

Formation Policies in the Amazonas: Implications and Challenges

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Abstract

This article evidences the results of an empirical research with analysis of the formation offered to the lay teachers of the State of Amazonas, crossed by dilemmas and challenges. It was a case study, in a dialectical perspective, qualitative and referential approach that discusses policies of an emergency character, using Distance Education as promoter of innovative methodology to guarantee the formation of teachers in large scale. The results point to the legacy of 16,000 formatted teachers, but the dilemmas and challenges experienced during the course need to be reflected to better meet new demands and contribute to the qualification of teaching professionals. Therefore, the relevance of the work of the State University of Amazonas and the infrastructure strategy to reach the 62 municipalities of Amazonas, despite complex geographic and economic challenges, the training reached the teachers of the poorest regions of the Amazonas.

Keywords: Formation policies - Professional valorization - Innovative methodology

1. Introduction

This article presents as an object of analysis the policy of in - service formation aimed at teachers working in the first and second stage of Basic Education of the Public School System of the Amazonas. It is the Formation and Valorization Program of Basic Education Professionals working in the magisterium of public schools in the countryside and in the capital of Amazonas. With the process of flexibilization and diversification of higher education in Brazil, related to new teaching strategies the provision of formation with the use of high technology resources through Distance Education. It becomes relevant for answer the provisions of the Brazilian Education Law and your Guidelines (Law N. 9.394/1996), with the determination that only teachers with higher education or formation in service, in accordance with Art. 87, §4º.(BRAZIL,1996).

Under the governmental prerogative, the University of the State of Amazonas (UEA) was officialized to systematize a project In order to meet the demand of the municipal and state education network without the required training. Due to the conditions of execution in a complex geographical area of difficult access inherent to the state of Amazonas, the management team considered specific norms of operationalization in the process of teaching and learning, using an innovative methodology, conceived as presential mediated through Technological Resources with Satellite TV, call center, internet / intranet network. The research participants were professionals who studied at night and worked in public schools, mainly in two shifts (morning and night). This had the most diverse implications regarding the high level of requirement for rich content studies, but for those teachers with an advanced age and a long time without interacting with the knowledge of the area of Human Sciences (Psychology, Philosophy, Sociology, Education, among others) was one of the biggest challenges faced by these professionals.

It should be noted that the results of the research were presented at the Faculty of Education of the Federal University of Amazonas - UFAM, but the academic studies on the subject continued to be substantiated, supported by literature on the subject and results of reports annual of UEA. In view of the above, in order to contextualize and present data and discussions resulting from the research, three sub-items are highlighted Formation policy and challenges in Amazonas; Formation and Valorization of the Professional in Education of Amazonas; Methodological innovation in the Amazonas: implications and challenges.

2. Formation policy and challenges in the Amazonas

In the twentieth century, Brazil experienced a period of transition from the technological revolution, which boosted the offer of Distance Education (EaD) with expansion in the 21st century. The development of this modality is used to implement the most diverse educational projects and programs for the most complex situations such as vocational courses, punctual, initial and continuous teacher formation, dissemination of scientific works, educational campaigns, formal and informal studies. Globally, the EaD, according to Golvêa & Oliveira (2006) already reaches more than 80% of the countries with formal and informal programs, serving millions of students. In Brazil, LDB, in its Art. 80 regulates projects and programs in this modality and prescribes differential treatment with reduced transmission costs in commercial channels of sound broadcasting and of sounds and images; Granting of channels for exclusively educational purposes; Minimum time reserve, without burden to the public power. (BRAZIL, 1996). Malanchen (2015), when researching on the subject for the period from 2001 to 2008, points out that the undergraduate courses through the Distance Education grew around 68.89%, while the attendance was around 22.79%. It is highlighted in the preface to the book of Malanchen (2015) that:

In the first year of the Luiz Inacio Lula da Silva Government (2003) there was a 21% increase in enrollments in relation to the last year of Fernando Henrique Cardoso's term (2002); in 2006, the increase relative to 2005 was 91%. [...] Other enrollment in EaD degrees are centered in the private sphere, being higher since 2006; with a growth of around 7.499, 59% while in the public network grew approximately 2017.06%. [...] 2012, the private sector had 75.51% of enrollments in Bachelor [...] Degree 2005 to 2014, the growth of accredited HEIs at the UAB reached 586.67. [...] These figures show that the EaD became the preferred policy of governments, remained in later governments for the formation of teacher. (2015, p. 13).

