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**Teacher training and teaching methodologies in traditional  
Amazonian communities: discussions based on the  
Amazônia +I0 project**


**Formação docente e metodologias de ensino nas comunidades  
tradicionais amazônicas: discussões a partir do projeto  
Amazônia +I0**

**Formación docente y metodologías de enseñanza en comunidades  
tradicionales amazónicas: debates a partir del proyecto  
Amazônia +I0**

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**Abstract:** This article discusses teacher training and teaching methodologies in schools in traditional Amazonian communities within the context of the Amazônia +I0 project. The study aims to identify local needs and propose educational practices aligned with sociocultural realities, valuing community knowledge and aspirations. The project involves in-person activities in the communities, with data collection through observation, and interviews. Based on these activities, the article presents data from a literature review on Amazonian education and intercultural curriculum. The results highlight the urgent need for territorialized and culturally sensitive educational policies, grounded in education for sustainability. The article argues that teacher training and teaching methodologies should be organized based on the territories, recognizing diversity and local culture as central elements in the development of the Basic Education curriculum in Amazonian communities.

**Keywords:** Amazonian education. Education for sustainability. Local knowledge.

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**Resumo:** Este artigo discute a formação docente e metodologias de ensino em escolas de comunidades tradicionais amazônicas, no contexto do projeto Amazônia +10. Os objetivos são identificar demandas locais e propor práticas educacionais alinhadas à realidade sociocultural, valorizando saberes e anseios comunitários. O projeto envolve atividades presenciais nas comunidades, com coleta de dados por meio de observação e entrevistas. Com base nessas ações, o artigo apresenta dados de uma revisão bibliográfica sobre educação amazônica e currículo intercultural. Os resultados apontam para a urgência de políticas educacionais territorializadas, culturalmente sensíveis e fundamentadas na educação para a sustentabilidade. Defende-se que a formação de professores e as metodologias de ensino devem ser organizadas considerando os territórios em questão, de modo a reconhecer a diversidade e a cultura local como elementos centrais na construção curricular da Educação Básica em comunidades amazônicas.

**Palavras-chave:** Educação amazônica. Educação para a sustentabilidade. Saberes locais.

**Resumen:** Este artículo discute la formación docente y las metodologías de enseñanza en escuelas de comunidades tradicionales amazónicas, en el contexto del proyecto Amazonia +10. Los objetivos son identificar las necesidades locales y proponer prácticas educativas alineadas con las realidades socioculturales, valorando los conocimientos y las aspiraciones comunitarias. El proyecto implica actividades presenciales en las comunidades, con recopilación de datos mediante observación y entrevistas. Con base en estas actividades, el artículo presenta datos de una revisión bibliográfica sobre educación amazónica y currículo intercultural. Los resultados resaltan la urgencia de políticas educativas territorializadas y culturalmente sensibles, basadas en la educación para la sostenibilidad. Se sostiene que la formación docente y las metodologías de enseñanza deben organizarse considerando los territorios en cuestión, de modo que se reconozcan la diversidad y la cultura local como elementos centrales en la construcción curricular de la Educación Básica en comunidades amazónicas.

**Palabras-clave:** Educación amazónica; Educación para la sostenibilidad. Saberes locales.

## Introduction

This article discusses results obtained in a broader investigation conducted within the context of the Amazônia +10 project, which brings together researchers from different institutions with the aim of producing interdisciplinary knowledge about the Amazonian reality based on multiple thematic and territorial perspectives, namely: Sustainable Development, Biodiversity, Socio-environmental Dynamics, Territorial Governance, Well-being, Environmental Education, Traditional Peoples and Communities, Climate Change, and Public Policies.

The focus of this study concerns the field of formal education, aiming to discuss teacher education and teaching methodologies related to the Amazonian context in which they are situated, considering that schools — especially in the context of traditional Amazonian communities — can contribute to strengthening cultural identity, territoriality, and citizenship.

Teacher education has been the subject of numerous investigations in Brazil and worldwide (Gatti, 2010; Nóvoa, 1998; Tardif, 2002; among others), addressing, among various topics, contemporary challenges such as the integration of school culture into teacher education (Gómez, 2001), the articulation between theory and practice, preparation for the use of technology in the classroom, and the use of current and dynamic methodologies. These issues are particularly significant in a country of continental dimensions and regional specificities, which poses the challenge of developing teacher education that is more aligned with the needs and characteristics of the target

population, as well as employing teaching methodologies that include students in the learning process in a coherent and consistent manner, aiming to promote meaningful learning.

Reflecting on teacher education and the use of active methodologies in the Amazonian context requires considering the unique characteristics of this region, such as its vast territorial extension, ethnic and cultural diversity, socioeconomic inequality, and difficulties of access, as well as the particularities of traditional populations, such as Indigenous, riverside, quilombola, and extractivist communities, defined in Article 3 of Decree No. 6040 of February 7, 2007, as:

Traditional Peoples and Communities: culturally differentiated groups that recognize themselves as such, possessing their own forms of social organization, occupying and using territories and natural resources as a condition for their cultural, social, religious, ancestral, and economic reproduction, using knowledge, innovations, and practices generated and transmitted by tradition (Brasil, 2007).

This context requires a broad reflection on school education in the Amazon, especially regarding: (i) traditional teaching models in which the teacher is the central figure in the process and the main transmitter of knowledge — considered complete and finished — while students assume a passive role as recipients of concepts that scarcely dialogue with their lived reality; (ii) objects of knowledge based on proposals that do not connect with the knowledge present in the communities and, therefore, do not correspond to local demands; and (iii) teacher education, particularly discussions on the need for teacher education programs in Brazil to relate educational theories to regional contexts.

It is understood that the sociocultural and environmental specificities of the Amazon must be considered key elements in mediating the educational process in a meaningful and respectful manner toward local knowledge. These elements, combined with curricular content and skills to be developed, must enrich curricular organization by incorporating the territorial and cultural knowledge of traditional Amazonian communities, with the aim, among others, of fostering a sense of belonging among students, as well as recognition and appreciation of their own history and culture.

Soares et al. (2025) advocate for a pedagogical approach, in contexts marked by diversity, that advances toward emancipatory education, values local knowledge, respects cultural diversity, and promotes active student engagement in the construction of a more just, supportive, and sustainable society. Such an approach contributes to the formation of citizens capable of acting, making decisions, and participating in the development of public policies that directly impact their lives, requiring a contextualized, critical, and integrative educational perspective.

This perspective is essential for promoting active and engaged citizenship, as it aims at empowering individuals in the search for sustainable solutions. This approach is complemented by a systemic perspective, which considers the interconnections

between various aspects of social and ecological systems. Such a holistic understanding is fundamental, as it enables a deeper analysis of the dynamics that affect sustainability, allowing students to understand the consequences of their actions and decisions in society and the environment (Soares *et al.*, 2025, p. 80).

