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LITERACY, TEACHER EDUCATION, AND PUBLIC POLICY: A SCOPING REVIEW OF PERTINENT KNOWLEDGE IN DIALOGUE WITH REGIONAL CULTURE AND GLOBAL DEMANDS

ALFABETIZAÇÃO, FORMAÇÃO DOCENTE E POLÍTICAS PÚBLICAS: UMA REVISÃO DE ESCOPO SOBRE O CONHECIMENTO PERTINENTE EM DIÁLOGO COM A CULTURA REGIONAL E AS DEMANDAS GLOBAIS

ALFABETIZACIÓN, FORMACIÓN DOCENTE Y POLÍTICAS PÚBLICAS: UNA REVISIÓN DE ALCANCE SOBRE EL CONOCIMIENTO PERTINENTE EN DIÁLOGO CON LA CULTURA REGIONAL Y LAS DEMANDAS GLOBALES

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ABSTRACT: Literacy remains a central challenge in Brazil despite advances in public policy. This study mapped recent research on literacy and teacher education, identifying trends, conceptual convergences, and gaps, with an emphasis on relevant knowledge that connects regional culture and global emergencies. A qualitative scoping review was conducted, including articles (2020–2025) retrieved from the SciELO and CAPES databases; nine studies were analyzed. The findings reveal an emphasis on teacher education, literacy, and the articulation between policies and school practices, particularly highlighting PNAIC, PIBID, and PRP. The studies show a growing appreciation for local culture and, albeit in a limited way, engagement with global challenges, though rarely linked explicitly to the SDGs. The analysis also identified weak integration between teacher education and digital literacies, as well as limited explicit articulation with global agendas and local identities. The study concludes that strengthening literacy requires consistent policies and teacher edu-

cation programs that integrate regional knowledge and global demands, fostering critical and socially meaningful practices.

KEYWORDS: Elementary education. Literacy. Reading and writing. Relevant knowledge.

RESUMO: A alfabetização permanece como desafio central no Brasil, apesar de avanços em políticas públicas. Este estudo mapeou produções recentes sobre alfabetização e formação docente, identificando tendências, aproximações conceituais e lacunas, com foco no conhecimento pertinente que articula cultura regional e emergências globais. Realizou-se revisão de escopo qualitativa, contemplando artigos (2020–2025) nas bases SciELO e CAPES; nove estudos compuseram a análise. Os resultados indicam ênfase na formação docente, no letramento e na articulação entre políticas e práticas escolares, com destaque para PNAIC, PIBID e PRP. Observa-se valorização da cultura local e, ainda que de forma restrita, aproximações a desafios globais, embora raramente referenciadas aos ODS. Verificou-se também baixa integração entre formação docente e letramentos digitais, além de limitada articulação explícita com agendas globais e identidades locais. Conclui-se que fortalecer a alfabetização requer políticas consistentes e formações que integrem saberes regionais e demandas planetárias, fomentando práticas críticas e socialmente significativas.

PALAVRAS-CHAVE: Ensino fundamental. Alfabetização. Letramento. Conhecimento pertinente.

RESUMEN: La alfabetización sigue siendo un desafío central en Brasil, a pesar de los avances en las políticas públicas. Este estudio mapeó producciones recientes sobre alfabetización y formación docente, identificando tendencias, aproximaciones conceptuales y vacíos, con énfasis en el conocimiento pertinente que articula la cultura regional con las emergencias globales. Se realizó una revisión de alcance cualitativa que abarcó artículos (2020–2025) de las bases de datos SciELO y CAPES; nueve estudios conformaron el análisis. Los resultados indican una fuerte orientación hacia la formación docente, la alfabetización y la articulación entre políticas y prácticas escolares, con destaque para el PNAIC, el PIBID y el PRP. Se observa una valorización de la cultura local y, aunque de manera limitada, aproximaciones a los desafíos globales, aunque rara vez referenciadas a los ODS. También se constató una baja integración entre la formación docente y las alfabetizaciones digitales, además de una escasa articulación explícita con las agendas globales y las identidades locales. Se concluye que fortalecer la alfabetización requiere políticas consistentes y programas de formación que integren saberes regionales y demandas planetarias, fomentando prácticas críticas y socialmente significativas.

PALABRAS CLAVE: Educación primaria. Alfabetización. Letramento. Conocimiento pertinente.

INTRODUCTION

Literacy remains one of the major challenges in Brazilian education, standing at the core of public policies, academic research, and teaching practices. Although recognized as a fundamental right and a basic condition for civic participation, both national and international assessments continue to reveal concerning indicators, with a significant proportion of children failing to reach the expected levels of reading and writing proficiency at the appropriate age. This scenario confirms that literacy is a complex process that transcends the mere acquisition of the written code, intertwining social, cultural, and pedagogical dimensions that directly influence students' development (Ferreiro & Teberosky, 1999, Soares, 2022).

Over the past decades, numerous national and state-level policies and programs have been implemented to address this challenge. However, their results still expose inconsistencies between institutional guidelines and the actual conditions found in schools. In this context, the notion of *pertinent knowledge* discussed by Morin (2011) gains relevance, understood here as knowledge that integrates the appreciation of regional culture—its past and present history—with global demands, in alignment with the Sustainable Development Goals (SDGs).