In 2001, the Brazilian government, under the guidance and funding of multilateral organizations such as the World Bank, injected funds for the formation of teachers. It was during this period that the Amazonas government, when considering the need to respond to the legal precepts and, having created, this same year, the University of the State of Amazonas (UEA) officialized the institutional prerogatives to fulfill this purpose. Initially, there were many challenges to the detriment of the access and infrastructure difficulties to municipalities and their cultural, political and economic complexities related to the 62 municipalities in their entirety. In 2001, the Brazilian government, under the guidance and funding of multilateral organizations such as the World Bank, injected funds for the formation of teachers. It was during this period that the Amazonas government, when considering the need to respond to the legal precepts and, having created, this same year, the University of the State of Amazonas (UEA) officialized the institutional prerogatives to fulfill this purpose. Initially, there were many challenges to the detriment of the access and infrastructure difficulties to municipalities and their cultural, political and economic complexities related to the 62 municipalities in their entirety.

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The Amazonas is rich in its biodiversity, its culture with different ethnicities, as emphasized by Ranciaro (2014, p. 79) with the observation that: "to overcome the levels of complexity that surround the Amazonas region, either geographically or Socioeconomic, political and cultural [...] to overcome distance [...] seems to be one of the great challenges of the program to reach a high demand in urban, rural and riverside areas".

The Amazonas is characterized as a region of important economic performance, occupies an area of 1,577,820.2 km², has more than 20 thousand km of waterways, more than 18% of the surface of the country, with a population density of approximately 1,4 inhabitants per km², its population is 2,217,163 inhabitants, of which 71.4% are in urban areas and 28.6% live in the countryside. The population between 0 and 14 years of age represents 43.8% of the total; Between 15 and 59 years old accounts for 52% and people over 60 years of age represent 4.2%, with women 49.6% and men 50.4% of the population of Amazonas, although some areas of the interior are considered Difficult to access, with a high poverty index and population surviving in isolation. Given the difficulties geographically and human resources, the challenges to attend to the training needs of teachers, especially in the interior, are great, as emphasized by the representative of the Public Policies sector of the Secretariat of State for Education and Quality of Education - SEDUC (2004). She explained that the EaD was configured as an important means of reaching many of the lay teachers who carried out teaching work in isolation, it was a resource that strengthened the formation of many professionals from the 1990s, through programs such as TV School, National Program of Informatics in Education (Proinfo), Teacher Training Program (Proformation), among others, encouraged by the Secretariat of Distance Education (SEED), Ministry of Education.

SEDUC's Public Policy Manager, in an interview, pointed out that the Proformation was the starting point in the formation of lay teachers of Amazonas and from it other programs implemented in partnership with the state's public universities and the State Secretariat of Education of Amazonas, using technological resources to reach a large contingent of teachers without the necessary qualification to act in teaching, since: The vast territorial extension and the lack of material conditions for the Amazonian man point to the difficulties to act in the formation of lay professionals, especially in the interior. In the latter, these issues are aggravated by the high index of teachers without qualification for teaching. According to data from the Rural Education Institute of Amazonas (IERAM), of the 5,883 rural teachers in the State, only 1,599 have a full second degree, since the vast majorities have only Elementary School. (SEDUC, 2004) In a complex geographic region, which has municipalities that are difficult to access, the EaD presents itself as a means to overcome difficulties and reach professionals in the farthest corners. Therefore, among the programs implemented at the threshold of the 21st century is the Proformar, which, according to the team of the General Coordination of the Training and Promotion Program of Basic Education Professionals (PROFORMAR), used a methodology of Training mediated by technological resources considered innovative in the state of Amazonas, focusing on low costs for the development of the course. (UEA, 2005). To meet a high demand for a contingent of teachers at a lower cost, the General Coordination of the Training and Valorization Program of Basic Education Professionals made the comparison between face-to-face and distance education, with a general statement in two versions, as shown in the graph below:

Table 01: Cost demonstration: presential and distance teaching

Aspects	Presential Teaching	Distance Teaching
Financial Costs	71.115.032,54	52.478.868,95
Total Municipalities for course offer	45	62
Total of classes in the interior	73	168
Total of classes in the capital	35	44
Search for students in the interior	3.233	7.454
Search for students in the capital	1.729	1.887
Total demand	4.962	9.341

Source: State University of Amazonas - UEA

The demonstrative data indicate the advantage of developing the project through distance education, with a view to reaching a much higher demand (capital: 1,887, interior: 7.454, total: 9,341), and the possibility of attending the 62 municipalities in the state of Amazonas at lower financial cost (52.478.868.95). The result of the analysis was one of the indicators for the systematization of the Proformar project through distance education, since the high costs to meet the demand in regular courses and the peculiar difficulties of the region compromised the offer to all the municipalities, attending only to 45.