Changing pedagogical proposals inevitably requires rethinking the methodologies adopted in schools, including practices that dialogue with the Amazonian reality and promote teacher autonomy, critical thinking, and the appreciation of local teachers' experiences. This premise is particularly relevant in the Amazon, where community knowledge can deeply enrich the pedagogical process.

Aligning teachers' academic education and teaching methodologies with the specific characteristics and needs of the communities in which schools are located is essential for education to achieve its main objective, as established in Article 205 of the Federal Constitution (Brasil, 1988), namely ensuring the full development of the individual, preparing them for the exercise of citizenship and for work, and enabling them to contribute to building a more just society and to deal with the challenges of a constantly changing world. Therefore, it is fundamental that schools understand students' cultural, social, and economic contexts, adapting their pedagogical practices to reflect these specificities.

In the Brazilian context, given its regional particularities, it is almost unlikely that a common curriculum can encompass all the specificities present in such a multicultural nation. The regional, ethnic, linguistic, and cultural diversity of the Brazilian territory imposes significant challenges to the standardization of school curricula, as each region presents distinct realities and needs. In this sense, Pereira (2022, p. 223) offers the following reflection:

In this view, education is a continuous collective movement, and the curriculum incorporates multiple voices. However, we are living in times of political, economic, and social disillusionment, as well as excesses of (dis)identity, (dis)meaning, (dis)sensitivity, (dis)aesthetics, and (dis)conceptualization within an institutionalized document such as the National Common Curricular Base (BNCC).

The National Common Curricular Base (BNCC), as a normative document of the Ministry of Education, defines the competencies, skills, and essential learning that all Brazilian students — from Early Childhood Education to High School — must develop, ensuring a common and quality basic education in public and private schools, and guiding the development of school curricula across the country (Brazil, 2018). Therefore, the document is not the curriculum itself, but a guideline for each school to construct its own, focusing on the integral development of students, including academic, socio-emotional, and civic aspects. Despite this, in practice, standardized and decontextualized curricula are often observed.

It is necessary to rethink curricular organization across different educational contexts in order to implement pedagogical proposals that value local identities, promoting a more inclusive, representative, and context-sensitive education. In this sense, educational practice, as described in school curricula, should be a dynamic construction in which teacher education and teaching methodologies are closely connected to students' social, cultural, and economic contexts, in order to promote meaningful and transformative learning.

In this context, the Amazônia +10 project investigated demands from the communities themselves regarding a school model aligned with local needs, aiming to identify local demands and propose educational practices consistent with the sociocultural reality, valuing community knowledge and aspirations, as detailed below.

## **Methodology**

This article presents a section of a broader study developed within the scope of the Amazônia +10 project, an interinstitutional and interdisciplinary initiative aimed at producing scientific knowledge about different dimensions of the Brazilian Amazon. Among the various actions of this project, the present article focuses on the educational dimension, taking specific socio-territorial contexts as reference.

The research adopted a qualitative approach, based on fieldwork conducted in two distinct Amazonian territories. The first expedition took place in January 2024, in the Guaporé Valley, a region located in the southwestern Brazilian Amazon, encompassing areas of the state of Rondônia and characterized by the presence of Indigenous, quilombola, and riverside communities. The second expedition was carried out in October 2024, in the Jari Valley, a territory located in the eastern Amazon, comprising areas of the states of Pará and Amapá, structured around the Jari River. The selection of these territories was based on the diversity of social and educational contexts they present, allowing for the observation of different institutional arrangements and educational practices in Amazonian contexts. During the expeditions, in loco observations, field diary records, and interactions with local actors were conducted, constituting the empirical corpus analyzed in this article.

During the expeditions, the following data collection procedures were used:

I. Field diary records, during participant observations, focusing on the educational demands present in the communities of Pedras Negras, Forte Príncipe da Beira, and Santa Fé, in the Guaporé Valley (RO), and in the communities of São Francisco do Iratapuru, Quilombo São José, and Santo Antônio da Cachoeira, in the Jari Valley (AP). Participant observation was conducted through immersive engagement in the daily life of the communities for approximately ten (10) days, following community interactions that directly influence the school environment. According to Gil (2010), participant observation allows for a broader understanding of the studied community and presupposes interaction between the researcher and the research subjects. The records were used to document observations, events, ideas, feelings, and reflections of the researcher immersed in the communities, and were used for data triangulation and contextual understanding of the research object. Thus, the records included educational practices, observed behaviors, cultural expressions, challenges faced in education, school

infrastructure, power relations, and community participation. These systematically and reflectively described records were fundamental for constructing an in-depth understanding of the sociocultural and institutional contexts that shape the educational process in these communities;

2. Interviews with teachers and community members, focusing on their understanding of educational practices developed in the territories, their perceptions of the school and its connections with community life, as well as the challenges faced in the provision of and access to education in Amazonian contexts;

3. The interviews were semi-structured, based on a script containing guiding questions, with the aim of collecting in-depth data on beliefs, feelings, and experiences, revealing the reality of the phenomena experienced in the studied communities. In the first expedition (January 2024), 20 guiding questions were used, and 15 members of the Guaporé Valley community were interviewed. In the expedition to the Jari Valley (October 2024), 11 guiding questions were used, and 54 participants took part, including community members and local leaders;

4. The interviews were conducted in the communities with the aim of gathering information on professional profiles, working conditions, and pedagogical practices developed in the local context, related to the various research fields encompassed by the Amazônia +10 project, such as Tourism, Education, Local Governance, and Well-being.

After the expeditions, the data were tabulated and organized based on the identification of the communities' own demands regarding various themes aligned with their sociocultural reality. The interviewed individuals are referred to in this article as Resident 1, Resident 2, Teacher 1, Teacher 2, and so on, ensuring participant anonymity. These data are not fully discussed in this article; rather, based on a selected section, the data that are fundamental for the development and study of educational proposals that value local knowledge and community aspirations are presented.

After field data collection, a bibliographic review was conducted, which, according to Macedo (1994, p. 13), "seeks to identify, locate, and obtain documents relevant to the study of a well-defined topic, surveying the basic bibliography." Thus, support was sought for the analysis of findings from the first stage of the research, when data were collected in loco in the participating communities, so that elements from the bibliographic material could contribute to the dialogue and understanding of the investigated context.

A bibliographic review was then carried out with the aim of identifying and critically analyzing what has been discussed in the literature regarding education in Amazonian communities and/or traditional, riverside, and quilombola communities. This review was grounded in the critical analysis of academic studies and publications relevant to the theme, with special emphasis on those addressing the implications of cultural diversity in the Brazilian educational context.

