


Design of continued training for literacy teachers present in the dissertations of professional postgraduate programs in Brazil (2013-2023)

ARTICLE

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Abstract

This research aims to analyze the concepts of continued training of literacy teachers present in the dissertations of professional postgraduate programs at public universities in Brazil, between 2013 and 2023. It is a documentary and exploratory research, of the type “State of Knowledge”, analyzed in the light of Historical-Critical Pedagogy (HCP), based on Dialectical Historical Materialism (DHM). The results demonstrated that nine dissertations worked with policies, programs, projects and continuing education actions for literacy teachers. Part of these dissertations did not fully point out the contradictions present in the policies researched, which serve the interests of the capitalist system, increasingly controlling the work of teachers and holding them responsible for the results obtained in external evaluations. We conclude by defending solid and consistent continuing education, which, through HCP and DHM, can recover and value the knowledge historically constructed by humanity.

Keywords: Continuing Training. Literacy. Literacy Teachers. Educational Policies.

Formação continuada de professores alfabetizadores: panorama das dissertações dos programas de pós-graduação profissional do Brasil – 2013-2023

Resumo

Esta pesquisa tem como objetivo analisar as concepções de formação continuada de professores alfabetizadores presentes nas dissertações dos programas de pós-graduação profissional das universidades públicas do Brasil, entre 2013 e 2023. Trata-se de uma pesquisa documental e exploratória, do tipo “Estado do Conhecimento”, analisada à luz da Pedagogia Histórico-Crítica (PHC) e fundamentada no Materialismo Histórico-Dialético (MHD). Os resultados demonstraram que nove dissertações trabalharam com políticas, programas, projetos e ações de formação continuada de professores alfabetizadores. Parte dessas dissertações não apontou, na sua totalidade, as contradições presentes nas políticas pesquisadas, que atendem aos interesses do sistema capitalista, controlando cada vez mais o trabalho dos professores e responsabilizando-os pelos resultados obtidos nas avaliações externas. Concluímos, defendendo a formação continuada sólida e consistente, que, através da PHC e do MHD,

pode-se recuperar e valorizar os conhecimentos historicamente construídos pela humanidade.

Palavras-chave: Formação Continuada. Alfabetização. Alfabetizadores. Políticas Educacionais.

1 Introduction

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This research deals with the continuing education of literacy teachers and is aligned with the research line Fundamentos da Alfabetização e Letramento no Brasil: História, Concepções e Política, which aims to “analyze the historical, social, cultural, political and philosophical foundations engendered in the teaching of writing and reading in Brazil”. With this in mind, the research is entitled *Formação continuada de professores alfabetizadores: panorama das dissertações dos programas de pós-graduação profissional do Brasil – 2013-2023*.

It should be noted that it was decided to work with professional master's degrees, in particular with the conceptions of continuing education for literacy teachers present in the dissertations of professional master's degrees. It should be noted that professional master's degrees are designed for working professionals who are not totally or partially absent from their jobs. We believe that students are entitled to time off work in order to carry out their research, as must¹ be the case with academic master's degrees. However, we cannot deny its existence and its social, academic and political contribution, understanding that the studies carried out effectively contribute to the continued training of literacy teachers and need to be investigated (Bomfim; Vieira; Deccache-Maia, 2018).

In view of this, continuing education for literacy teachers has always been on my² background. Professionally, I have been a permanent teacher in the municipal public school system in Fortaleza, Ceará, since 2016, working in Elementary School. Although I don't work in the literacy cycle (1st to 3rd grade), I come across some children in 4th and

¹ We use the word “must” because we know that permanent teachers still find it difficult to be released from their professional duties, having to work and research at the same time. So it's a triple shift, especially for women who take care of household chores.

² From here on, the text is written in the first person singular.

5th grade with an incomplete literacy process, as expected by the Plano Nacional de Educação (2014-2024) and the Base Nacional Comum Curricular (BNCC). Faced with this reality, I have to work together with my peers to teach them to read and write.