Thus, literacy from this perspective entails recognizing the knowledge, languages, and cultural practices of communities as foundations for meaningful learning, while also aiming to prepare citizens who are critically aware of planetary emergencies—such as inequality, climate change, and the defense of human rights. This local–global articulation reaffirms literacy as a social, cultural, and cognitive practice that is integrated into broader processes of sustainable development.

National scientific production has advanced in this debate, yet there is still a need for reviews capable of identifying trends, conceptual convergences, and research gaps, especially in light of the technological, curricular, and social transformations affecting education. Therefore, this study adopted a scoping review approach, suitable for mapping the state of knowledge and providing an updated overview of the diversity of approaches and methodologies in literacy and teacher education. With this objective, the study seeks to map recent academic outputs in Brazil, identifying trends, conceptual convergences, and gaps, with an emphasis on *pertinent knowledge* that integrates the appreciation of regional culture—its past and present history—and global emergencies.

Conceptual perspectives and the relevance of pertinent knowledge in literacy processes

Literacy has been widely discussed both nationally and internationally, with contributions from various authors (Colello, 2012, Ferreiro & Teberosky, 1999, Marchesoni & Shimazaki, 2021, Soares, 2022). The literature points to diverse demands related to the process, such as teacher education, the use of technologies, and student inclusion, revealing a field open to

re-signification. These studies, when connected to the practices of literacy teachers, provide valuable insights for the continuous improvement of reading and writing processes and for building a fairer and more inclusive present and future.

From a conceptual standpoint, literacy is defined as the "process of acquiring the written code and the skills of reading and writing" (Soares, 2003, p. 15), that is, the learning of the conventional writing system. However, for this process to become effective and meaningful, it must be situated within the context of *literacy practices*, understood as participation in social uses of reading and writing that allow individuals to "read or write for different purposes" (Soares, 2003, p. 27). Thus, *alphabetização* (learning to read and write) and *letramento* (literacy as social practice), though distinct, are simultaneous and interdependent: children learn to read and write as they engage in literacy activities in real-life language-use situations (Soares, 2022).

It is precisely at this point that the concept of *literacy* intersects with Morin's (2011) notion of *pertinent knowledge*. For the author, pertinent knowledge situates data and information within their contexts, reconstructs the whole in order to understand the parts, recognizes the multidimensionality of human and social phenomena, and embraces complexity as a web of interdependencies that links unity and multiplicity.

In summary, pertinent knowledge contextualizes and interrelates the local and the global, considers the multiple dimensions of phenomena, and operates through complex thinking—connecting parts and the whole without erasing their distinctions. In practice, it gives meaning to what is known by situating it within concrete contexts; embeds partial knowledge within global problems; integrates human, environmental, and procedural dimensions; and unites and differentiates

While *literacy* emphasizes the student's engagement in meaningful reading and writing practices, *pertinent knowledge* expands this logic by asserting that all knowledge acquires meaning only when situated within a broader context and connected to other fields of understanding. In other words, teaching literacy does not simply mean instructing students in the written code; it involves enabling them to grasp the value and social function of such knowledge, linking it to different dimensions of life.

This perspective entails overcoming fragmentation and fostering a contextualized, globally connected education—one capable of reconnecting knowledge and integrating different domains of learning. As Alves and Bianchi (2021), building on Morin (2011), remind us, knowledge is only pertinent when it is situated. This act of situating becomes more powerful through *complex thinking*, which, according to Petraglia (2013), offers a way of understanding that unites rather than separates the various dimensions of reality—acknowledging both the whole and its parts—and thus simultaneously considers what is geographically close to the student and what lies beyond.

Within this horizon, the appreciation of regional culture gains strength in the literacy process. In this regard, Axer et al. (2024) argue that the curriculum should be understood as a process of meaning-making and literacy as a cultural and discursive practice. They emphasize the importance of recognizing that "there is no fixation of meanings from an original culture; rather, there are productions of unexpected meanings that are constantly (re)appropriated, (re)signified, and newly produced in a task that repeats without repeating" (p. 6). From this perspective, linking literacy to local and regional culture broadens the possibilities for meaning-making and brings schooling closer to community life.

The case of the Contestado region is exemplary in this sense: initiatives such as the *Caboclo Camp*[1], in Timbó Grande (SC) (Associação Cultural Cabocla Filhos do Contestado, 2025), demonstrate how regional culture can strengthen educational processes by fostering a sense of belonging through a continuous process of meaning construction. As Silva and Bonin (2023) point out, the camp has become a space for the appreciation of *cabocla* culture in the Contestado region, encouraging a more engaged and socially committed view of students' own realities.

Initiatives of this kind are often rooted in memories of resistance, popular religiosity, and subsistence practices. Within literacy processes, these memories can be integrated into reading and writing activities, aligning with the study of contents from different curricular areas—such as Portuguese, mathematics, history, and geography—and demonstrating how literacy can engage with both the past and the present, countering prejudice and fostering new forms of social engagement.

Furthermore, it is essential to consider that literacy, while valuing regional culture, must also be aligned with contemporary global challenges. As indicated by the Sustainable Development Goals (SDGs), issues such as gender equity, environmental sustainability, social justice, and quality education for all constitute planetary objectives that directly challenge educational institutions. Integrating these demands into literacy practices means forming individuals capable of acting critically within their local contexts while simultaneously understanding their role in addressing humanity's broader challenges.

