

## TEACHING PRACTICE IN HIGHER EDUCATION IN PARFOR/UEA CLASSES IN THE MUNICIPALITY FROM SÃO PAULO DE OLIVENÇA: A REPORT OF EDUCATION EXPERIENCE FOR AS ETHNIC-RACIAL RELATIONS

### TEACHING PRACTICE IN HIGHER EDUCATION IN PARFOR/UEA CLASSES IN THE MUNICIPALITY OF SÃO PAULO DE OLIVENÇA: AN EDUCATION EXPERIENCE REPORT FOR ETHNIC-RACIAL RELATIONS

<sup>1</sup>Eliuvomar Cruz da Silva  
<sup>two</sup>Laury Vander Leandro de Souza  
<sup>3</sup>Vilania Sampaio da Silva dos Santos  
<sup>4</sup>Jocilene Alves Sousa  
<sup>5</sup>José Cruz Queiroz do Nascimento  
<sup>6</sup>Adry Gabrielle Duarte de Almeida

#### SUMMARY

This article brings a report on teaching practice in Higher Education of the PARFOR Program - National Plan for Training Teachers in Basic Education in the municipality of São Paulo de Olivença in the State of Amazonas. In the study we present a brief history of the Training Program and also the educational reality of the State of Amazonas, also focusing on the implementation of the Program and the permanence of teachers in these Training courses. It can be seen that ethnic-racial issues need to be debated, discussed and analyzed by teachers who participate in PARFOR training courses, as they enable reflection on the positions adopted in the social context, as well as in the school context. Pedagogical practices must prioritize the development of teaching strategies to combat discrimination, in particular, racial discrimination in the teachers' school environment.

**Key words:** Teaching practice. Teacher training. Ethnic Racial Relationship.

#### RESUME

This article provides a report on teaching practice in Higher Education of the PARFOR Program - National Plan for Training Basic Education Teachers in the municipality of São Paulo de Olivença in the State of Amazonas. In this study we present a brief history of the Training Program and also the educational reality of the State of Amazonas, focusing also on the implementation of the Program and the permanence of teachers in these Training courses. It is possible to appreciate that ethnic-racial questions need to be debated, discussed and analyzed by teachers who participate in PARFOR training courses, which allow them to reflect on the positions adopted in the social context, as well as in the school context. Pedagogical practices must prioritize the development of didactic strategies to combat discrimination, in particular, racial discrimination in the school environment of teachers.

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#### SUMMARY

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1 PhD in Education from the Inter-American University of Paraguay-PY. Master in Education Sciences from Interamericana do Paraguay-PY. Specialist in Higher Education Didactics from Faculdade Táhiri. Graduated in Pedagogy from the Federal University of Amazonas-UFAM. [eliuvomar9@gmail.com](mailto:eliuvomar9@gmail.com).

2 PhD student in Education at the Inter-American University of Paraguay-PY. Master in Teaching Environmental Sciences from the Uni-Federal University of Amazonas - UFAM. Specialist in Clinical, Institutional and TGD Psychopedagogy from Instituto Prominas.

3 Graduated in Pedagogy from the Federal University of Amazonas-UFAM. [laurysouzabc@gmail.com](mailto:laurysouzabc@gmail.com).

4 Specialist in Public Management from UAB. Graduated in Pedagogy from the State University of Amazonas- UEA. [villagania.santos@educ.net](mailto:villagania.santos@educ.net).

5 Master's student in Education Sciences at the Inter-American University of Paraguay-PY. Specialist in Institutional Psychopedagogy from Faculdade Kurios. Graduated in Pedagogy from the State University of Amazonas-UEA.

[jocilenealves1978@gmail.com](mailto:jocilenealves1978@gmail.com)

6 Master's student in Education Sciences at the Inter-American University of Paraguay-PY. Specialist in Educational Management from the Faculty of Education of Serra-FASE. Graduated in Pedagogy from the Federal University of Amazonas-UFAM. [josecruzatn@gmail.com](mailto:josecruzatn@gmail.com)

7 Master's student in Education Sciences from the Inter-American University of Social Sciences of Paraguay-PY. Graduated in Pedagogy from the State University of Amazonas-UEA. [duarteadry5@hotmail.com](mailto:duarteadry5@hotmail.com).