In the academic sphere, we highlight the specialization in *Gestão Educacional e Práticas Pedagógicas* by the Universidade Candido Mendes (UCAM), in 2016, in *Formação de Formadores e os Processos da Coordenação Pedagógica da Educação Básica e Superior* by the Universidade Estadual do Ceará (Uece), in 2018, in *Tecnologias Digitais Para a Educação Básica*, also at Uece, in 2019, and in *Alfabetização e Letramento* at the Instituto Federal de Goiás (IFG), in 2024, which resulted in this research.

I highlight the Professional Master's Degree in *Ensino e Formação Docente* by the University of the Universidade da Integração Internacional da Lusofonia Afro-Brasileira (Unilab), in partnership with the Instituto Federal de Educação, Ciência e Tecnologia do Ceará (IFCE/*Campus Maranguape*), in 2021. I would also like to mention my involvement with literacy and teacher training during my PhD in Education at the Universidade Federal do Pará (UFPA), particularly within the framework of the Grupo de Pesquisa *Alfabetização e Pedagogia Histórico-Crítica (GEPAlf)*.

It is important to note that the term “literacy”, which accompanies alphabetization, is present in view of the more recent concept of alphabetization in Brazil based on the studies and contributions of Magda Soares (2020), which point to historical and social formation. From this perspective, the process of alphabetization and literacy are distinct, but inseparable in the approximation and belonging to the Alphabetic Writing System.

From this approach to the object of study, we infer³ that teacher training continues to be a space of dispute between the dominant and dominated classes, which directly influences the work carried out by literacy teachers. In this dispute, we agree with the education defended by the working class, since it is capable of contributing to the development of society through dialectical and humanizing education, in line with the

³ From here on, the text is written in the first person plural.

principles of Historical-Critical Pedagogy (HCP), which understands that the educational process needs to consider and value the historical knowledge built by humanity (Duarte, 2001; Saviani, 2024).

Thus, contrary to the position defended by the authors, in the context of continuing teacher training, since the creation of the Lei de Diretrizes e Bases da Educação Nacional (LDBEN/9.394/96), the Ministério da Educação (MEC) has created public policies aimed at professionalizing literacy teachers, in collaboration with states, the Federal District and cities, and in partnership with private educational and economic companies, in order to defend an education aimed at the job market, with the support of international and national agencies. Here are some of these policies: Programa Formação de Professores Alfabetizadores – PROFA (2000-2002), under Fernando Henrique Cardoso (1999-2003); Pró-Letramento (2005-2012), under Luiz Inácio Lula da Silva (2003-2007); Pacto Nacional pela Alfabetização na Idade Certa – PNAIC (2012-2017), under Dilma Vana Rousseff (2011-2016); Programa Mais Alfabetização – PMALF (2018-2019), under Michel Miguel Elias Temer Lulia (2016-2019); Política Nacional de Alfabetização – PNA (2019-2022); and Luiz Inácio Lula da Silva's Compromisso Nacional Criança Alfabetizada (2023-) (2023-2027).

Based on this contextualization, the main question is: what conceptions of continuing education for literacy teachers are present in dissertations located in the institutional repositories of professional postgraduate programs at public universities in Brazil, published in the period 2013-2023?

The general objective is to analyze the conceptions of continuing education for literacy teachers present in dissertations from professional postgraduate programs at public universities in Brazil, in the period 2013-2023. To achieve this goal, we have the following specific objectives: I) to identify the public universities with professional postgraduate programs; and II) to identify policies, projects, programs and actions for the continuing education of literacy teachers investigated in the studies found.

In addition, in order to achieve this objective, a documentary and exploratory research of a methodological nature was carried out, of the “State of Knowledge” type, in

the institutional repositories of public universities with professional postgraduate programs in education, teaching and teacher training, seeking to locate dissertations that worked on the theme of continuing training for literacy teachers. We would like to add that this research was carried out in the light of HCP, based on DHM (Marx, 1985; Duarte, 2001; Saviani, 2024).

The text has been organized into four sections: introduction, which discusses and situates the theme, objective and main problem; second section, in which we describe the methodology, highlighting the universities and their professional postgraduate programs; third, in which we analyze the results of the research; and fourth, in which we develop the final considerations.