The research is not limited exclusively to official documents published by the Ministry of Education (MEC), but seeks to broaden its scope to include studies addressing pedagogical practices, public policies, educational theories, and curricular proposals presented in academic articles that consider the multiple sociocultural realities of the country.

The choice of bibliographic review is justified by the intention to understand, from different theoretical and empirical perspectives, the challenges and possibilities of constructing a curriculum that dialogues with the existing plurality in Brazil, thus enabling a broader and more critical analysis of the limitations of a unified curricular proposal in light of the complexity of the educational scenario in the Amazon region.

The bibliographic review used the following keywords: Amazonian education, education for sustainability, knowledge of traditional communities, and public policies for Amazonian education, in the databases Scielo, Google Scholar, and CAPES Journals, covering articles published in the last 15 years (2010–2025).

The following inclusion criteria were adopted: peer-reviewed articles, written in Portuguese, directly addressing the research topic, and available in full access. The exclusion criteria included duplicated publications, abstracts without full text, studies outside the defined time frame, or those not aligned with the theoretical and methodological focus of the investigation. The final selection of materials allowed the identification of trends, gaps, and relevant contributions in the field, serving as a basis for constructing the theoretical framework and for discussing the results obtained in the empirical research. The data from this review constitute the main focus of this article, as presented below.

An initial search yielded 117 articles; after applying the inclusion criteria, 15 articles were selected, tabulated, and discussed in relation to the educational proposals presented. This discussion was related to the data obtained from participant observations recorded in field diaries, as well as interview data, since the participants' statements indicated local demands that must be considered in educational practice proposals, so that these are aligned with the sociocultural reality and value community knowledge and aspirations, as detailed below.

## **Results and discussion**

In this article, emphasis is placed on the data derived from the bibliographic review conducted, which aims to deepen the theoretical discussion on educational proposals appropriate to the Amazonian context. To contextualize the selection and relevance of this review, selected data obtained through participant observation and interviews are presented, as these instruments enabled a concrete approximation to the realities experienced in the investigated communities.

Regarding educational issues, field diary records produced during direct engagement with the communities, combined with attentive listening during observations and the statements of interviewees, indicated that the demands of these communities mainly concern the need for contextualized pedagogical practices, the valorization of traditional knowledge and local culture, the scarcity of continuing teacher education, as well as the lack of teaching materials suited to the sociocultural and linguistic specificities of the region. For example, one interview participant reported that classroom activities rarely establish dialogue with knowledge produced in the community's daily life.

The interviewee also emphasized that children who travel from more distant communities to attend school face difficulties adapting to the school environment, reporting feelings of isolation and segregation. According to her account, these students often arrive at school after classes have already begun due to the distances traveled and transportation conditions, which contributes to their marginalization within the school space and weakens their connection with the proposed activities.

This observation was reported by a community resident and guardian of school-age children, highlighting the challenges faced in the local educational context. Such a statement reveals gaps in the articulation between territorial conditions and school organization, pointing to the need for a critical review of the literature on education in the Amazon, especially regarding the relationships between territory, access, and school retention.

With regard to the bibliographic review, 15 studies were identified, as shown in Figure 1, which discuss educational proposals aimed at the Amazonian sociocultural reality, valuing local knowledge, community aspirations, and the educational rights of historically marginalized populations.

TABLE I - Articles identified that discuss educational proposals for the Amazonian contexto

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Article Number	Authors	Article Title	Year	Access Link	Focus of the Study
01	ARAUJO, R. M. L.	Trabalho e educação na Amazônia brasileira: rupturas e integrações	2023	<a href="https://www.scribd.com/document/708278969/Artigo-ANPED-Trabalho-e-Educac-a-o-na-Amazo-nia">https://www.scribd.com/document/708278969/Artigo-ANPED-Trabalho-e-Educac-a-o-na-Amazo-nia</a>	O estudo examina as formas de trabalho na Amazônia brasileira, seus contrastes e conflitos, as demandas ao sistema educacional e as possibilidades de integração entre trabalho e educação, destacando os desafios para a pesquisa nessa área.

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02	COSTIN, C.	Educar para um futuro mais sustentável e inclusivo	2020	<a href="https://www.scielo.br/j/ea/a/VLC3SCvmSvBbKK3F3YWN5qz/?format=html&amp;lang=pt">https://www.scielo.br/j/ea/a/VLC3SCvmSvBbKK3F3YWN5qz/?format=html&amp;lang=pt</a>	Analisa as tendências da Educação Básica no Brasil relacionadas à sustentabilidade, destacando a formação de habilidades para o trabalho no futuro, a redução das desigualdades e o exercício de uma cidadania global no século XXI.
03	CORRÊA, S. R. M.; HAGE, S. A. M.	Amazônia: a urgência e necessidade da construção de políticas e práticas educacionais inter/multiculturais	2011	<a href="https://mst.org.br/download/amazonia-a-urgencia-e-necessidade-da-construcao-de-politicas-e-praticas-educacionais-inter-multiculturais/">https://mst.org.br/download/amazonia-a-urgencia-e-necessidade-da-construcao-de-politicas-e-praticas-educacionais-inter-multiculturais/</a>	Analisa a realidade educacional e social do campo no Pará, considerando as dinâmicas da multiterritorialidade amazônica e apontando referências para políticas e práticas educacionais que promovam diálogo intercultural e enfrentem desigualdades sociais.
04	COSTA FERREIRA, D. C. <i>et al.</i>	Povos indígenas e educação escolar na Amazônia brasileira: experiências docentes	2023	<a href="https://periodicos.ufn.br/index.php/campus/article/view/15274">https://periodicos.ufn.br/index.php/campus/article/view/15274</a>	Analisa experiências de educação escolar indígena na Amazônia brasileira, refletindo sobre como os saberes indígenas são mobilizados no contexto escolar e destacando os desafios para efetivar uma educação diferenciada, intercultural e bilíngue, frente à necessidade de diálogo epistemológico e decolonização dos saberes.
05	CRUZ, T.; PORTELLA, J.	A educação na Amazônia Legal: diagnóstico e pontos críticos	2021	<a href="https://amazonia2030.org.br/wp-content/uploads/2021/12/AMZ2030-A-Educacao-na-Amazonia-Legal.pdf">https://amazonia2030.org.br/wp-content/uploads/2021/12/AMZ2030-A-Educacao-na-Amazonia-Legal.pdf</a>	Analisa todas as etapas e modalidades da educação, da Educação Básica ao Ensino Superior, e conclui que há obstáculos significativos nas matrículas na região, associados a um mercado de trabalho local hostil, especialmente para os jovens.