Therefore, literacy reaches its full potential when it is articulated through projects that mobilize reading and writing in real-world situations, linking the problems experienced by students and their communities to global concerns. From this perspective, the literacy process becomes a privileged pathway for promoting *pertinent knowledge*, as it enables not only the

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[1] *Acampamento Caboclo* is a cultural and educational gathering that celebrates and strengthens *caboclo* culture. The event brings together the local community, researchers, and visitors in experiences that include debates, films, trails, conversation circles, music, and workshops, linking education, culture, and territory. The event is organized by the *Cabocla Filhos do Contestado Cultural* Association, see: https://www.accfcontestado.com/.

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appropriation of written language but also the construction of meanings that engage with both local realities and planetary challenges.

Literacy from the perspective of recent public policies

The analysis of literacy policies in Brazil reveals a diverse set of initiatives. Among the key milestones stands out the *National Education Plan* (PNE) 2014–2024 (Brasil, 2014), which, under Goal 5, establishes the objective to "ensure that all children are literate by the end of the 3rd year of primary education" (Brasil, 2014, p. 1). To achieve this, the PNE outlines, among other measures, a three-year literacy cycle, periodic assessments, the selection and dissemination of educational technologies, targeted support for Indigenous children, and monitoring tools that take into account the students' mother tongue (Brasil, 2014).

During the period of the PNE's implementation, literacy was at the center of several initiatives, such as the National Pact for Literacy at the Right Age (*Pacto Nacional pela Alfabetização na Idade Certa* [PNAIC]). Launched in 2013, the program aimed to support all teachers working within this cycle to ensure that every student would achieve literacy by the end of the third year of primary school (Brasil, 2013). According to Leal (2025), the PNAIC's training program incorporated various materials designed to encourage teachers to engage with multiple perspectives, overcoming traditional and restrictive teaching approaches, particularly those based on synthetic methods.

As the PNE 2014–2024 approached its final phase, a new initiative was introduced: the National Commitment to Literate Children (*Compromisso Nacional Criança Alfabetizada*) (Brasil, 2023). Among its guiding principles, the promotion of educational equity stands out. Its central goal is to ensure that all Brazilian children achieve literacy by the end of the 2nd year of primary education, in addition to recovering the learning losses of students in the 3rd, 4th, and 5th years (Brasil, 2023). Initiatives of this nature, as noted by Bragamonte et al. (2024), reflect the persistent concern surrounding the field of literacy. However, as the authors argue, their effectiveness depends on sustained teacher training and continuous debate addressing the persistently low literacy rates at the expected age, as evidenced by various national and international assessments.

Moreover, alignment between national public policies and state and municipal initiatives is essential. In the state of Santa Catarina, the Literacy Policy for the State Education Network (Santa Catarina, 2021), systematized in an official document, is grounded in the National Common Curricular Base (Brasil, 2018), which guarantees literacy by the end of the 2nd year of primary education and recognizes it as a fundamental right. According to the document, "The development of this public policy is aimed at reflecting on a phenomenon that

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must be both understood and guaranteed: learning to read and write for social purposes" (Santa Catarina, 2021, p. 11).

Also in Santa Catarina, Resolution CEE/SC No. 048, dated October 15, 2024, established the *Guidelines for the Literacy Policy of the State Education System*. This resolution defines specific principles, guidelines, strategies, and methodologies focusing on literacy and the recovery of learning outcomes (Santa Catarina, 2024), with the participation of municipal education systems across the state.

Despite these normative advances, literacy policies in Brazil continue to face significant challenges in implementation. Ambitious goals are often accompanied by insufficient infrastructure, lack of teacher appreciation, and limited opportunities for continuous professional development—all of which restrict their effectiveness in everyday school contexts. Furthermore, there is limited visibility of a literacy approach grounded in p*ertinent knowledge*—one that values regional culture and engages with global challenges in line with the SDGs.

Standardized assessments, in turn, tend to prioritize numerical results, sidelining the inherent complexity of literacy as a social practice. This gap between policy design and school reality underscores the need for more integrated policies—those capable of transcending the logic of measurement and aligning more closely with the lived experiences of students and their communities.

To move forward, it is essential to align clear goals, sustainable investments, and respect for local specificities so that the right to literacy transcends the normative sphere and becomes a concrete reality for all. In the bill (PL 2614/2024) of the new PNE, currently under discussion in the National Congress, the goal is that 80% of children achieve literacy within the first five years and 100% by the end of the decade (Brasil, 2024).

The coming years demand that these ambitious goals be translated into tangible results through coordinated actions in response to digital acceleration, social inequalities, and the need for articulation among federal, state, and municipal policies. Literacy cannot be reduced to numerical indicators: it is a complex process grounded in social practices, cultural contexts, and sustained support for teaching work. The new PNE represents another opportunity to consolidate progress and correct distortions, ensuring the right to full literacy. To achieve this, policies must foster *pertinent knowledge* aligned with the SDGs, bridging regional culture with global demands and advancing toward a more equitable, inclusive, and sustainable educational project.

METHODOLOGICAL APPROACH

Considering the objective of this study, a scoping review supported by a qualitative approach was chosen as the methodological path. The scoping review is particularly appropriate

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because it enables the mapping and systematization of relevant studies on literacy and *pertinent knowledge*, offering a comprehensive overview of the field and identifying trends, gaps, and potential research directions (Mattar & Ramos, 2021).