2 Methodology

The research is documental and exploratory, of a methodological nature of the “State of Knowledge” type in education, analyzed in the light of HCP and based on DHM. The survey and analysis of dissertations from professional postgraduate programs at Brazilian public universities, with a concentration area in education, teaching and teacher training, in which the contributions arising from research on the theme of continuing teacher training for literacy teachers between 2013 and 2023 were highlighted, were carried out by reading the abstracts, keywords, introduction, methodological procedures and final considerations, a stage that took place between September 2023 and February 2024.

It was decided to work with the State of Knowledge, because it enables researchers to understand the field of knowledge, contributing “[...] exactly, in what the word says, to know the current state of a given theme, helping in the choice or delimitation of objectives and themes of emerging study on an area or scientific field” (Kohls-Santos; Morosini, 2021, p. 125). Therefore, this methodology allows us to get to know what researchers have done in their dissertations on the continuing education of literacy teachers, as well as to understand how we can contribute to the development of

more research on the subject, trying to find ways to address the gaps found in the research. In practice, we carried out the following steps (box 1):

Box 1 – Stages of the methodology

Localization of universities with professional master's programs and areas of concentration on the Plataforma Brasil.
Localization of the dissertations in the Institutional Repositories found in the first stage, using keywords: "continuing teacher education", "teacher training", "literacy teachers", "literacy", "professional development" and "teacher professionalization".
Presentation of qualitative research data (universities, programs and dissertations).
Presentation of the titles of the dissertations and their respective authors, university, program and year.
Analysis of the data (grouping of divergent and non-divergent points) present in the research and presentation of the categories of Marxism (contradiction, totality and historicity).

Source: Author (2024).

To locate the studies in the institutional repositories of each university/program, we first had to find the institutions with professional master's degrees. So we did this through the Plataforma Sucupira, which shows the total number of universities, postgraduate programs and postgraduate courses. Once this procedure had been carried out, we were able to locate the dissertations in the repositories, but first we defined the criteria: we chose the descriptors "continuing teacher training", "teacher training", "literacy teachers", "literacy", "professional development" and "teacher professionalization".

Next, we selected dissertations only in Brazilian Portuguese, with studies that worked with policies, projects, programs and actions for literacy teachers who work in the regular literacy cycle, i.e. the 1st, 2nd and 3rd grades of Elementary School. In this research, we decided not to work with experience reports, state of the art, bibliographical and documentary reviews. For this reason, the work is a documentary study, so we chose not to use other similar studies. With regard to experience reports, despite their importance and contribution to education, they are part of teachers' common sense, in line with HCP, which values the knowledge (theories) most elaborated by humanity.

We begin by presenting the quantitative data from the research carried out on the Plataforma Sucupira and also on the Institutional Repositories of the

universities/programs. Regarding the area of concentration of the programs, we found ten (10) in teacher training, six (06) in education and six (06) in teaching. Specifically, one (01) program in the Central-West focused on teacher training; five (05) on teacher training, two (02) on education and one (01) on teaching in the Northeast; one (01) in education and one (01) in teaching in the North; three (03) in teacher training, three (03) in teaching and one (01) in education in the Southeast; and one (01) in training, two (02) in education and one (01) in teaching in the South. We would add that we made an approximation to highlight these numbers, as some programs also work with other areas of concentration, such as the program entitled *Gestão e Formação de Professores na Educação Básica*, which is in line with our criteria, but also carries out research in the area of educational management.

In addition, we also found programs in teaching and learning and teacher training in educational practice. We found 19 public universities (federal, state and municipal) and 22 professional postgraduate programs, totaling 3,162 dissertations, with a greater concentration of universities, programs and dissertations in the Northeast, Southeast and South regions of Brazil, specifically: one university and one program with 116 dissertations in the Central-West region; six universities and eight programs with 936 research papers in the Northeast region; two universities and two programs with 187 studies in the North region; seven universities and seven programs with 1,540 investigations in the Southeast region; and three universities and four programs with 366 papers in the South. Table 1 shows this information in detail by region, state, city, university, program and number of dissertations defended and available.