The preoccupation with this formation ideology is the subject of discussions for theoreticians such as Giolo (2008) and Barreto & Gatti (2009), emphasizing that the EAD has been used in mass education models in a "lightened" way to respond to governmental aspirations, without considering the real needs and difficulties of the students involved in this type of training. Diniz-Pereira (1999, p. 115) observes que "a more critical reading of the context allows us to affirm that such educational policies for teacher training are at serious risk of improvisation and deregulation".

It is not a question of disregarding the merits of distance learning; What is questioned is what comes from human relationships about socialization, the experiences acquired in the practice of living together, the debates in the classroom, the lectures, the work done in groups, pointed out in many researches as fundamental aspects to mark the action And human reaction. On the other hand, there are also research results that point to positive aspects about distance education, mainly because it acts as a link of transformation in the process of mediation among human beings, being possible to process, store, retrieve and communicate information more quickly in Various media formats in which factors such as distance, time, volume, among other aspects are no longer a hindrance in the work process among the various professional segments, which include education. In the educational sphere, the technology used in the EaD is considered as one of the great links of transformation, this same technology built from an omnipresent media system provides the speed in the formation of a large contingent of teachers, instigating to the questioning: in what context does the formation policy of education professionals inserted and what is its implication for the category?

The policy of in-service formation of professionals working in education is part of the educational policy It turns out from a panorama of reforms and changes at the international level, and those designed for Latin America are largely guided by international organizations. These policies have been based on the neoliberal model that defends the market as a great regulator of economic and social development, unleashing individualism, competitiveness, privatization, and reduction of public spending, productive globalization and the supremacy of the economic over the political (CARBONELL, 1996). According to Carbonell (1996), the main implication for the category is the formation of the disqualified population, since it functions as a mechanism for control and maintenance of the exploitation, with implications of low Wages and the precariousness of working conditions. In contrast, authors such as Gentili (1996) point out that formal education can be a democratic alternative in the neoliberal context, but for this it is necessary to consolidate a formation in a broad, continuous perspective, taking into account the multiple needs of the Being possible if there is a critical view of social, political and economic reality.

3. Formation and valorization of professionals in Education of Amazonas

In the first years of the 21st century, where the technological advance and the changes in the forms of socioeconomic interaction, politics and redefinition of the functions and institutional spaces are registered, there is still in the Amazon the dark mark of backwardness and social injustice, in which the category of education professionals is inserted. In the educational context, the world, national and local debate on the valorization of this professional with the emphasis on the initial and continued formation of the teachers, with a view to improving the quality of public education, appears. The circulating discourse on the valuation of the professional of the education conceived as an action that produces in the subject the values constructed and transformed by the mediation between the human beings requires the debate on ethical and political values, as well as its intentionality and critical vision as it advances on the contradictions of a society governed by the neoliberal system that excludes and advances in the processes of precarious public institutions and the quality of working conditions of professionals, being visible to those who work in educational institutions. Notably, one of the greatest challenges of Brazilian education in the short, medium and long term is related to teacher formation, especially in relation to the valorization of the career of these professionals. (LEÃO, 2013)

In discussing the formation and valuation of Basic Education professionals in the context of educational reforms, theoreticians such as Vieira (2002) point out that this is a bias of regulation and domination, since the reforms initiated in the twentieth century are not reduced to the appreciation of Professionals, but to economic determinants. The debate on the subject is marked by the Manifesto of the Pioneers of New Education (1932), formulated by a group of educational intellectuals that sought to save the country from its backwardness and to bring it to modernization through education. (Mazzuco, Tullio, 2009) The 1960s, as exposed by Frigotto; Ciavatta (2003) was deeply marked by the military coup, repressing many of the social achievements and favoring the mercantilist yearnings.

During this decade, the first Law on the Guidelines and Bases of National Education (LDB, Law 4.024/61) was enacted through demands and struggles in the political-social field against the current ideology of development, a period of much dispute in the political and social field.

In the 1970s, with the objective of attending the formation of skilled labor for the labor market, the second LDB (Law N. 5,692/71) was promulgated with the reform of primary and secondary education. At this stage of history, the federal government reduces the education budget and attempts to control education by international banks, through incentives and financial loans, go into effect. (SAVIANI, 2008) When entering the economicist logic, education loses its autonomy and its social function, since the "emphasis on the financial aspect submits the educational reforms to the managerial and efficiency criteria they focus more on the quantification of school supplies than on the Human factors that guarantee the quality of education ". (FONSECA 1998, 64).