The qualitative approach, in turn, strengthens the analysis by interpreting the key concepts in relation to concrete social and educational practices, as emphasized by Faria Rodrigues et al. (2021). Thus, the combination of these methodological frameworks provides a robust foundation that not only describes academic and policy productions but also points to real challenges in literacy and teacher education.

These methodological choices allowed for a detailed analysis of studies published across different databases. For this research, the following databases were selected: SciELO.org (https://www.scielo.br/) and the CAPES Journal Portal (https://www.periodicos.capes.gov.br/). These databases were chosen because they provide open access to a qualified corpus with standardized metadata, broad coverage in Portuguese and Spanish, and reproducible searches within the 2020–2025 time frame, ensuring both relevance and consistency in the mapping process.

The first search was conducted in the SciELO.org database using the search string "Alfabetização" AND "Formação de Professores" ("Literacy" AND "Teacher Education"). Initially, 29 results were identified. After excluding articles published before 2020 and those whose titles and abstracts showed limited relevance to the objective of this study, five publications remained for analysis (Table 1).

Table 1. Articles selected from SciELO.org

Author/Year	Title	Objective
Leal (2025)	*Diálogos com Magda Soares: contribuições para o Pacto Nacional pela Alfabetização na Idade Certa*	To discuss the main trends in literacy within the Brazilian context as identified in Brazilian curricular documents developed or revised between 2000 and 2010, highlighting Magda Soares' perspectives on these trends. The study also aims to understand her influence on the PNAIC—a federal teacher education policy in effect from 2013 to 2017.
Bertolini, Amaral and Varani (2025)	*O Programa Residência Pedagógica da CAPES sob o olhar das estudantes: experiências em contexto remoto*	To discuss the meanings attributed to daily formative experiences by scholarship students of the Literacy subproject within the Pedagogical Residency Program (PRP), coordinated by the Brazilian Federal Agency for Support and Evaluation of Graduate Education (CAPES), implemented in the Pedagogy course at the State University of Campinas during the COVID-19 pandemic.
Santos and Santos (2024)	*Diálogos [inter] ditados: formação de professores no âmbito da política nacional de alfabetização e o currículo [im]posto*	To analyze the relationship between continuing teacher education under the National Literacy Policy (PNA) and the [im]posed curriculum.

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Araujo, Adão and Modesto (2024)	*PIBID e PNAIC: arranjos institucionais de implementação com parceria entre universidades e escolas*	To reflect on the concepts and understandings of literacy and literacy acquisition.
Cock and Ramos (2024)	*PIBID e PNAIC: arranjos institucionais de implementação com parceria entre universidades e escolas*	To present a comparative study of two Brazilian public education policies focused on teacher valuation and teacher education: the Institutional Program of Teaching Initiation Scholarships (PIBID), directed at the initial training of undergraduate teachers, and the National Pact for Literacy at the Right Age (PNAIC), which focused on continuing education for literacy teachers.

Source: Own research (2025).

The second search was conducted on the CAPES Journal Portal using the string "Alfabetização" AND "Letramento" AND "Formação de Professores" ("Literacy" AND "Literacy Practices" AND "Teacher Education"). Of the 223 initial results, after applying exclusion criteria (publications prior to 2020, international productions, and non-peer-reviewed articles), 52 studies remained. Screening titles and abstracts led to the exclusion of 48 additional studies, leaving six; of these, two were further discarded for not meeting specific research criteria, resulting in four final studies (Table 2).

Table 2. Articles Selected from the CAPES Journal Portal

| Author/Year	Title	Objective
Soares and Almeida (2021)	*Alfabetização e os multiletramentos: Uma proposta de formação docente em práticas de letramento digital*	Presents the theoretical and investigative trajectory that originated the Intervention Project entitled "*Alfabetização e os multiletramentos: uma proposta de formação docente em práticas de letramento digital.*"
Girardi and Rausch (2022)	*Formação de professores alfabetizadores: Revisão sistemática da produção científica realizada no Brasil entre 2014 e 2018*	To identify thematic, theoretical, and methodological trends in scientific production published in Brazil between 2014 and 2018 concerning the training of literacy teachers.
Feitoza, Souza and Sousa (2022)	*Análise de estudos recentes sobre a formação de professores alfabetizadores com a leitura e com a contação de histórias*	Discusses divergences regarding preferences among conceptions and methodologies that underpin teaching practices, especially in early schooling. To identify recent studies on this topic (2010–2020), the study employs Iramuteq software for result categorization and content analysis of recent research on the subject.
Rodrigues and Ciríaco (2021)	*Caracterização de modelos de formação continuada de professores alfabetizadores*	To understand teacher education processes, with particular emphasis on Mathematics Education.

Source: Own research (2025).

The articles were analyzed using VOSviewer, a free software for constructing and visualizing bibliometric networks (Centre for Science and Technology Studies, 2022). VOSviewer enabled the identification of term co-occurrence patterns, expanding the understanding of thematic trends and supporting the research objective of mapping pedagogical support alternatives for literacy based on recent policies and practices.

RESULTS AND DISCUSSION

Focusing on mapping recent Brazilian research on literacy and teacher education—integrating *pertinent knowledge*, regional culture, and global challenges—the data were analyzed using VOSviewer. Terms with the highest co-occurrence were grouped into five clusters, revealing their interrelations within the corpus. To interpret these clusters, the terms with the strongest connections were selected in each cluster, allowing a category-based reading.