Table 1 – Dissertations defended and available in the repositories of professional postgraduate programs in Brazil (2013-2023)

REGION	STATE	CITY	IES/PPG	DISSERTATIONS
Central-West	MS	Dourados	UEMS/PROFEDUC	166
QUANTITY IN THE CENTRAL-WEST REGION				166
	BA	Ilhéus	UESC/PPGE	87
	CE	Crato	URCA/PMPEDU	73
	MA	São Luís	UEMA/PPGE	54
			UFMA/PPGFP	53
			UFMA/PPGEEB	126

Northeast	PB	Campina Grande	UEPB/PRPGP	202
	PE	Recife	UPE/PPGE	156
UPE/PPGFPI			185	
QUANTITY IN THE NORTHEAST REGION				936
North	RO	Porto Velho	UNIR/PPGEEProf	133
	TO	Palmas	UFT/PPPGE	54
QUANTITY IN THE NORTH REGION				187
Southeast	ES	Vitória	UFES/PPGMPE	127
	MG	Lavras	UFLA/PRPG	346
		Diamantina	UFVJM/PPGGED	248
		Belo Horizonte	UFMG/PROMESTRE	316
	SP	Taubaté	UNITAU/MPE	202
		São Carlos	UFSCAR/PPGPE	89
São Caetano do Sul		USCS/PPGE	212	
QUANTITY IN THE SOUTHEAST REGION				1540
South	PR	Jacarezinho	UENP/PPEd	48
			UENP/PPGEN	88
	RS	Curitiba	UFPR/PPGDTS	169
		Porto Alegre	UERGS/PPGED-MP	61
QUANTITY IN THE SOUTH REGION				366
GENERAL QUANTITY				3.162

Source: Plataforma Sucupira and repositories of professional postgraduate programs (2023).

By applying the inclusion and exclusion criteria mentioned at the beginning of this section, we found nine (09) dissertations that dialogue with the theme of continuing teacher training, by working with policies, programs, projects and actions whose protagonists were literacy teachers, public that also participated in the research, specifically: one university and one program in the Central-West region, with three (03) dissertations; two universities and two programs in the Northeast, with three (03) studies; two universities and two programs in the Southeast, with three (03) investigations; and one university and one program in the South, with one (01) investigation. We would like to point out that, at this stage of the research, we did not find any dissertations on continuing education for literacy teachers in the North. Next, in table 2, we present this detailed information by region, state, city, university, program and number of dissertations defended and available.

Table 2 – Dissertations defended and available in the repositories of professional postgraduate programs on continuing education for literacy teachers (2013-2023)

REGION	STATE	CITY	IES/PPG	DISSERTATIONS
Central-West	MS	Dourados	UEMS/PROFEDUC	03
QUANTITY IN THE CENTRAL-WEST REGION				03
Northeast	MA	São Luís	UEMA/PPGE	01
	PE	Recife	UPE/PPGFPI	02
QUANTITY IN THE NORTHEAST REGION				03
Southeast	MG	Lavras	UFLA/PRPG	01
	SP	São Caetano do Sul	USCS/PPGE	01
QUANTITY IN THE SOUTHEAST REGION				02
South	RS	Curitiba	UFPR/PPGDTS	01
QUANTITY IN THE SOUTH REGION				01
GENERAL QUANTITY				09

Source: Plataforma Sucupira and repositories of professional postgraduate programs (2023).

The publications identified and those selected for analysis in this research have been organized in boxes 2, 3, 4 and 5, showing the institution, program, year of publication, title and name of the author.

Box 2 – Dissertations defended and available in the repositories of professional postgraduate programs in the Central-West (2013-2023)

Nº	IES/PPG	YEAR	TITLES	AUTHOR
1	UEMS/ PROFED UC	2019	<i>O Pacto Nacional pela Alfabetização na Idade Certa como proposta de formação continuada do professor alfabetizador em Campo Grande/MS</i>	ALMEIDA, Claudeci de Paula de
2	UEMS/ PROFED UC	2016	<i>Formação do professor alfabetizador: dificuldades teóricas, impasses metodológicos</i>	SANTOS, Veronildes Batista dos
3	UEMS/ PROFED UC	2015	<i>Políticas públicas em alfabetização: o Pacto Nacional pela Alfabetização na Idade Certa no Município de Anastácio – MS</i>	VIÉDES, Silvia Cristiane Alfonso

Source: Author (2024).