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Plan for the Training of Basic Education Teachers in the municipality of São Paulo de Olivença in the State of Amazonas. In the study we present a brief history of the Training Program and also the educational reality of the State of Amazonas, also focusing on the implementation of the Program and the permanence of teachers in these Training courses. It can be seen that ethnic-racial issues need to be debated, discussed and analyzed by teachers who participate in PARFOR training courses, as they allow reflection on the positions adopted in the social context, as well as in the school context. Pedagogical practices should prioritize the development of didactic strategies to combat discrimination, in particular, racial discrimination in the school environment of teachers.

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## 1. INTRODUCTION

PARFOR - National Plan for Training Teachers in Basic Education, was created in Brazil as an emergency teacher training plan, in collaboration between the Union, the Federal District, the states and municipalities by Decree No. 6,755, of 29 December. January 2009, and its guidelines are anchored in the All Commitment to Education Goals Plan, established by Decree 6,094/2007 as a strategic program of the Education Development Plan (PDE), with the objective of offering free higher education to teachers in exercise in the public Basic Education network, as also required by the National Education Guidelines and Bases Law (LDB), whether 1st Degree, 2nd Degree or Pedagogical Training.

The reality of the State of Amazonas is still a different reality from most of the states in the South and Southeast of Brazil, since it is a state that is difficult to access, and has a large indigenous population that faces great challenges compared to other states, For this reason, teacher training programs such as PARFOR are very welcome in the region.

In this way, the articulations around the PARFOR proposal intensified even before the creation of the program, in the state of Amazonas, since, in 2008, in compliance with circular letter nº 118/08, of July 2008 from the Ministry of Education ( MEC), the State Department of Education, together with the National Union of Municipal Education Directors (UNDIME-AM), UFAM, the State University of Amazonas (UEA), the Federal Institute of Amazonas (IFAM), the State Council of Education (CEE), the Union of Education Professionals of the State of Amazonas (SINTEAM), among others, prepared strategic planning with the demand for training for 17,553 teachers in the public Basic Education teaching network, with a view to creating PARFOR , in 2009. Of this demand, 41% corresponded to the state network, that is, 7,280 teachers without training consistent with the LDB.

In addition to the distance from large centers, the state of Amazonas still, until the beginning of 2000, had only one public higher education institution, UFAM, which, until the mid-1980s, offered courses only in Manaus, restricting the possibilities of access to graduation for populations in the interior. And, it was only in 1987, when its expansion process began, that the municipality of Coari became the first to receive the Full Degree course in Pedagogy, with a qualification in Educational Supervision.

The lack of teachers with higher education in the state of Amazonas is evident both in data from the State Department of Education and Teaching Quality (SEDUC/AM) and in the School Census database. According to the 2007 School Census, of the 38,252 teachers who worked as teachers, 14,616 did not have higher education, 4,645 had a bachelor's degree and approximately 3,000 were lay teachers, working with training at the Elementary and Secondary Education level - some of these teachers, even with their own training in Elementary Education incomplete.

Thus, PARFOR is an educational policy aimed at teacher training, whose purpose is to promote offer higher education to Libras teachers or translators who are working in teaching in Basic Education, so that education professionals can have compatible training with the LDB in force in the country, as discussed in this section. Its guidelines are anchored in the All Commitment to Education Goals Plan.

## 2. SUPPLY AND DEMAND FOR UFAM COURSES, WITHIN THE CONTEXT OF PARFOR

According to data obtained and available on the Freire Platform (BRASIL, 2013), throughout the years of existence of PARFOR (2009-2019) in the state of Amazonas, UFAM, UEA and IFAM offered 24,943 vacancies and 587 classes for degree courses for teachers of all stages of Basic Education. The courses were offered in almost all municipalities in the state, except eleven, out of 62, as emphasized

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previously. Therefore, 51 municipalities were covered, from the closest to the most distant, which would supposedly facilitate the teacher's access and retention in the program.

Among the municipalities in Amazonas offered courses by PARFOR are the municipalities in the metropolitan region of Manaus (Manaus, Careiro da Várzea, Iranduba, Itacoatiara, Manacapuru, Novo Airão, Presidente Figueiredo and Rio Preto da Eva), which allow the highway traffic – even though arriving at Careiro da Várzea involves a 19.85 km crossing of the Rio Negro. In addition to the metropolitan region, it was possible to identify places further away from Manaus, but which have better transport infrastructure conditions, whether by river, by air, or simultaneously both means of transportation. In this situation are the municipalities of Coari, Tefé, Parintins, Tabatinga, Codajás, São Gabriel da Cachoeira, which, for the most part, serve as links between some small municipalities, which are only covered by river transport.