In the first cluster, the concept with the highest degree of co-occurrence was *knowledge*, with a total link strength of 67 (Figure 1). This connection of the term with others in the corpus confirms that literacy is not limited to the technical dimension of decoding but also involves interaction with prior knowledge, school-based knowledge, and social reading and writing practices. This aligns with Ferreiro and Teberosky (1999), who advocated the psychogenesis of written language, and Soares (2003, 2022), who emphasized literacy and reading/writing as simultaneous and inseparable processes. This perspective reinforces Morin's (2011) notion of *pertinent knowledge*, revisited by Alves and Bianchi (2021), according to which knowledge acquires meaning when contextualized and connected to other fields.

Figure 1. The Concept of Knowledge and Its Correlations

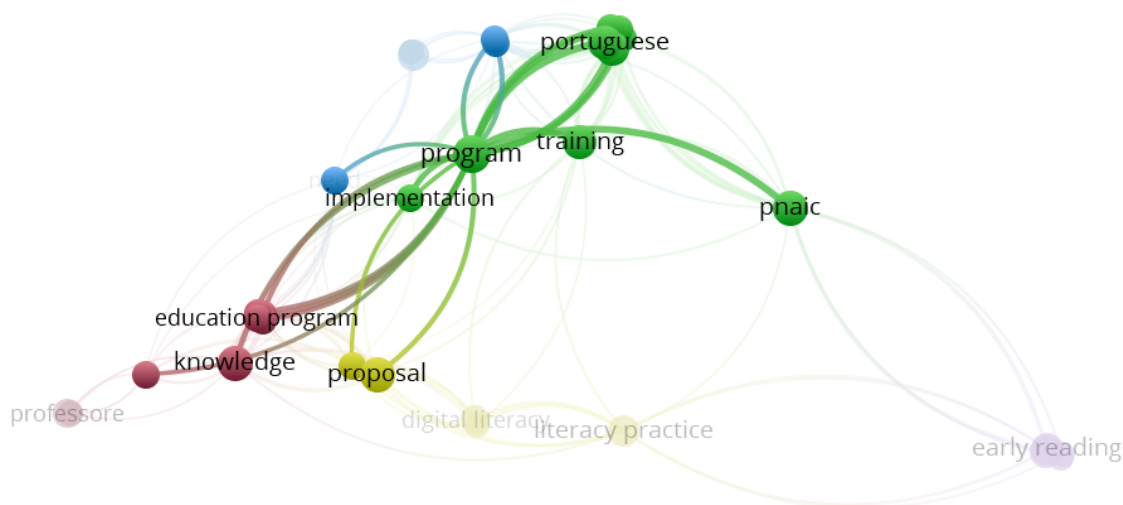Source: Term co-occurrence map generated using VOSviewer 1.6.20.

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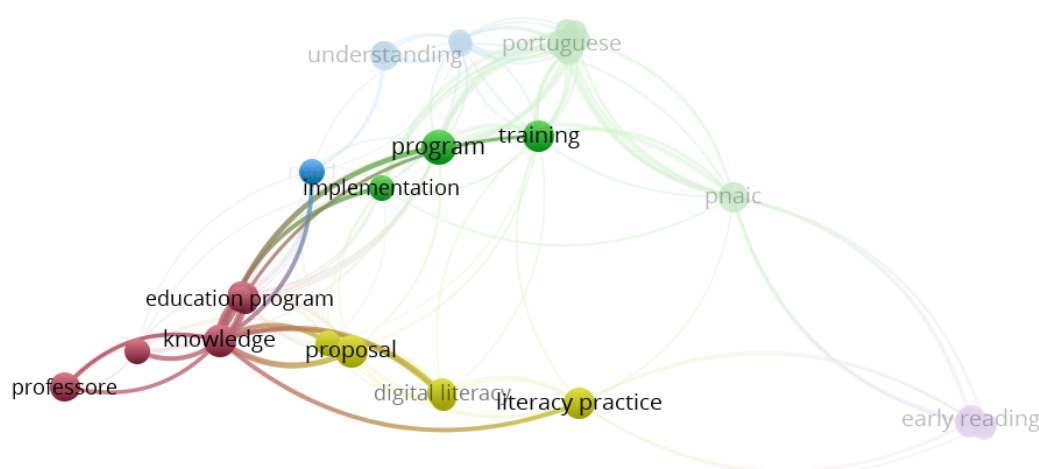
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Soares and Almeida (2021), for instance, emphasize that schools should diversify knowledge construction in digitalized contexts, fostering multiple competencies. Feitoza et al. (2022) highlight the role of students' prior experiences, aligning with the notion of literacy as a social practice (Soares, 2022), while Araujo, Adão, and Modesto (2024) argue that mastery of the alphabetic system is not "merely transmitted" but constructed through the interaction between prior and school-based knowledge.

Building on these reflections, Bertolini, Amaral, and Varani (2025), in their analysis of the PRP, demonstrate the importance of articulating theory and practice in teacher education, particularly in the context of the pandemic. These findings resonate with Colello (2012), who critiques the limitations of decontextualized school practices, and Petraglia (2013), who emphasizes the need to reconnect knowledge.

Thus, by highlighting the concept of knowledge as a central axis of literacy, these studies allow literacy to be understood not merely as technical decoding but as a process that integrates prior knowledge, social practices, and school contexts. This perspective suggests that understanding literacy as a culturally and socially situated practice requires integrating technical, social, and pedagogical dimensions, strengthening formative processes that give meaning to learning. Within this framework, the findings underscore the importance of linking literacy to regional culture while simultaneously connecting it to global demands expressed in the SDGs, thereby expanding its social and formative reach.