Box 3 – Dissertations defended and available in the repositories of professional postgraduate programs in the Northeast (2013-2023)

Nº	IES/PPG	YEAR	TITLES	AUTHOR
1	UPE/ PPGFPI	2022	<i>O Programa Criança Alfabetizada e a Formação Continuada de Professores de São José do Egito – PE</i>	SIQUEIRA, Claudete Leite
2	UPE/ PPGFPI	2022	<i>Formação continuada de professores alfabetizadores da rede municipal de ensino de Juazeiro-BA no âmbito do PNAIC – 2013-2016</i>	SANTOS, Geisa Gabrielle
3	UEMA/ PPGE	2021	<i>A formação continuada dos professores do Plano de Intervenção Pedagógica (PIP) no sistema público de ensino do município de São Luís</i>	SOUZA, Vitória Raquel Pereira de

Source: Author (2024).

Box 4 – Dissertations defended and available in the repositories of professional postgraduate programs in the Southeast (2013-2023)

Nº	IES/PPG	YEAR	TITLES	AUTHOR
1	USCS /PPGE	2020	<i>O desenvolvimento profissional do docente alfabetizador</i>	ANDRADE, Nanci Carvalho Oliveira de
2	UFLA/ PRPG	2020	<i>Das políticas de formação às percepções do processo formativo e da prática alfabetizadora</i>	PINTO, Érika Giuliana Rodrigues Pires

Source: Author (2024).

Box 5 – Dissertation defended and available in the repositories of professional postgraduate programs in the South (2013-2023)

Nº	IES/PPG	YEAR	TITLES	AUTHOR
1	UFPR/ PPGDTS	2022	<i>Pacto Nacional pela Alfabetização na Idade Certa: impactos na prática pedagógica de uma professora alfabetizadora na formação de leitores literários</i>	NÓBREGA, Joelma Rodrigues Paes

Source: Author (2024).

The policies, programs, projects, actions and concepts of continuing education for literacy teachers were organized into boxes⁴, in order to visualize the similarities and differences between the studies. The data was then analyzed based on the contributions of HCP and DHM. Thus, given the various existing categories, we opted for the following: contradiction, totality and historicity.

These categories are presented throughout this research. With the contradiction category, we were able to perceive the movement of continuing teacher training, understanding that this movement highlights the contradictions that exist in the policies adopted. The category of totality is present in human activity, and therefore in teaching work, which considers it relevant to understand how the hegemonic production process takes place in capitalist, conservative and neoliberal society, with teacher training being a target for alienating objectification, in order to transform the social relations that take place in teaching. Therefore, in this research, political, social, economic and cultural movements were taken into account. The category of historicity can be found when we point out the universities, the postgraduate programs, the names of the political agents

⁴ It is worth noting that the boxes mentioned in the next section will not be included in the paper. However, they were made so that we could analyze the data and see the contradictions present in the dissertations.

and the names of the continuing education policies and programs (Marx, 1985; Kosik, 1986; Saviani, 2024; Netto, 2011).

3 Analysis of the findings: the practical rationality of literacy teachers: a critique of the public educational policies that regulate teaching work

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The research located in the institutional repositories of the professional programs analyzed public policies for continuing education for literacy teachers, with greater emphasis on the Federal Government, namely: PROFA (2000), created under Fernando Henrique Cardoso (1999-2003); Pró-Letramento (2005), created under Luiz Inácio Lula da Silva (2003-2011); and PNAIC (2012), created under Dilma Vana Rousseff (2011-2016). At the state level, we find the Programa Além das Palavras (2008), launched by the governor of Mato Grosso do Sul André Puccinelli (2007-2015); and the Programa Criança Alfabetizada (2019) in Pernambuco, set up under the government of Paulo Câmara (2015-2019). At the municipal level, in São Luís, the Plano de Intervenção Pedagógica (PIP), under Mayor Edivaldo Holanda Júnior (2017-2021).

These policies, like the others mentioned in the introduction, are presented as progressive policies that protect the rights of teachers and ensure the process of literacy for children at the right age. However, from an analysis that goes beyond appearance, they aim to control and regulate the work of teachers, especially by sending out ready-made pedagogical/technological packages and external evaluations used to hold them responsible for the rates of non-literate children (Evangelista; Shiroma, 2019).