In the early 1980s, this debate became evident from the Regional Seminars for Recasting the Human Resources Formation Courses for Education (1981) and the National Meeting for the Recasting of Human Resource Preparation Courses for Education (1983). (AZEVEDO, 1997). It is from the 1990s that the training of education professionals becomes an object of greater interest in the educational field. This period, the eighties and nineties of the last century, coincides with the moment when Brazil undertakes a complex movement in the political and economic sphere, where, on the one hand, there is the movement and the process of democratization; On the other hand, the opening of the country to the free movement of international capital. Under these circumstances, the criticism of the model of education in force in the country is intense, with the search for new alternatives for educational policy. (OLIVEIRA, 1997). In this historical context, the main documents are elaborated to make education reforms viable in Brazil, especially the Decennial Education for All Plan (MEC, 1993), elaborated from Brazil's participation in the World Conference on Education for All in Thailand (nineteen ninety). This political fact triggers new orientations for the completely educational system. (VIEIRA, 2002). These guidelines are translated into the current LDB, in the elaboration of Teacher Formation Guidelines (1999) and in the National Education Plan (2001-2010). During this period, the announcement of a new time for the formation of education professionals in Brazil is foreseen, constituting itself as an object of educational policies. (SAVIANI, 2013).

In tune with the rhetoric of appreciation of education, professionals initial and continued training programs are designed the quality of public education. At the same time, and contradictorily, the forms of proletarianization of teaching work are sharpened as has been shown by several studies on the subject, among them Gatti (1997) and Codo (1999). In view of such contradictions, Popkewitz (1997), in considering the international scenario, points out that the neoliberal system aims to respond, pragmatically, to capitalist economic growth. Consequently, in Brazil, the projects and programs aimed at the formation of education professionals are guided by legislation and planning in response to this international panorama. The set of legal instruments and financial incentives triggered by the federal government, explained through the Fund for Maintenance and Development of Elementary Education and Valorization of Teaching - FUNDEF; The new LDB; The Teacher Formation Frameworks (1999) and the National Education Plan - PNE (2001-2010). These legal imperatives affect States and Municipalities to assume responsibility for the formation and appreciation of lay teachers with incomplete training who are in the exercise of teaching.

4. Methodological innovation in the Amazonas: implications and challenges.

In 2001, the government of Amazonas invested in a project that gave rise to Proformar, an alternative of face-to-face formation mediated by multimedia technological resources, implemented by UEA, making it possible to offer the academic training to a high number of teachers without the qualification required by LDB / 1996. It is noteworthy that the emphasis on consolidating the formation of the category occurs under the provisions of this Law (LDB, Law N. 9.394/1996) in determining that the Normal Course at the High School level is no longer sufficient to qualify the Education professional Basic, being required the university diploma from 2007. In view of these demands, the government of Amazonas has as an emerging challenge to create conditions to provide formation for lay teachers of the Public School Network, given the existence of a great demand for these professionals working in the 62 municipalities of the State. Thus, in order to respond to the legal imperative, UEA, a newly created university at the state level, is established as a public foundation through Decree 21.666, dated 02/01/2001, after authorization under Law N. 2,637 of January 12, 2001 Year, with Statute approved by Decree N. 21.963, of June 27, 2001, intended to offer the course to the teachers of the municipal and state education network without formation at a higher level. (UEA, 2001, p.4).

In discussing the pedagogical proposal of the course, one of the members of the pedagogical coordination team, in an interview, pointed out that this one presents itself with a new concept of distance learning, conceived as presential teaching mediated by television. He goes on to explain that the new proposal arose in the face of the government's difficulty due to the geographic, economic and social peculiarities present in the region, originating from an agreement between the State Secretariat of Education of Amazonas - SEDUC and UEA, beginning in 2002, as In the General Report (2001) of the UEA, which states: the Normal Higher Course / Proformar, taught to 7,705 primary school teachers from the first to the fourth grade, of which 3,285 teachers from the state network (SEDUC) and 4,420 teachers from the municipal network (SEMED) from the interior, distributed in the 62 Municipalities, with classes supported by advanced technological resources - distance learning, in studio with image transmitted via Embratel, call center, internet / intranet network. (UEA/General Report, 2001, p.6). The teaching mediated by state-of-the-art technology differs from face-to-face teaching by having its classes scripted, ensuring that the program content is fulfilled in its entirety. The lectured classes are planned, reproduced and explained live by a team of full professors, responsible for the elaboration of didactic material (books), evaluations and correction of the tests with the support of a team of educational technology and social communication, responsible for the integration of the didactic and technological resources in multiple languages: films, documentaries, illustrations, animations, among others. (UEA, 2002).