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06	CAVALCAN TI, C. R.; DANTAS, J. P. M.	O direito à educação do campo na política de financiamento da educação básica: avanços e limites a partir das políticas de fundos redistributivos.	2022	<a href="https://revistas.ufg.br/interacao/article/download/72167/38636/349247">https://revistas.ufg.br/interacao/article/download/72167/38636/349247</a>	Analisa a garantia do direito à educação do campo a partir das políticas públicas de financiamento educacional, examinando em que medida os mecanismos de alocação de recursos asseguram acesso, permanência e qualidade do ensino para as populações rurais.
07	GATTI, B. A.	Formação de professores no Brasil: características e problemas	2010	<a href="https://www.scielo.br/lj/es/a/R5VNX8SpKjNmKPxxp4QMt9M/?format=pdf&amp;lang=pt">https://www.scielo.br/lj/es/a/R5VNX8SpKjNmKPxxp4QMt9M/?format=pdf&amp;lang=pt</a>	Analisa a formação de professores no Brasil a partir da legislação, do perfil dos licenciandos, dos cursos e dos currículos, apontando um cenário preocupante marcado por ambiguidades normativas, fragmentação formativa e fragilidades na preparação específica para o trabalho docente.
08	PEREIRA, Y. C. C.	Fundamentos e práticas para o ensino de Ciências – Curso Licenciatura Indígena Guarani - Pedagogia: saberes, sabores e fazeres tradicionais da aldeia dialogando com o Currículo Base do Território Catarinense	2022	<a href="https://periodicos.furg.br/remea/article/view/13013">https://periodicos.furg.br/remea/article/view/13013</a>	Apresenta experiências didáticas na formação de professores indígenas Guarani, valorizando saberes e práticas tradicionais da comunidade e o diálogo intercultural com o currículo oficial, destacando a integração de culturas no ensino de Ciências.
09	SANTOS, A. de O.	Impactos das políticas educacionais nas comunidades ribeirinhas e indígenas da Amazônia	2024	<a href="https://periodicoreas.e.pro.br/rease/article/view/14861">https://periodicoreas.e.pro.br/rease/article/view/14861</a>	Análise bibliográfica das políticas educacionais na Amazônia que revela avanços limitados e obstáculos persistentes — infraestrutura precária, falta de materiais contextualizados e profissionais qualificados — indicando a necessidade de políticas culturalmente adequadas para garantir educação inclusiva às comunidades ribeirinhas e indígenas.

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10	SILVA, C. S. R. da; PORTILHO, E. M. L.	Cultura escolar, formação continuada e estratégias de ensino	2018	<a href="https://revistas.pucsp.br/index.php/curriculum/article/download/28544/26751/110651">https://revistas.pucsp.br/index.php/curriculum/article/download/28544/26751/110651</a>	Analisa elementos da cultura escolar na formação e atuação de professores do Ensino Fundamental II, evidenciando mudanças lentas, distanciamento entre discurso e prática pedagógica e fragilidade no planejamento didático, destacando a necessidade de formação continuada crítica e reflexiva para qualificar as estratégias de ensino e a aprendizagem dos alunos.
11	SOARES, F. D. <i>et al.</i>	Educação para a sustentabilidade: o papel da escola na formação de cidadãos conscientes	2025	<a href="https://revistas.san.uri.br/revistas/index.php/missioneira/article/view/2071">https://revistas.san.uri.br/revistas/index.php/missioneira/article/view/2071</a>	Analisa a inserção da sustentabilidade nos currículos escolares e seus efeitos na consciência ambiental dos estudantes, indicando que práticas pedagógicas inovadoras e parcerias entre escola e comunidade fortalecem a formação de cidadãos social e ambientalmente responsáveis.
12	VIEIRA, R. <i>et al.</i>	Educação para a sustentabilidade: entre a vida na escola e a escola da vida	2021	<a href="http://educa.fcc.org.br/scielo.php?script=sci_arttext&amp;pid=S2318-19822021000200005">http://educa.fcc.org.br/scielo.php?script=sci_arttext&amp;pid=S2318-19822021000200005</a>	Investiga percepções e práticas de sustentabilidade em diferentes faixas etárias, analisando entrevistas com quatro sujeitos à luz dos ODS, para compreender a influência da idade e do contexto sociocultural nessas concepções.
13	CAMARGO, A. M. M. de; NASCIMENTO, F. N. do; RODRIGUES, G. C. M. da C.	Formação docente e situações de trabalho: tendências em teses e dissertações no contexto amazônico	2024	<a href="https://revistas.udesc.br/index.php/linhas/article/view/25930">https://revistas.udesc.br/index.php/linhas/article/view/25930</a>	Analisa tendências da formação docente contínua, especialmente a formação continuada e em serviço, discutindo sua diversidade conceitual e manifestação no contexto amazônico, evidenciando que, apesar das múltiplas acepções, prevalece a ideia de formação permanente articulada ao trabalho docente.

(conclusão)

14	BORGES, H. da S. et al.	Contexto amazônico e a formação de professores/as do campo no Amazonas	2022	<a href="https://periodicos.ufnet.edu.br/index.php/campo/article/view/13333">https://periodicos.ufnet.edu.br/index.php/campo/article/view/13333</a>	Apresenta a experiência do Programa Escola da Terra no Amazonas, destacando a formação continuada de professores de escolas multisseriadas do campo, que atendeu 2.724 docentes por meio de pesquisa-ação, fortalecendo práticas pedagógicas e a cultura das populações amazônicas rurais.
15	COSTA, L. G. da	Educação do campo, das águas e das florestas: uma reflexão sobre a formação de professores no contexto amazônico	2021	<a href="https://www.researchgate.net/publication/351757883_Educacao_do_campo_das_aguas_e_das_florestas_uma_reflexao_sobre_a_formacao_de_professores_no_contexto_amazonico_Education_of_the_field_of_waters_and_forests_reflection_on_teacher_training_in_the_context">https://www.researchgate.net/publication/351757883_Educacao_do_campo_das_aguas_e_das_florestas_uma_reflexao_sobre_a_formacao_de_professores_no_contexto_amazonico_Education_of_the_field_of_waters_and_forests_reflection_on_teacher_training_in_the_context</a>	Analisa processos formativos em Educação do Campo na UEA, a partir de experiências coletivas como o GEPEC, indicando que essas iniciativas contribuem para a contextualização do ensino e para a organização social em defesa de direitos educacionais no contexto amazônico.

Source: Research data (2025).