Based on our analysis, most of the conceptions present in the research diverge from what is defended in this study, from the perspective of HCP and DHM, because, in their analysis, they identify the problems and their contributions to continuing education, but only in appearance, not revealing the concrete interests of the policies for the continuing education of literacy teachers. These interests include the defense of the capitalist system; education aimed at the labor market; devaluation of training, teacher salaries and the literacy process. Therefore, in the next subsection, we point out the

conceptions of continuing education that diverge from our position in their entirety. This is followed by studies that are even partially similar and those that dialog with our research, which was also carried out from a Marxist point of view.

3.1 Continuing education for literacy teachers: what does the research show?

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The PNAIC, in the cities of Campo Grande (MS), Santo André (SP), Lavras (MG) and Porto Amazonas (PR), researched by Almeida (2019), Andrade (2020), Pinto (2020) and Nóbrega (2022), respectively, presented several problems, mainly in relation to time for training, studies, adequate spaces, teacher demand and continuity of discussions. However, the authors also pointed out that the program has made important contributions. Almeida (2019, p. 104) concludes that “[...] it contributed in many ways, given that the studies were based on theories related to literacy and pedagogical practice, which is necessary to contribute to the development of students [...]”. Andrade (2020), Pinto (2020) and Nóbrega (2022) pointed out some contributions, including: new concepts and methodologies, a pedagogical vision of planning and mediation, exchanging experiences with other teachers, reflecting on pedagogical praxis and applying the pedagogical and didactic models learned in the continuing education meetings in the classroom.

We have no objections to the problems pointed out, as we have seen in other studies. Thus, the research carried out in this paper refers to the Marxist perspective. In opposition to this current, PNAIC is a policy of the Pedagogy of Learning to Learn, understood as new and revolutionary in/for education, especially in the literacy process; therefore, it does not prioritize the knowledge historically constructed by humanity and does not even work with dialectical authors, but references authors representing constructivism, such as Piaget, Emília Ferreiro and Ana Teberosky. Thus, for Duarte (2001, p. 23):

The slogan ‘learning to learn’, instead of being a way of overcoming the problem, i.e. a way of fully educating individuals, is an ideological instrument of the ruling class to empty school education for the majority of the population while, on the other hand, looking for ways of improving education for the elites.

In this way, we do not share the same view as the authors, as we believe that PNAIC has not managed to contribute in its entirety to the literacy process, understood not only as the acquisition of reading and writing, but also as a concern for the social and political subject. In this way, PNAIC meets the new demands of the labor market, mobilized by results and managerialist practices, which increasingly strengthen the capitalist system.

The research by Viédes (2015, p. 103), who also studied PNAIC in the city of Anastácio (MS), denounces that this policy has the same characteristics as Pró-Letramento, explaining that in PNAIC “[...] it is necessary to deconstruct their knowledge to make way for the new, because they consider the methods used ‘not to be right’”. Therefore, it is also characteristic of the Pedagogy of Learning to Learn, which disregards teachers as social/historical subjects, making them believe that they need to discard what they already know and determining what they need to do in the classroom in order to literate their children. This has been mentioned as a contribution in previous research, when it mentions that the program has contributed to the application of strategies in the classroom, clearly demonstrating one of its intentions: to control and determine how literacy teachers should work.

The research by Santos (2016) investigated PROFA, PNAIC and the Programa Além das Palavras in the city of Coxim (MS), and showed his concern about the valorization of practical knowledge and the devaluation of theory, which is also typical of the Pedagogy of Learning to Learn. Santos states that “[...] what must be understood is that theory and practice must go hand in hand, one supporting the other. Practice based on theory and theory providing the necessary support for practice” (2016, p. 103). In other words, unlike the policies researched, it argues that in the training process it is necessary to value theory and practice, enabling literacy teachers to deepen their theoretical knowledge, which is essential in the development of the pedagogical practice already carried out in the classroom.