Among the most distant places with less infrastructure, but which also functioned or function as PARFOR hubs, are the municipalities of Juruá, Jutai, Japurá, Itamarati, Guajará, Ipixuna, Eirunepé, Tapauá, Canutama, Envira and others, which demand more travel time and higher expenses with tickets and per diem, as they are normally accessible by air taxis or boats, at very high prices, and there is no regular transport system with defined boarding dates. For these reasons, such municipalities are known in the state as places that are difficult to access, which is associated, above all, with the lack of more efficient transport, a factor that makes them more distant than they really are.

Throughout history, teacher training in the state of Amazonas has been based on educational policies that face challenges in the search for improving the educational panorama. However, the demands arising from this sector yearn for a broad-based teacher training policy, which is not focused solely on certification or meeting the demands of the job market.

According to data from the 2014 school census, the deficit of qualified teachers in higher education courses has always been high, there were 11,826 teachers who did not have compatible training, as established by the Education Guidelines and Bases Law. According to data from the 2014 School Census (BRASIL, 2014). With the implementation of the PARFOR program, it was hoped that it would be possible to minimize this problem, which has not occurred so far.

There were many reasons for the failure to achieve the expected result, but even so, we sought to analyze the obstacles to teachers' access and retention in the educational process of courses validated by the National Basic Education Teacher Training Plan.

One of the reasons given for the Program not being as successful as expected is that some courses offered for pre-registration on the Freire Platform did not take effect because they did not form a class. The causes are possibly linked to the teacher who: a) loses the simplified selection process; b) fails to submit any documentation; c) does not meet all prerequisites, especially in the case of 2nd Degree courses, which require the teacher to have been working for at least three years outside their area of training.

In addition to these factors, which can directly affect the teacher's access to the national teacher training policy, it is possible to list other obstacles to both access and permanence related to the fulfillment of the participants' duties, which must:

a) support participating teachers, releasing them from classes, providing transportation, food, accommodation toll for those moving from their municipalities. It is not enough for SEDUC/AM to issue a letter authorizing the state school teacher to participate in the program and respect the academic calendar of each IPES. It is necessary to hire substitute teachers, as classes, as a rule, take place in the months of January, February and July.

b) offer minimum infrastructure for carrying out the courses; have a team of teachers, facilities and libraries to carry out significant training for teachers/students; It is

c) institutionalize the program within the scope of IPES and renew the Technical Cooperation Agreement, in order to cover teachers who do not have training compatible with the LDB.

Therefore, these aspects are relevant to guaranteeing access and permanence in the program.

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### 3. TEACHING PRACTICE IN HIGHER EDUCATION IN PARFOR/UEA CLASSES

As previously described, the main objective of PARFOR is to train teachers to work in education in Amazonas. However, the target audience of these training programs is mostly made up of indigenous teachers, a fact that requires teachers who will work in these courses to have a methodology

differentiated in its teaching practice.

Talking about indigenous school education is being aware of a teaching modality that was introduced in indigenous communities due to the process of contact between these people and non-indigenous people. Thus, there is an educational process that works within these communities, as strategies for the production and dissemination of knowledge that takes place in a holistic way, in tune with their world views, social practices that could be valued and discussed in the school environment, to give meaning to the teaching of Mathematics and other subjects in the school curriculum, also valuing their productions of traditional knowledge and thus highlighting the different knowledge as a human construction inherent to every sociocultural group.

Dialogue with knowledge and practices arising from their social practices, in which we can identify elements with the aim of establishing relationships with mathematical school knowledge, disseminated in schools and universities, is the great challenge of a Mathematics Education committed to the construction of citizenship and insertion of indigenous peoples in the broad Brazilian context. Based on the assumption that the indigenous peoples investigated have different ways of living, customs, traditions and ways of situating themselves in the territorial space of daily living.

Despite the relevance of a teacher training policy, in practice, what is seen is that specific training policies such as PARFOR end up revealing the reality of teachers who work without sufficient training, and who, when they have access opportunity, end up overwhelmed by the double shift of studies and work.

In his analysis of the results of a survey on the aforementioned program, Brzezinski (2014) states that they indicate a large dropout of students enrolled in these courses and cites the fact that these students do not have substitutes for their classes, and have to bear this payment when they are in class, be one of the reasons for this evasion.