The theoretical discussion constructed from these studies will be organized into two central axes: (1) the educational particularities of the Amazon region, which include geographic, ethnic-cultural, linguistic, and political aspects that directly influence the organization of pedagogical work and access to education in communities; and (2) teacher education in light of these particularities, considering the challenges faced by education professionals in acting in a critical, sensitive, and committed manner toward the local reality, as well as the public policies and teacher education programs that exist – or are absent – in this context.

These two axes will enable the articulation of empirical and theoretical data, providing an integrated analysis that contributes to the debate on an Amazonian education grounded in identity, quality, and social justice.

### **Education and the amazon region: necessary particularities**

This article considers educational practices disseminated in academic literature that focus on the northern region of Brazil, particularly the Amazon, recognizing that, despite the specificities of each

locality, many of these practices face similar challenges, especially regarding access to, retention in, and quality of education in contexts marked by sociocultural diversity, geographic isolation, and socioeconomic vulnerabilities.

In this regard, the contribution of the Amazônia +10 project is highlighted, as it conducted in loco visits to the communities of Pedras Negras, Forte Príncipe da Beira, and Santa Fé, in the Guaporé Valley (RO), as well as to the communities of São Francisco do Irapuru, Quilombo São José, and Santo Antônio da Cachoeira, in the Jari Valley (AP).

During these visits, it was possible to directly listen to local populations, understanding their demands, challenges, and expectations regarding education. Based on this active listening, the present study proposes to establish comparisons between these communities and other Amazonian regions that already have a consolidated history of educational research, with the aim of identifying patterns, recurrences, and potentialities that may support more contextualized and effective pedagogical proposals for the Amazonian reality.

Residents of the investigated communities reported that, throughout nearly their entire educational trajectory – from early childhood education to high school, as well as access to higher education – they experienced a context marked by significant limitations both in the provision of and access to formal education opportunities. This scenario was illustrated by a resident's statement: "There is no daycare for children here. Often, we have to leave them with someone in the community in order to work, and when they grow up, if they want to study, they need to leave the community" (Resident 02, 2024). These obstacles reveal structural and institutional weaknesses that compromise universal access, retention, and the consolidation of education as a social right for individuals living in these communities.

The Legal Amazon comprises an extremely vast territory, corresponding to 61% of the Brazilian territory, in which a large portion of rural areas is difficult to access, both in relation to urban centers and internally. Thus, the fact that the percentage of enrollments in daycare centers in rural areas is lower than the proportion of the population living in these areas indicates a lack of provision and/or access for this population (Cruz; Portella, 2021, p. 19).

The absence of educational provision within traditional Amazonian communities has generated a series of highly relevant social, cultural, and emotional impacts. During the visits to the aforementioned communities, field diary records revealed the need for children, adolescents, and young people to travel to urban centers – often distant – in search of continuing their studies. This situation leads to early separation from their family and community environment, which may weaken affective and cultural ties that are fundamental to local identity.

This compulsory displacement is often not accompanied by adequate public policies for support and reception, exposing young people to situations of social and economic vulnerability. As a consequence, it is frequently observed that individuals do not return to their communities of origin after completing — or even interrupting — their schooling, contributing to the gradual depopulation of these communities and the discontinuity of ancestral cultural practices.

Furthermore, this scenario contributes to the emergence of other social problems, such as an increase in teenage pregnancy rates, as young people are often separated early from adult guidance and care, combined with the absence of contextualized sexual education policies. Added to this is the difficulty of adapting to urban contexts, which may lead to school dropout, youth unemployment, and marginalization.

Thus, the lack of educational provision within these territories not only compromises the fundamental right to education but also negatively impacts community cohesion, the preservation of cultural identities, and the future of traditional Amazonian populations.

Another recurring complaint from residents, recorded during participant observation, concerns the conditions of school transportation — when it is available — which is often operated inadequately. One recorded statement summarizes this situation: “The bus runs only when it is not raining; the road is bad and the bus breaks down; the trip is long, and children arrive tired even before classes begin” (Resident 09, 2024). The journey is carried out on unsafe and poorly maintained roads, using vehicles in precarious condition, which not only poses risks to students’ physical safety but also results in long and exhausting commutes. Consequently, many children arrive late to school, often after classes have already begun, compromising their learning process.

This reality highlights a series of implications that must be carefully analyzed regarding the effective implementation of the right to education. Transportation cannot be viewed in isolation, as it directly affects access, retention, and academic performance. Furthermore, schools receiving these students must pay special attention to adapting their Pedagogical-Political Projects (PPP) to effectively accommodate them, taking into account their specific realities and needs. The absence of such integration between school and students’ realities may deepen inequalities and reinforce educational exclusion, thus requiring integrated public policies that articulate infrastructure, curriculum, and school management.

The communities of Pedras Negras, Forte Príncipe da Beira, and Santa Fé, in the Guaporé Valley (RO), as well as São Francisco do Iratapuru, Quilombo São José, and Santo Antônio da Cachoeira, in the Jari Valley (AP), included in the Amazônia +10 project, share common challenges in consolidating education as a right, particularly with regard to the precarious infrastructure of school buildings.

Regarding school infrastructure, data from the Brazilian Basic Education Yearbook 2025 indicate structural limitations such as the absence of libraries and laboratories, irregular access to electricity, and inadequate physical conditions of school buildings (Todos Pela Educação, 2025). These data are consistent with empirical records produced during fieldwork, in which schools were observed to be in precarious condition or, in some communities, entirely absent.

FIGURE 2: Schools equipped with infrastructure resources for learning, in 2024 – by federation unit (%)  
Federation Unit

Unidade da Federação	Educação Infantil						Anos Iniciais do Ensino Fundamental					
	Área verde na escola		Parque infantil		Material pedagógico infantil		Biblioteca / Sala de leitura		Quadra de esportes		Laboratório de informática	
	Total	Pública	Total	Pública	Total	Pública	Total	Pública	Total	Pública	Total	Pública
Brasil	35,0	35,3	53,0	41,0	76,6	69,6	54,5	47,2	42,9	37,0	29,5	27,0
Norte	33,4	33,0	17,3	11,5	42,1	36,5	27,9	23,4	18,2	14,4	12,8	10,7
Acre	23,0	21,4	15,8	13,8	29,5	27,0	13,0	11,3	7,4	5,5	4,9	3,8
Amapá	25,3	23,8	19,0	8,3	44,3	34,1	37,2	32,4	17,2	12,0	8,7	4,2
Amazonas	49,6	50,7	9,7	4,0	34,4	29,1	22,8	19,1	13,3	9,3	13,2	11,9
Pará	23,9	23,1	15,7	10,8	39,6	33,9	28,8	24,0	18,6	14,8	12,2	9,7
Rondônia	43,9	43,6	58,2	50,0	82,9	79,7	53,1	47,7	44,6	40,1	33,3	31,8
Roraima	31,9	30,1	23,4	17,3	58,8	55,0	19,1	15,6	19,0	16,3	5,1	3,3
Tocantins	46,2	45,2	38,3	30,1	76,6	73,2	41,9	37,6	32,0	28,9	17,9	17,3

Fonte: <https://anuario.todospelaeducacao.org.br/2025/capitulo-12-infraestrutura.html>

Precarious infrastructure — and even the absence of school buildings within communities — along with inadequate or nonexistent public transportation to schools considered “nearby,” which in practice increases the distance between students’ homes and their place of study, the lack of specialized

and adequately trained teachers to work in multigrade classrooms, and school curricula that fail to include the knowledge of the aforementioned traditional communities, constitute real challenges that require broad discussion.