In the second cluster, the term with the highest co-occurrence was *program*, with a total link strength of 126 (Figure 2). This finding reinforces the centrality of teacher education policies and programs as structural pillars of literacy.

Figure 2. The Concept of Program and Its Correlations

Source: Term co-occurrence map generated using VOSviewer 1.6.20.

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Leal (2025), for example, highlights the PNAIC as a plural formative experience grounded in Magda Soares' work and the literacy perspective, while Girardi and Rausch (2022) note that PNAIC is also the most studied program in recent research. Specifically, Leal (2025) stresses that its plural theoretical basis was crucial for addressing pedagogical complexity.

Cock and Ramos (2024) demonstrate that PNAIC and PIBID promoted dialogue between universities and schools. Continuing this line, Bertolini, Amaral, and Varani (2025) situate the PRP within this effort, whereas Santos and Santos (2024) problematize the PNA and the *Tempo de Aprender* Program, critiquing its rigidity, which overlooks children's textual-discursive production. Finally, Rodrigues and Ciríaco (2021) emphasize the relevance of integrating the mother tongue and mathematics in teacher education; these findings resonate with Marchesoni and Shimazaki's (2021) critique and reinforce the potential of complex thinking to guide policies that overcome reductionisms (Morin, 2011).

The second cluster demonstrates that teacher education programs are pivotal in structuring literacy practices, as they bridge universities and schools, promote interdisciplinary dialogue, and provide pathways for addressing pedagogical complexity. However, the analysis also reveals that many of these initiatives still face discontinuities and limitations in adapting to regional contexts. Therefore, their effectiveness depends both on ensuring continuity and on their capacity to respond to local particularities, thereby strengthening enduring connections between universities and schools.

In the third cluster, two concepts stood out: *coordination* and *improvement*, both with a total link strength of 34 (Figure 3). Although analyzed separately, these concepts are deeply interrelated, as one is critical for the other in the context of literacy process demands.

Figure 3. The Concept of Coordination and Its Correlations
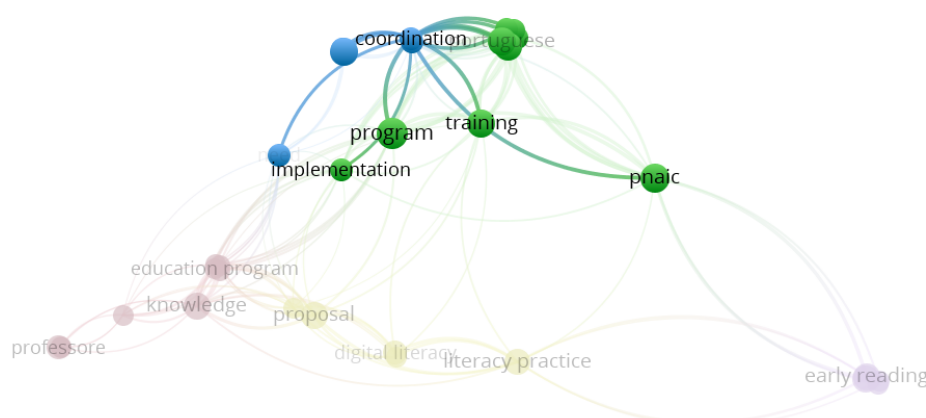
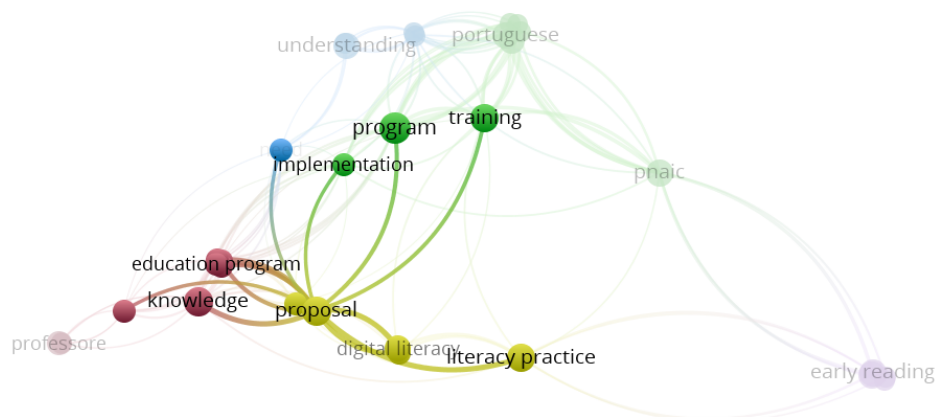Source: Term co-occurrence map generated using VOSviewer 1.6.20.

According to Cock and Ramos (2024), *coordination* is linked to PNAIC, which articulated municipal, state, and school instances through shared management. This highlights that implementing literacy programs requires integrated institutional arrangements capable of aligning national policies with local practices.

The term *improvement* is associated with the pursuit of teaching quality, as noted by Santos and Santos (2024) in reference to the *Pró-Letramento* program. Rodrigues and Ciríaco (2021) emphasize that programs such as the Literacy Teacher Training Program, *Pró-Letramento*, and PNAIC contributed to enhancing teaching practices, while Girardi and Rausch (2022) stress that this process directly impacts education quality, consolidating reflective teaching.