When analyzing the conceptual difficulties experienced by teachers in university education, it is noticed that the high number of lay professionals, some of them even started a university course, but they gave up because of the commitments assumed with the teaching profession. Therefore, the category also feels the implications inherent to the university formation concomitant with the daily work that leaves them overwhelmed, whose time they lack to the necessary studies, added to the challenge of overcoming the conceptual difficulties faced in daily academic life. In the following table, the implications and challenges presents in the results of empirical research:

Table 02: Results of interviews with teachers in formation

Age	Service time	Results
59	28	In the beginning, we feel discriminated against, ... The students of the Normal Higher Course - CNS, regular education that study in the same building, on the ground floor, are the ones that discriminate us the most, I think it is because of our age, Majority of the elderly (above 50 years). They say that we are on the screen to be able to see better [...] Becauseofthe classes, via TV.
52	24	They thought that our course had not much value because it was offered by the state (novelty in Amazonas), or that it was a way to deceive in exchange for votes.
58	33	First, I do not like the television classes, because I feel that my sight got worse after I started studying and because I work during the day.
31	15	I get anxious at the time of the assessment, difficulties in reading and interpretation for response.
48	11	I feel distressed and I feel bad on days of trial. The ratings are too long, at the end I feel exhausted Satisfaction at the entrance and immense sadness when giving up because of illness, because I was unable to keep up with the pace of the course.
57	31	Although I am a history teacher, I had no choice and I cannot miss this opportunity offered by the government.
32	7	At first I complained, I felt revolted. What to do? I think we still need to "grate" a lot to achieve our goals, which is a very individual quest.
35	12	At the beginning of the course, we were very uncomfortable with the question of the legitimacy of the course, everything was new: the attention to television classes that could not always happen, the break of a conversation or the sleep that took care of our body, the Dynamics Locations, tests, syllabi, time compliance. Everything was new, but the way the tests are applied is hopeless and I imagine the older colleagues, the challenge is enormous to account for studies and work in schools during the day.

Source: Framework organized by the author as result of empirical research

The testimonies of teachers in university formation are a small sample of the situation which the category of education professionals suffer in the XXI century, and the discourse of improving the quality of teaching and working conditions, as well as the valuation of professionals there Decades has been spreading. It is possible to observe a considerable expansion of EAD programs, both by the public power and private initiative, however their qualitative relevance is the cause of many doubts, given the insipient results in the field of professional performance in what concerns public education.

To aid in the understanding of the evaluation process, Romão (2001, p. 43) draws attention to the aspect of complexity on the subject, pointing out that: “The problems of appraisal of learning result from the ideological traffic of elites favorable to the maintenance of status Individualistic, meritocratic, discriminatory and unjust, demanding and rigorous with a charge only to students”. In discussing such difficulties, Luckesi (2003) points out that many of the students who arrive at universities lack the tools that allow them to enter Higher Education and take safer steps, becoming subjects of the process of knowledge construction. On the other hand, the universities still present a methodology that contemplates a traditional education, developing a mere transmission of knowledge unrelated to reality, he writes: “We do not want a school-university, where only verbalistic teaching is done, Book, unrelated to reality. [...], information memorized and collected in evidence that shows little evidence of the student's meaningful learning”. (LUCKESI, 2003, p. 40).

Demo (2004, 24) enriches this understanding, explaining that: “Knowledge has always been disputed, fiercely surrounded by censorship, reserved and elitist, because the System does not fear a poor person with hunger; Fear a poor man who knows how to think”. Also relevant is the approach of Gadotti (2001) when considering that the educational act is realized through the dialectic tension between freedom and necessity.

