see it, I talk to other teachers, it's always... it's become something natural. Our practices, our planning, sometimes we don't even mention PNAIC because it has become so natural. (P3).

What the teacher says is instigating. The practical activities stayed at school, the teacher is working as learned in PNAIC, that is, the skills acquired in the training are present in the classroom and in the teachers' plans, according to the teacher's report. Therefore, it is understood that what was proposed by PNAIC in the teacher/teacher training axis was, to a certain extent, fulfilled. This is a "result", because what PNAIC proposed was the development

of competencies and skills defined as necessary or basic to "keep up with the many transformations of contemporary society" (BRASIL, 2013, p.8).

Thus, we want to emphasize that this society is ruled by capital, in a neoliberal state in which the educational principle is based on the interpretation of the world and search for immediate solutions for permanence and adaptation, and not the opposite. We defend a teacher education that transforms and humanizes, and that, at the same time, transforms something from their work, and also transforms themselves. Finally, that leads to a humanized and humanizing knowledge, to an emancipatory practice of the subjects involved in the praxis, to an effective education for citizenship, as provided by the norms prescribed by the national education regulations.

How are these practices reflected? How have they materialized in schools? Have these practices become natural? When asked about PNAIC and its contributions, the answers do not differ much. Let's see some reports of the total of teachers who mentioned the techniques learned in PNAIC.

Literature...literature and educational games. They are not over anymore. It continues the same way, it's every day, we get to the classroom, first thing, it seems to be a routine. So, because in the PNAIC we had to do a routine and one of the things was the Reading Delight, every teacher does it, even those who didn't do the PNAIC, because they see us doing it, they do it. The first thing we do is choose what we are going to read that day in class, so this became routine, it didn't go away and the games also stayed. Reading Delight was well established, so much so that the day we don't do it, they ask us: Miss, you didn't do the reading today (P1);

The Delight Reading, the didactic sequence, are there. (P10);

[...] reading and the question of playfulness ... some cards with several games, very nice to work with, it's a pity I couldn't build them all (P11);

The Delight Reading and the didactic sequence (P12).

The answers explicitly show what they learned to do and, in our view, unconsciously praise the practice. We can consider that in the teachers' view, PNAIC contributed to their pedagogical praxis. The knowledge of reading and reading for pleasure that, according to some narratives, has been propagated by other teachers, the didactic sequence as a way to organize the pedagogical work, the ludic activities and the games as a way to make teaching fun, less tiring, less boring activities. In what way can these activities contribute to human formation, to social transformation? And to the intellectual autonomy of the teacher?

The fragmentation in these courses seems not to be perceived by the teachers, or in a way, legitimized, when the focus of the training is the technique, the know-how. A mercantilized education, in which skills take center stage in the production of knowledge. This is the focus of the Managerial State, learning how to do, with as few mistakes as possible.

In the conception of most of the interviewed teachers, one can clearly see their admiration for the PNAIC as a continuing teacher education program. In this aspect, it is necessary to consider all the looks, the aspirations, the uncertainties regarding the issues that permeate these programs, the way in which adherence happens, the pedagogical conceptions, the interests that direct educational policies and that strategically exclude from the planning process the main experts in educational needs, not least because our research method requires a thorough analysis of our object of study.

The absence of the teachers in the planning of the formative actions is visible in the report of P8, when she says:

I think so...there are people who have never been in a classroom, don't know the real world of a classroom...writing for you is easy, now come and do it...sometimes it even contributes, it depends on how we see the work of these people (P8).

Here we have a doubt regarding the contributions of PNAIC to the classroom activity itself and the certainty that the reasons for the training are external to the school.

Thus, we can say that the expression, "it depends on how we see the work of these people" denotes the work of those who think the action, leaving it to the teacher to perform the action that was not thought of by him/her. And Vásquez (1997, p. 2007) explains that "a theory is practical to the extent that it materializes, through a series of mediations, what previously existed only ideally, as knowledge of reality or ideal anticipation of its transformation. Theory only materializes, however, if there is a subjective internalization in constant objective tuning.

In this sense, the formation of teachers should also be based on intellectual formation, which is only possible through the intimate relationship of creation and production, and not as a mere reproducer of practices. This is the work that is necessary to conceive in public policies of teacher training, the inseparability between theory and practice and not the fragmented actions of the whole.

Final remarks

The purpose of this text was to analyze the contributions of PNAIC to the pedagogical praxis as continuing education for literacy teachers in the northern micro-region of Araguaia, in the state of Mato Grosso. On this path, the observation fell on the principles of management by results that has been recurrent in educational policies since the 1990s.

The initial question was: how has the PNAIC been materialized in school spaces and in the praxis of literacy teachers? In this sense, we carefully traced the reflections on educational policies, the meaning of continuing education, the teaching methodologies present in teacher training programs with attention to the aspects and characteristics of the managing state and the pedagogical conceptions of teaching emerging from the ideário escolanovista.

PNAIC was considered by the teachers as a good methodological option for continuing education courses and, despite the shortened training period, the 187 in-person stages were important, as they provided them with practical suggestions and pedagogical materials. During the interview, it was possible to notice the teachers' satisfaction with the PNAIC training, with emphasis given to the new techniques, dynamics, the know-how, the skills learned.

From this perspective, we consider the PNAIC as a commercialized training, in which skills gained the main place in the production of knowledge, fragmenting the solid training of teachers. By removing from the training the elaborated knowledge necessary for intellectual development and human and autonomous conditions, the PNAIC intensified the ideology of alienating practices, not contributing to the humanization process, but strengthening technical activities that aim to meet a growing market demand.

Our understanding is that PNAIC prioritized practice over theory, as it overvalued empirical knowledge and/or classroom practice. We emphasize that this overvaluation of practical knowledge only accomplishes part of the teachers' training process and abandons the capacity of intellectual autonomy, necessary for the humanization of the individual.

We conclude that the PNAIC materialized technically in school spaces, since it contributed to the practice of literacy teachers, fulfilling the intentions provided by the government.

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