In many communities, the lack of adequate infrastructure, the scarcity of teaching resources, and school dropout rates compromise full educational development. In addition, factors such as social inequality, discrimination, and the absence of effective public policies deepen the barriers that hinder the universalization of this right. Therefore, it is essential that the State, in partnership with civil society, act in a coordinated manner to ensure dignified learning conditions, promoting inclusion, respect for diversity, and the consolidation of education as a foundation for citizenship and social transformation.

Cavalcanti (2021) brings another important issue to light, namely the poor public management of financial resources allocated to education in the Amazon, identified as one of the main obstacles to the region's educational development. Although government funding exists, there is a lack of efficient planning, transparency, and social oversight in the allocation of these resources.

The communities participating in this research are quilombola and riverside communities of Indigenous descent, maintaining a strong connection with the Guaporé and Jari rivers, which not only define their territory but also sustain their ways of life. These rivers are fundamental sources of subsistence, serving for fishing — one of the main means of food provision — as well as for transportation between communities and access to other basic services, such as healthcare and education. In addition, they represent sacred and cultural elements, linked to the traditions and histories of these peoples.

However, these communities face persistent challenges related to the guarantee of their territorial rights, threats of environmental degradation, and processes of social exclusion. During fieldwork, for example, residents reported concerns about the reduction of areas traditionally used for fishing and gathering due to external pressures on their territories, which directly impacts their subsistence practices and social organization. This context highlights the urgency of recognizing and valuing the identities of these populations, as well as incorporating their practices and knowledge as constitutive elements of the region's cultural and ecological diversity, rather than as peripheral elements in public policies.

In this context, the necessary particularities, in educational terms, identified in the investigated region involve a thorough understanding of the sociocultural, economic, and geographic specificities that directly impact the teaching – learning process. This includes adapting the curriculum to local realities, valuing traditional and community knowledge, providing initial and continuing teacher education focused on regional demands, and implementing public policies that ensure equitable access

to quality education. It also highlights the need for appropriate pedagogical resources, basic school infrastructure, and inclusion strategies that address the diversity present in school communities.

Based on the analysis of previous studies — Araujo (2023), Corrêa and Hage (2011), Cruz and Portella (2021), and Santos (2024) — which present pedagogical practices in communities located in the Amazon region, the potentialities and challenges of formal education as an instrument for social transformation and local sustainability are examined, and will be discussed in the following sections.

### **Educational proposals and the amazonian context: acting in favor of diversity**

According to Santos (2024), from a sociocultural perspective, the Amazon is a mosaic of identities — Indigenous, riverside, quilombola, and extractivist communities — each constructing, in its own way, distinct forms of inhabiting and assigning meaning to the territory. However, this cultural richness is not always recognized in public policies, especially in the educational field, where standardized models that are distant from the regional reality still prevail. From a territorial perspective, the region is characterized by vast distances, low population density in many areas, and difficulties in accessing public services. This configuration imposes logistical and institutional challenges for the implementation of educational policies that are truly inclusive and context-sensitive.

There is clear evidence of an urgent need for greater commitment from public authorities to develop and implement educational policies that take into account the cultural and territorial specificities of riverside and Indigenous communities in the Amazon. In this context, education should be viewed not only as a right but also as an instrument of emancipation and cultural preservation. Effective public policies must promote inclusive and high-quality education that respects and values local traditions and knowledge, while also preparing students to face the challenges of the contemporary world (Santos, 2024, p. 1000).

A historical understanding of educational policies directed toward the Amazon region is essential to guide future actions and to ensure that traditional communities have access to quality education that respects their specificities, promotes sustainable development, and preserves their cultural identities.

Santos (2024) provides this historical overview by highlighting several initiatives: the Rondon Project and actions of the National Indian Foundation (FUNAI) in the 1960s and 1970s; and the 1988 Federal Constitution, which officially recognized the rights of Indigenous peoples. From that point onward, Indigenous Education Programs emerged, along with the creation of community schools with pedagogical proposals aimed at valuing traditional knowledge and promoting community protagonism in educational management.

In the 1990s and 2000s, public policies such as the National Program for Education in Agrarian Reform (Pronea) (Brasil, 1998) and the National Program for Teacher Education in Basic Education (Parfor) (Brasil, 2009) began to focus on teacher education and infrastructure improvement, significantly contributing to the expansion and qualification of education in rural and Amazonian territories.

More recently, initiatives such as the Growth Acceleration Program (PAC) (Brasil, 2023) and the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb) (Brasil, 2020) have incorporated specific components aimed at improving educational conditions in Amazonian communities. These policies have sought to address the region's historical challenges, such as difficult access to schools, limited resources, and the absence of curricula that engage with local contexts.

Despite the advances achieved in the legislative field, the observations carried out in the visited communities revealed that there is still a long way to go for the principles established in the law to be effectively implemented in the daily lives of these populations. It is essential to strengthen concrete actions that translate legal provisions into real and effective educational practices.

In this sense, it is imperative to adopt an intercultural, participatory, and territorialized approach that goes beyond merely ensuring access to schooling, also guaranteeing students' retention and success in their educational trajectories. Such an approach must respect ways of life, traditional knowledge, and the pedagogical practices specific to each Amazonian people, valuing their identities and promoting a truly contextualized and inclusive education.

The integration of local knowledge and interculturality in pedagogical practice in the Amazon region is a crucial theme for building an education that values the cultures and traditional knowledge of local populations, while also promoting exchange and respect among different cultural groups. Developing the idea of local knowledge and interculturality in pedagogical practice involves recognizing that the school should not be a closed and uniform space, but rather an environment that respects and values cultural plurality, fostering coexistence and learning based on existing diversities.

The integration of scientific knowledge and the knowledge of traditional peoples in these regions appears to be a viable strategy for the construction of educational practices—whether school-based or not—capable of promoting comprehensive education, sustainable development in these regions, and the articulation of socioeconomic growth with the preservation of traditional cultures and historically constructed knowledge (Araujo, 2023, p. 14).