In a more general assessment of the policy established by the Decree, the author states that:

In the definition and development of training policies for education professionals, it is clear, however, that the government in the last two decades opts for specific and emergency policy practices, through scattered plans and programs, marked by inorganicity and disarticulation of the system itself. Ministry of Education (MEC). Within the scope of these policies, the importance of systematic social control is ignored, which implies misuse of public resources. In fact, there is no global public policy for training and valuing education professionals, so that the social quality of training processes is articulated with decent working conditions, career and job and salary plans based on the national minimum salary. (BRZEZINSKI, 2014, p. 1243).

Therefore, it is important that every trainer in their planning respects the desires and desires of indigenous people regarding their initial and continued training, in particular their spaces and times; These have been one of the main objectives.

In the same way, each people has their own mathematics" (GERDES, 2007, p. 159), which are portrayed in mathematics classes as investigative activities by teachers in training, and can be designed for the classroom.

Therefore, the methodologies adopted must be aimed at everyone's participation, in such a way that the groups formed to carry out these proposed activities always have one or more teachers belonging to different peoples so that they can exchange experiences and interact with each other, favoring interculturality and intraculturality.

Certainly the debate between knowledge originating from traditional indigenous practices and school mathematical knowledge is addressed jointly with teachers through the pedagogical proposal of Ethnomathematics that permeates the classroom, in which teachers are the subjects of their training, a since this proposal aims to:

[...] make mathematics something alive, dealing with real situations in time [now] and space [here]. And, through criticism, question the here and now. In doing so, we delve into cultural roots and practice cultural dynamics. We are effectively recognizing in [mathematics] education the importance of various cultures and traditions in the formation of a new, transcultural and transdisciplinary civilization. (D'AMBROSIO, 2002, p. 46)

We cannot fail to report here that in recent decades Brazilian Education has undergone several reforms, including the reform that sought the recognition and strengthening of human diversity. In the field of Education, we can mention the Law of Guidelines and Bases of Education (Law 9394/96), which brought within it articles that would guide curricula and their minimum contents, putting into discussion issues relating to cultural diversity and ethnic plurality .

Also in 2003, Law 10,639 was sanctioned, which amends the LDB "to include in the official curriculum of the



Teaching Network the mandatory theme of Afro-Brazilian History and Culture”, with the purpose of enabling the implementation of the law, the National Curricular Guidelines for the Education of Ethnic-racial Relations and for the teaching of Afro-Brazilian History and Culture were developed. Brazilian and African, approved by the National Education Council on March 10, 2004, and along with this legislation, some documents were produced, including the “Guidelines and actions for the education of ethnic-racial relations” (BRANDÃO, 2006)

It can be said that it is the school that is responsible for defending more egalitarian social relations, given that trainers are included in it and identities, opinions and world views are formed. But in order for it to really play its role, the school needs:

[...] qualified teachers for teaching different areas of knowledge and, in addition, sensitive and capable of positively directing relationships between people of different ethnic-racial backgrounds, towards respect and correction of postures, attitudes, words prejudiced. Hence the need to invest so that teachers, in addition to solid specific training, receive training that enables them not only to understand the importance of issues related to racial-ethnic diversity, but to deal positively with them and, above all, create pedagogical strategies that can help and re-educate them. (BRASIL, 2005, p. 17).

It is in this sense that PARFOR training programs need to have in their pedagogical proposal the themes that cross the daily life of the school that can be discussed, reflected on and problematized, contributing to citizenship training.

That education professionals master both the specific knowledge of their disciplines and the theoretical and methodological framework that allows them to be used with a view to offering inclusive education. It demands, above all from teachers, technicians and managers, the necessary skills to face the issues that underlie what the law proposes: confronting prejudice and its harmful consequences, the education of children and adolescents, through the construction of a new form of thinking about the formation of the nation and nationality. (COELHO; COELHO, 2014, p. 22).

Finally, training gently collaborates with the necessary foundation so that various themes can be debated, questioned, problematized, including ethnic-racial issues.

#### 4. FINAL CONSIDERATIONS

The Major Education Law, the LDB and other existing legislation in the educational scenario that refer to ethnic-racial issues signal the need for education professionals, especially teachers, to receive training to meet current demands.

Issues addressed by the National Curricular Guidelines for the education of ethnic-racial relations and for the teaching of Afro-Brazilian and African history and culture determine that teacher training courses be organized, which in turn will bring to the educational scenario the debate regarding racial relations in this context.

The experience presented here enabled discussions around racial relations and their representations in the educational context, contributed to understanding the place of black people in society and at school, as well as allowing the elaboration of didactic strategies aimed at educating women. racial relations in which resistance policies and alternatives for overcoming prejudice in the school space could be constructed/reconstructed.

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