As we have already mentioned, the very policies that defend the Pedagogy of Learning to Learn deny science. It's not a question of overvaluing theoretical knowledge

and undervaluing teachers' knowledge of pedagogical practice. We need to understand that theory and practice are dialectically different, while at the same time dialoguing with each other; therefore, both are necessary in continuing education, each with its own role: "practice is the purpose of theory, which means that theory is only constituted and developed as a function of the practice it operates in" (Saviani, 2007, p. 108). Therefore, when teachers go through a solid training process (theory), their practice will become more consistent (praxis), helping to break away from the "[...] economic logic of hegemonic pedagogies, of learning to learn [...]" (Lélis; Hora, 2021, p. 12). Thus, Historical-Critical Pedagogy is fully capable of offering a dialectical, integral and humanized education, since, according to Lima, Lombardi and Dominschek (2020, p. 1), it enables:

[...] the overcoming of common sense by philosophical consciousness and the elevation of practice to the condition of revolutionary praxis, a concept of revolutionary education emerges, which is both historical and critical, and which has in HCP one of its most elaborate syntheses, capable of supporting the analysis of different political-pedagogical proposals, identifying within it elements that can correspond to the interests of the subaltern classes, whose aim can only be to consolidate themselves as collective subjects of history, capable of directly and intentionally transforming themselves and society.

The research carried out by Siqueira (2022) investigated the Programa Criança Alfabetizada, in the city of São José Egito (PE), pointing out that, based on the teachers' responses, the training process contributed to their teaching practice. However, beyond appearances, the researcher stated that the teachers' statements present contradictions, such as the lack of literacy teachers in the network and the devaluation of the common good in favor of political party interests. Thus, the author understands that this practice devalues knowledge and harms the training process itself and children's literacy. From this, she concludes that in order to achieve results,

[...] it is necessary to invest in the training and qualification of those who are in charge of education, to deepen our knowledge of the guidelines that direct the municipal education system, to value professionals as people and as subjects who make history through their professional qualities (Siqueira, 2022, p. 77).

Souza's (2021) research investigated the Plano de Intervenção Pedagógica (PIP) of the city of São Luís, from a Marxist perspective, and stated that, contrary to what the Marxists and we defend here in this research, the results showed that the PIP is fragmented, and does not understand teachers as historical and political subjects. Therefore, it does not value the knowledge built up by humanity and controls teaching work through external evaluations. The author concludes that:

Contrary to what this study advocates, the research provided evidence that the continuing training proposed in the PIP denotes superficial, utilitarian training with applicationist aims. Its sole aim is to guide teachers to achieve IDEB targets, clearly devoid of theory and an understanding of education from a transformative and emancipatory perspective. Continuing teacher training in the PIP is based on repetition and training with a view to understanding specific Prova Brasil descriptors, which contribute little to the qualification of teaching work, the teaching-learning process and the quality of school education (Souza, 2021, p. 147).

The research clearly demonstrates the intentions of public policies for continuing teacher training that serve the interests of the capitalist system, advocating that education train skilled labor for the job market and not contributing to an elevation of social and philosophical consciousness in the formative process of belonging and transformation of realities based on the students' readings and written productions. In the case of literacy, students are trained to score well in external assessments, giving society a false image of quality in the literacy process. These students move on to the following years without having started or “finished” the literacy process, finding it difficult to keep up with the content and often end up giving up studying.

Another aspect that should be highlighted is the partnership that some cities have with private companies that are responsible for continuing education, setting themselves up as the only alternative and capable of solving the problems of illiteracy in Brazil, with their “innovative” methods that regulate the teaching work of literacy teachers, understanding them no longer as teachers, but facilitators/guidance counselors in literacy. Silva and Santos (2019, p. 121), concerned about this reality, state that:

The entry of institutes and corporate foundations offering a variety of educational service packages, as well as blatantly unleashing new forms of appropriation of public funds, is in line with the training of workers forged in this sociability. In its zeal to impose its values and remain hegemonic, the business community has spread pedagogical action based on competencies and skills, as well as entrepreneurship and the development of socio-emotional skills. All of these 'pedagogical' strands seek to conform the future worker to what is inherent in capitalism, social inequality, holding them individually responsible for failure.