When educational practices are built upon the recognition and integration of ancestral knowledge, they create a more inclusive, meaningful, and context-connected learning environment.

This valorization of traditional knowledge not only strengthens students' cultural identity but also expands pedagogical possibilities, making the teaching – learning process more dynamic and effective.

In this context, schools located in traditional communities can become true spaces of convergence between traditional knowledge and formal academic knowledge, promoting an education that respects and engages with the sociocultural specificities of these peoples. This articulation between different forms of knowledge contributes to the formation of critical, aware, and socially engaged individuals committed to the sustainable development of their territories.

After all, sustainability is not a theme limited to environmentalists or ecologists; it is increasingly a social issue, widely discussed and reflected upon in the public sphere, with growing interest and responsibility from schools and curricular frameworks. Social Education can play an even more visible role in this regard, both within formal schooling and beyond it, throughout lifelong learning. It can contribute to this (trans)formation through new pedagogical proposals in environmental education and the promotion of behavioral and attitudinal changes toward sustainable development (Vieira, Vieira e Marques, 2021, p. 21).

Costin (2020) emphasizes the need to integrate education for sustainability into educational policies as an essential action to promote meaningful and transformative learning, especially when it incorporates local and territorial knowledge in a contextualized manner.

In this study, education for sustainability is understood, as defined by the International Union for Conservation of Nature, as a process aimed at transforming the way people think and act in order to achieve a more sustainable future, including the incorporation of crucial issues of sustainable development into teaching and learning (IUCN, 1993).

This approach values the cultural and ecological diversity of territories, strengthening the relationship between school and community, while also fostering critical awareness and student agency in addressing socio-environmental challenges. By recognizing and incorporating into school curricula discussions that value traditional knowledge, everyday practices, and local realities, curricula can become more relevant, meaningful, and capable of supporting educational actions that promote concrete changes toward more just, resilient, and sustainable societies.

According to Brando and Martins (2021, p. 16):

Education aimed at sustainability is relevant because it addresses environmental and human issues in an integrated manner, aiming at the development of society's critical awareness by presenting an environmental approach interconnected with social, economic, political, cultural, scientific, technological, and ethical aspects.

The integration of sustainability principles into education represents a fundamental strategy for addressing contemporary challenges and responding effectively to emerging societal demands. This issue is even more pronounced in the Amazonian context, which, due to its diversity, requires a

multifaceted approach involving innovative and flexible practices, the promotion of socio-emotional education, the strengthening of local communities, citizen participation in decision-making processes, and sustained political will to implement effective and adaptable policies.

This approach proposes an education committed to the formation of critical, conscious, and engaged individuals in the construction of a more just, balanced, and environmentally responsible future. By promoting a deeper understanding of the interactions between human activities and the environment, education for sustainability enhances communities' capacity to interpret their reality, propose solutions, and make informed decisions.

In this process, knowledge generated in educational contexts can potentially become a valuable resource for the formulation of public policies. Policies grounded in contextualized and participatory knowledge may be more effective in promoting sustainable local development and environmental management, strengthening traditional communities while respecting their identities, territories, and ways of life.

The consolidation of education as a fundamental right in Amazonian contexts should be directly grounded in cultural and territorial dimensions, which must be incorporated into planning, management, and pedagogical practice in schools. Only through an approach that integrates knowledge and values community participation will it be possible to ensure a truly transformative and equitable education for the populations of the region.

The construction of educational policies and practices that affirm Amazonian cultural identities is not a simple task, but it is a necessary path toward the effective valorization of diversity and the building of a more just and plural society. The Amazon, with all its complexity and richness, challenges us to rethink hegemonic models of education and development, opening space for new ways of learning, teaching, and living in harmony with the knowledge of forest peoples. In this regard, Corrêa and Hage (2011) argue for:

the need to construct inter/multicultural educational conceptions, practices, and policies that reposition and recognize the value of Amazonian populations as protagonists, in conjunction and dialogue with other peoples, for the development of new paradigms of education and rural and societal development in Pará, in the region, and in Brazil (Corrêa; Hage, 2011, p. 87).

In this process, it is essential that education be understood not only as a right, but also as a tool for emancipation, for strengthening identities, and for resistance against external threats. The future of the Amazon depends on the ability to listen to, respect, and learn from traditional communities, with education representing the most promising path for this listening to be translated into transformative practice.

However, an educational proposal that takes into account the Amazonian context inevitably involves teaching practice, and here lies a first challenge for its implementation: teacher education. Researchers such as Camargo, Nascimento e Rodrigues (2024), Da Silva Borges et al. (2022), and Costa (2021) point out, for example, that there are still gaps in teacher education regarding topics such as environmental education, which is often addressed in a disconnected manner or without sufficient knowledge of recent concepts and policies. Other challenges include the lack of teaching materials contextualized to the Amazonian reality, the precarious infrastructure of many schools in the region, and the difficulty of accessing continuing education opportunities, especially in hard-to-reach areas.

Education should not be treated merely as a basic service, but as a strategic priority for the sustainable development of the region and for the preservation of the cultural and identity heritage that composes Amazonian diversity. By investing in quality, contextualized, and intercultural education, the State contributes to the construction of more just, participatory, and resilient societies, in which traditional peoples have real conditions to exercise full citizenship and to act critically and proactively in different spheres of social life.

In the next section, aspects related to teacher education and the use of diversified methodologies for teaching in the Amazonian context will be addressed, based on the theoretical framework developed in this research, considering authors who have implemented successful practices in the region.

### **Diversified methodologies in teacher education and practice**

School education in traditional communities assumes the role of a bridge between traditional knowledge and the demands of the contemporary world, fostering sustainable development while remaining attentive to the cultural particularities of the Amazon. Incorporating these specificities into the educational process represents not only a commitment to social justice but also an effective pedagogical strategy, ensuring that new generations can preserve their cultural heritage while preparing to face the challenges of a constantly changing society.

The challenge of decolonizing knowledge and Eurocentric perspectives that have become entrenched in educational processes — often in an attempt to silence and colonize the historical legacy, as well as the cultural and linguistic plurality of Indigenous peoples, particularly in the Amazon region — is a recurring issue in the daily practice of teachers working in Indigenous communities. From this perspective, it is necessary to problematize Indigenous knowledge within school education, considering the multiple dimensions of educational activities and the social and political contexts that involve Indigenous peoples (Costa Ferreira *et al.*, 2023, p. 5).

The construction of a solid and coherent educational identity for Amazonian populations requires the valorization of educators working in these regions. These professionals are central agents in mediating between school knowledge and local sociocultural contexts, playing a strategic role in the education of new generations and in promoting the development of rural communities.