This understanding aligns with Soares (2003, 2022), who argues that literacy and reading/writing gain meaning only when linked to significant social practices, and with Morin (2011), who advocates contextualization and the overcoming of knowledge fragmentation. Within this framework, observations from the third cluster indicate that *coordination* and *improvement* function as interdependent dimensions: coordination ensures integration among political and pedagogical instances, while improvement strengthens ongoing teacher development. Together, these dimensions enhance literacy quality; however, studies indicate persistent weaknesses in shared management and systematic professional development provision. These limitations suggest that, beyond technical aspects, literacy must be consolidated as a right realized through contextualized social practices.

In the fourth cluster, the most prominent term was *proposal*, with a total link strength of 67 (Figure 4). This concept is directly associated with pedagogical and formative propositions that guide teaching practices and student literacy. Analyses show that such propositions play a central role by indicating methodological and theoretical pathways capable of overcoming restrictive approaches and fostering the integration of theory and practice in the school environment.

Figure 4. The Concept of Proposal and Its Correlations

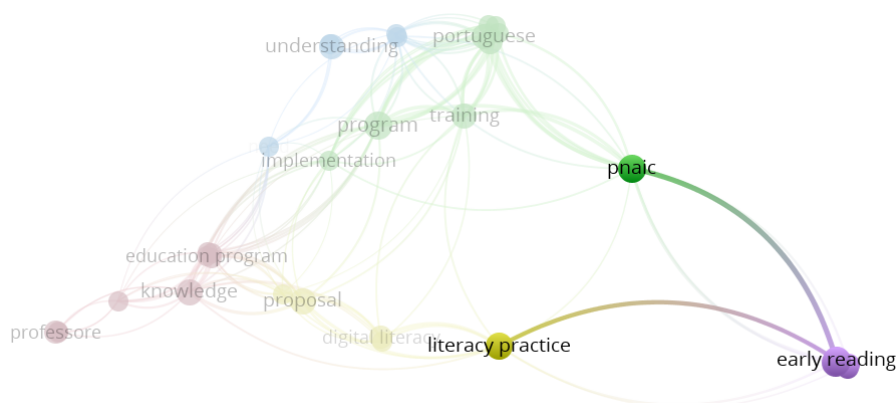Source: Term co-occurrence map generated using VOSviewer 1.6.20.

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Soares and Almeida (2021) discuss a teacher education proposition in digital literacy practices, demonstrating how technologies expand learning spaces and demand new professional competencies. Feitoza et al. (2022), in turn, highlight propositions aimed at developing autonomous, critical, and participatory readers and storytellers, emphasizing that literacy involves cultivating learners capable of interactively engaging with diverse texts and representations. These perspectives resonate with Soares (2003, 2022), framing literacy as a social practice that requires multiple languages and contexts of use.

Furthermore, Alves and Bianchi (2021) argue that pedagogical propositions should be guided by the principle of pertinent knowledge, capable of reconnecting areas of knowledge and avoiding fragmentation. Marchesoni and Shimazaki (2021) reinforce that the diverse conceptions of literacy and reading/writing produce distinct propositions, which can take either a normative or emancipatory character. In this sense, the fourth cluster indicates that such propositions are not mere prescriptions but collective and contextual constructions, shaped by conceptual and political debates, which guide both teacher education and pedagogical practice in dialogue with the complexity of literacy.

The fourth cluster demonstrates that pedagogical propositions play a central role in literacy by integrating theory and practice, encompassing multiple languages, and reconnecting knowledge. As collective and contextual constructions, they guide teacher education and pedagogical practice, strengthening critical and socially meaningful approaches. Moreover, they reaffirm the importance of aligning these propositions with pertinent knowledge that values regional culture in its historical depth while simultaneously engaging with global emergencies present in contemporary society.

In the fifth cluster, the concepts *early reading* and *writing acquisition* stand out (Figure 5). Although these two processes are interdependent, they possess specificities that distinguish them from one another.

Figure 5. The Concept of Early Reading and Its Correlations

Source: Term co-occurrence map generated using VOSviewer 1.6.20.

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Analyses indicate that early reading, particularly in the context of PNAIC, was designed as a pedagogical practice oriented toward enjoyment, aiming to expand students' experiences with reading and foster the development of new readers (Santos & Santos, 2024). When integrated into the school routine, this practice goes beyond the technical instruction of decoding and promotes the development of aesthetic and critical appreciation, aligning with the conception of literacy as a social practice (Soares, 2003, 2022). Feitoza et al. (2022) further reinforce this perspective by emphasizing that the incorporation of reading into pedagogical praxis should cultivate an appreciation for the act of reading, thereby broadening students' cultural and critical repertoire.

In contrast, *writing acquisition* refers to Emilia Ferreiro's psychogenesis theory (Carmo & Chaves, 2001), whose contribution remains central to understanding the processes through which children construct hypotheses about writing. This perspective challenges the traditional view of literacy as mere code transmission, highlighting that learning to write is actively constructed by the learner. Accordingly, it underscores the importance of pedagogical practices that value hypothesis formulation and interaction with diverse textual carriers, thereby expanding learning opportunities.