According to research carried out by Santos (2022), who investigated the PNAIC in the city of Juazeiro (BA) and, although not a Marxist research, dialogues with this perspective and with the authors Souza (2021), Siqueira (2022), Viédes (2016) and Santos (2016), policies for the continuing education of literacy teachers need to be designed precisely with teachers, civil society and trade unions, and not just by professionals who are in their offices and who are not fully aware of the problems present in public schools, in view of the distance from realities and the monitoring and/or definition of work carried out on a daily basis by means of indices and/or indicators.

4 Conclusions

The general objective of this research was to analyze the conceptions of continuing education for literacy teachers present in dissertations from professional postgraduate programs at public universities in Brazil, in the period from 2013-2023. To achieve this goal, we initially identified the public universities with professional postgraduate programs, as well as policies, projects, programs and actions for the continuing education of literacy teachers.

Thus, we found universities in all five regions of the country with postgraduate programs in teacher training, teaching and education. With regard to this issue, it is worth noting that in the North region, after the inclusion and exclusion criteria, we did not find any work on continuing education for literacy teachers. The North region has historically not received the same investment in all areas as other regions of the country, especially the South and Southeast, which have more universities and programs. Although it's not our objective, it is worth mentioning that in the North, there is only one university with its

first doctoral program in education and one state university without a master's or doctoral program. As such, the reality of professional master's degrees in that region couldn't be any different.

It is important to build more universities and create postgraduate programs in education, teacher training and teaching, with a line of continuing teacher training. In addition, we believe it is necessary for cities, not only in the North region, to create partnerships with universities so that literacy teachers can take part in a selection process and stay on for a master's or doctorate. This is possible through the creation of public policies, such as effectively guaranteeing decent salaries, freeing up teaching work and guaranteeing scholarships so that they can carry out their research. We use the verb “guarantee” because some of these rights are set out in the Plano Nacional da Educação (2014-2024) and are not respected by the government.

In relation to the works found, we note that it was possible to see that the authors understand continuing education as inherent to the practice of literacy teachers, being a training process that should take place throughout the teacher's career, understanding that knowledge is in motion, due to the changes taking place in society, and needs to be understood. They also said that training is a right provided for in LDBEN/9.394/96; therefore, it needs to be offered in suitable conditions and contribute to the work done in the classroom.

We agree with the authors and add that it's not just a question of guaranteeing continuing training, but that it must be intentional, organized didactically and take into account the knowledge historically constructed by society, based on a Marxist conception, which is fully capable of contributing to the training process and the literacy process of children, understanding teachers as historical and social subjects. In addition, ensure that teachers have time/space in their working day for pedagogical planning, with the possibility of an extended schedule⁵ so that the training courses are effectively

⁵ Extended schedule: working hours for planning school activities. It consists of 25 hours a week of teaching and 15 hours a week of pedagogical coordination in the shift opposite to the teaching shift, as happens in the DF, regulated by Ordinance No. 1,273, of December 13, 2023.

applied to planning through the sharing of knowledge, research and the organization of pedagogical work. And, therefore, as individuals who think, reflect and can collaborate with the training process and not just apply ready-made models that regulate teaching work, present in the policies cited in this research.

However, despite this understanding and pointing out some of the problems of continuing teacher training policies, such as planning, time and devaluation of the theoretical field, much of the research ended up reproducing what already exists, such as not pointing out ways to solve the problems encountered. We mean that some of the research does not point out, in its entirety, the contradictions present in the policies researched and their relationship with ultra-liberalism, not understanding them, as shown throughout this research, as policies that serve the interests of the capitalist system, increasingly controlling the work of teachers and blaming them for the worrying results obtained in external evaluations.

As researchers, we must emphasize that the policies mentioned were created through historical determinations, mainly the historical determinations of the ruling class. Therefore, we can undoubtedly point out that they have no intention of making their positions explicit, especially ideological, political, social and economic positions, and they need to be investigated prudently, with the aim of unveiling the neoliberal discourse and values present between the lines.

We therefore advocate the importance of solid and consistent theoretical and methodological teacher training. In this training, we need a pedagogical concept that recovers to its core the valorization of the contents historically constructed by humanity, with directness, intentionality and systematization of teachers' work, in order to interfere in curricula, in the organization of pedagogical work, in internal and external evaluations and, consequently, in teacher training, possible through Historical-Critical Pedagogy and Dialectical Historical Materialism.

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