For this objective to be achieved with quality and commitment, it is essential that teachers receive initial and continuing education that is appropriate to the specificities of the Amazonian context, in addition to having dignified working conditions, minimum infrastructure, and professional recognition. The absence of policies that ensure these rights compromises not only the retention of teachers in these locations but also the effectiveness of pedagogical practices and, consequently, educational outcomes.

When teachers become aware of the cultural influences present in the educational environment in which they are inserted, they are better able to select teaching strategies that enhance their professional performance and promote student learning. They both acquire and reproduce culture, while also transforming it, experiencing cultural meanings in different ways. Therefore, it is important to understand the complex and often conflicting cultural diversity within a single group or among different groups (Silva; Portilho, 2018, p. 914).

According to Silva and Portilho (2018), the presence of well-prepared, valued, and motivated teachers is a fundamental prerequisite for any initiative aimed at improving education, especially in light of the historical challenges faced by these communities. Neglecting teacher education and working conditions directly contributes to the perpetuation of educational inequality, further distancing students from opportunities for access to quality and socially just education.

Educational success in the Amazon region depends directly on sustained commitment to adequate funding supported by public policies focused on education. Ensuring sufficient financial resources for the construction, maintenance, and expansion of school infrastructure, as well as for initial and continuing teacher education and the acquisition of quality teaching materials, is essential for educational initiatives to have continuity and effective impact within the territory.

Pereira (2022) points out that methodologies related to teacher education and practice involve the adoption of more contextualized, participatory, and interdisciplinary pedagogical approaches. For example, the use of action research stands out as a strategy that enables teachers to critically reflect on their own practice and to develop pedagogical proposals aligned with local specificities.

In addition, methodologies that incorporate the socio-environmental reality of the Amazon — such as integrative projects, field studies, and the use of traditional knowledge — are identified as fundamental for strengthening teaching practice in the region. These approaches enable teachers to act as mediators between scientific knowledge and the cultural and ecological contexts in which they are embedded, fostering a more meaningful, critical, and transformative education.

In light of the above, the main objective of this study is reiterated: to identify the demands of Amazonian communities themselves and to present educational proposals aligned with their sociocultural reality, valuing local knowledge and community aspirations. Authors such as Araujo (2023), Corrêa and Hage (2011), Cruz and Portella (2021), and Santos (2024) demonstrate that there is still a significant gap in teacher education, particularly regarding the incorporation of contextualized pedagogical practices.

It was also observed that there is a shortage of teaching materials appropriate to the region, limited access to continuing education in remote areas, and a restricted presence of traditional knowledge within school curricula. Conversely, methodologies that emphasize interdisciplinarity, community protagonism, and the integration of scientific and popular knowledge emerge as powerful alternatives.

It is concluded that a transformative educational proposal for the Amazon requires the implementation of education for sustainability, as well as investment in teacher education, active listening to communities, and the development of public policies committed to the cultural and environmental diversity of the region.

### **Final considerations**

Historically, education — especially that of social minorities (quilombola, Indigenous, and riverside communities) — has been marked by educational initiatives conceived from an external and top-down perspective, which tend to disregard the sociocultural, ecological, and epistemological specificities of traditional communities. Thus, this article did not aim to promote an education for the Amazon, as it seeks precisely to break with this imposed educational logic, which has historically been conceived and implemented from outside the region.

The Amazônia +10 project indicated that teacher education and teaching methodologies in traditional Amazonian communities must consider the principles of education for sustainability, since only in this way is it possible to integrate respect for biodiversity, local culture, and the pursuit of social justice — fundamental elements for an education committed to the future of the region.

This research sought to contribute to reflections on the need to construct an education that emerges from the Amazon, grounded in the knowledge, experiences, and perspectives of the populations who inhabit and actively build this territory. In this sense, the article highlighted the importance of attentive and committed listening to the aspirations, demands, and collective projects of the communities consulted during the research, advocating for a pedagogy that dialogues with their

realities, memories, and future projects, and recognizing the members of these traditional communities as protagonists in the formulation of educational processes aligned with their realities.

Thus, it advocates for a form of education — both in teacher training and in basic education schools — that takes the local reality as both its starting point and its endpoint, grounded in the concrete reality of everyday relationships, and recognizing the limits and potentialities of individuals in their multiple dimensions: cultural, labor-related, gender-based, territorial, ethnic, and generational, as well as in their relationships with nature and the sacred.

This form of education, although it passes through the school, goes far beyond it, accompanying individuals throughout their lives — in their daily practices, experiences, and lived realities. In this sense, education in the Amazonian context must be conceived as a permanent and integral process, capable of strengthening local identities and promoting social transformation based on the concrete realities of those who live in and shape the Amazon every day.

Therefore, investing in teacher education in the Amazon region is not merely a matter of educational policy — it is an act of social justice, cultural recognition, and the promotion of citizenship. A form of education that is committed to local reality, critical, and dialogical is essential to transform the Amazonian school into a space of meaningful, emancipatory, and plural learning.

The central challenge of educational research in the Amazon lies in going beyond the reproduction of models already consolidated in other contexts. It involves building solid theoretical and methodological foundations rooted in the historical, cultural, social, and environmental specificities of the region.

This process implies producing knowledge and reflections that not only respond to local demands but also contribute to the formulation of new epistemological frameworks, affirming an authentic way of thinking and acting, committed to valuing regional identities, promoting social justice, and overcoming colonial logics that still persist in education. In this way, educational research becomes a strategic instrument in the construction of emancipatory paradigms capable of promoting transformative education and a model of territorial development that is sustainable, inclusive, and genuinely rooted in Amazonian realities.

When considering future directions for education in the Amazon region, it becomes essential that adopted strategies be continuously evaluated, reviewed, and adapted to the social, economic, environmental, and cultural transformations that characterize this constantly changing territory. The complexity and diversity of the Amazon require a dynamic, flexible, and responsive educational approach, capable of addressing contemporary challenges without losing sight of local specificities.

In this sense, it is fundamental that public policies and pedagogical practices not be treated as fixed models, but rather as processes under continuous construction. Therefore, it is recommended

that future academic research and institutional evaluations focus both on the successes and limitations of ongoing educational experiences. Such critical analysis will enable well-founded adjustments, contributing to the improvement of actions and strengthening education as a tool for social transformation.

Furthermore, investing in mechanisms of active listening to communities — especially educators, students, and local leaders — can significantly enrich the policy review process, ensuring that these policies are more sensitive to lived realities. Only in this way will it be possible to build an Amazonian education that, while valuing traditional knowledge, also prepares new generations to face present and future challenges with autonomy and awareness.

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