Regarding the importance of the course, even in the light of the above, the teachers in formation, the assistant teachers and the pedagogical coordination team explained that Proformar transformed the public education scenario in the State of Amazonas. In 2005, everyone involved in the course lived. The Teacher Formation Program - Proformar (I stage) successfully completed its activities. Of the initial vacancies offered in 2002, covering the 62 municipalities of the state of Amazonas, 8,726 professors in university formation completed the course. Seeking to achieve the missing demand, the government invests in the second stage of Proformar, beginning in the second half of 2005, with an offer of 8,562 vacancies to the 61 municipalities of the State. (UEA/Pro-Rectoria for Teaching and Graduation: Report, 2005, p. 27) With the graduation of the second group of Proformar (2005 to 2008), the Government of Amazonas achieves the established goals regarding the formation of all lay teachers and incomplete initial formation of the public school network, fulfilling the requirements of the legal basis. Although such determinations in Article 87 of the LDB, §4^o establish the admission of qualified teachers in higher level from 2007 or formed by in-service training was revoked by Law N. 12,796, of 2013, as a result of debates and demands of the movements to public education.

The positive aspect of the LDB demands made the Amazonas government mobilize for the training of teachers who had long been forgotten. In total, more than 16 thousand teachers were trained in two stages of the course and the teachers who dropped out of the first stage had the opportunity to continue their studies in the second stage, noting that of these graduated teachers, 551 represented the indigenous ethnic groups, 153 in the I stage and 398 in stage II, are of 22 indigenous ethnic groups, present in 14 municipalities of Amazonas: Santa Isabel do Rio Negro, São Gabriel da Cachoeira, Alvarães, Autazes, Coari, Marãã, Tefé, Uarini, Barreirinha, Amaturá, Atalaia do Norte, Benjamim Constant, Santo Antônio do Içá, São Paulo de Olivença and Tabatinga. This was one of the aspects that led Proformar to be one of the winning initiatives of the MDG Brazil 2007 award, with the theme “A Prize for those who work for a better Brazil”, of the 1,062 registered, UEA was the only awarding initiative of the North Region In the institutions category. (UEA, Management Report, 2009, p. 11).

With this work, Proformar affirmed its results in the field of appropriate technology to mediate distance education, overcoming the real difficulties peculiar to the Amazonian context, which required a logistic planning, administrative and pedagogical organization to ensure the operation of the public educational system. It is noted that the Proformar was an important program in the achievement of the governmental goals of the Amazonas. However, it was born due to the requirement of a legal basis at the national level and is not a consequence of an obligation of the State to plan and develop educational policies that will meet the local needs of professionals who are excluded from the universities, operating in regions Needy and difficult to access. In this context, it can be seen that the course, explored in a process that forced the government to develop consistent actions, has opted for the creation of a strategy tool that currently reaches the diversity of the Amazonian population, among which the elderly, Blacks, quilombolas, people with special needs, Indians, young people and children from all municipalities, leading to a change in the lives of these people.

Conclusions

The reflections built from the theoretical framework for the analysis of the empirical research on the initial formation policy in Amazonas show the influence of the international organisms in the educational reforms of Brazil, affecting all the states. Thus, the projects and programs implemented by the Amazonas government was legitimized in order to respond to the new LDB's precepts regarding the minimum requirement for teachers working in Early Childhood Education and in the initial years of Elementary Education, as well as the mismatch between the Theoretical and the practice. Even given the various difficulties inherent in the contextual peculiarities of Amazonas, it can be considered that the Proformar, implemented by UEA, draws the attention of education professionals in Brazil and in the world for the innovation in the methodological experience of distance education and reach the formation to more than 16 thousand lay teachers working in the teaching profession. This teaching process resulted in the Proformar award, which was among the 20 projects chosen by the Millennium Development Goals Award - MDG Brazil 2007, with recognition for the work developed with the Amazonian population. Another aspect that deserves special attention is the understanding in the construction of new knowledge to teachers based on the needs and challenges that teaching as a social practice brings them daily, contributing to the research concerning the activity itself in a process of building their identities as professionals who must develop a practice embodied in a dialectical conception in order to enable the necessary change in the educational process.

In the context of Educational Policy, the projects and programs that emerged to respond to legal precepts, discussed by many theorists as "light", using the modality of Distance Education, even with all its counterpoints contributed to the movement, debate, the discussion about the training of education professionals and their quality in Brazil. Finally, the results of the research indicate that, even in the face of the various challenges faced by teachers in university education through Proformar, their expectations turn into an important step in the discussion about improving the quality of public education. This implies the relevance of an initial and continuous formation with a methodology that allows to make a correlation between theory and practice and can contribute to a successful professional performance in the perspective of improving the quality of the work of these professionals, as well as the discussion and debate education, with a view to consolidating, in fact and in law, decent salaries, environmental conditions and work materials, essential aspects to improve the quality of education not only in the state of Amazonas, but also in the country and, consequently, its cultural, economic and social development.

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