These findings also resonate with Colello's (2012) critique of decontextualized school practices focused solely on technique, emphasizing the need to recognize the social dimension of writing. Simultaneously, they connect with Morin's (2011) notion of pertinent knowledge, which stresses the necessity of reconnecting knowledge and considering cultural and social contexts in the formation of readers and writers, alongside global demands. Thus, the fifth cluster demonstrates that both early reading and writing acquisition cannot be understood as isolated stages but as dynamic, interdependent processes fundamental to meaningful and socially situated literacy.

The fifth cluster highlights that early reading and writing acquisition are interdependent processes that go beyond technical decoding by fostering aesthetic enjoyment in reading and the active construction of writing hypotheses. This integration promotes critical development and strengthens students' cultural identity while expanding their repertoire for social participation. Consequently, literacy consolidates as a socially situated and transformative practice, committed to valuing local cultures while remaining responsive to global challenges that confront contemporary education.

Analysis of the reviewed studies indicates that literacy, beyond its technical dimension, must be understood as a socially and culturally situated practice. Soares and Almeida (2021), in their investigation of experiences within the Municipal Network of Lauro de Freitas (BA), show how local digital literacy practices interact with regional realities, reinforcing the need to connect formative processes to specific school cultures. Rodrigues and Ciríaco (2021) extend this discussion by highlighting that literacy traverses different disciplines and involves

both the transmission and reconstruction of historically accumulated knowledge, including values, knowledges, and cultural practices. Feitoza et al. (2022) emphasize that reading, when integrated into pedagogical practice, should strengthen students' critical and cultural identity, contrasting with decontextualized approaches. It is noteworthy, however, that none of the analyzed studies explore a regional case as specific as that of the Contestado; nonetheless, all converge on the view that literacy is enriched when it incorporates elements of local culture as a foundation for meaningful learning.

The analysis further shows that some studies indirectly engage with planetary-scale challenges. Girardi and Rausch (2022), when discussing Goal 9 of the PNE (2014–2024), approach debates related to SDG 4 on quality education, albeit without explicitly referencing this international framework. Soares and Almeida (2021), by highlighting gaps in teacher training regarding the use of digital technologies, touch upon digital inclusion, which is recognized globally as a component of contemporary educational inequality. Leal (2025) emphasizes literacy as a sociocultural and political practice, aligning with broader discussions on inclusion and social justice, even while focusing on the national context. The remaining studies primarily concentrate on Brazilian policies and practices. Overall, none of the works directly address global emergencies or explicitly reference the SDGs.

FINAL CONSIDERATIONS

The analysis conducted demonstrates that literacy, beyond its technical dimension, must be understood as a socially and culturally situated practice. Local experiences indicate that literacy processes are strengthened when they engage with regional realities and connect with specific school cultures. From this perspective, literacy also entails disseminating and reconstructing historically accumulated knowledge, integrating values, knowledges, and cultural practices that give meaning to learning.

Reading and writing, when articulated with community experiences, become instruments to reinforce students' critical and cultural identity, counteracting decontextualized practices. Although the reviewed studies do not explore highly specific regional cases, such as that of the Contestado, the review highlights that literacy is significantly enriched when it incorporates elements of local culture as a foundation for more meaningful learning.

At the same time, it is observed that some of the studies engage, albeit indirectly, with global-scale challenges. Issues such as ensuring literacy in the early school years, digital inclusion, and the promotion of social justice emerge as recurrent concerns, aligning with international commitments to quality and equitable education. However, research remains

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largely focused on national policies and practices, without establishing direct links to global emergencies or the SDGs.

In light of this, the findings underscore that teacher education must assume a strategic role, preparing teachers capable of integrating the appreciation of regional culture in its historical context with contemporary global demands. This effort cannot be restricted to the individual level; it requires public policies committed to this regional-global articulation, able to sustain formative processes, ensure adequate working conditions, and expand the reach of socially meaningful pedagogical practices. Only through this convergence between teacher education and public policy can critical, contextualized, and transformative literacy be consolidated.

The mapping also identified significant gaps: (i) limited conceptual standardization and indicators for cross-context comparison; (ii) scarcity of research on implementation processes (working conditions, governance, and curricular mediation), beyond standardized assessment results; (iii) rarity of comparative studies (across networks or territories) and longitudinal research capturing trajectories of change; (iv) limited integration of teacher education with digital literacies in situated contexts; and (v) low explicit alignment with global agendas (e.g., SDGs) and local cultures/identities, restricting the transferability of findings. As a research agenda, it is proposed to expand comparative and temporal scopes; combine mixed methods with process records (protocols, implementation diaries, evidence of curricular development); operationalize key concepts and indicators to enable comparable syntheses; explicitly link research to equity and the SDGs; and strengthen partnerships between universities and schools to document curricular and formative prototypes in real-world settings.

As with any scoping review, this study presents limitations related to the temporal scope, the selection of databases, and the inclusion and exclusion criteria. While methodologically justified, these choices may have excluded relevant studies from other regional contexts. Additionally, the analytical focus—centered on literacy, teacher education, and pertinent knowledge—limited the exploration of adjacent dimensions, such as assessment or school management.

Future research could deepen the debate by exploring literacy practices that more directly connect the appreciation of regional culture with global demands, particularly in the field of initial and continuing teacher education. It is also necessary to investigate how schools and formative programs have incorporated—or could incorporate—global commitments related to equity, digital inclusion, and sustainability in critical and creative ways. Comparative approaches across national and international contexts may contribute to a broader understanding of how integrating the local and the global strengthens literacy as a fundamental right and transformative practice.

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