

## **Regionalized teaching materials as an advance for quality education in riverside communities in deep Amazonia**

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Regionalization in the context of relevant education is extremely important for the development of students and their expansion of worldview, as well as in their process of feeling part of teaching-learning. In view of this scenario, the Foundation for Amazon Sustainability (FAS) initiated a process of contributing to inclusive and relevant education, through complementary methods that involve the elaboration and use of didactic materials with regionalized content, in order to collaborate to advance quality education in the riverside communities of the deep Amazon. The objective of this article is to highlight the importance of the elaboration and use of regionalized didactic materials as tools for quality education in the riverside communities of the Amazon. In this sense, after case studies and realities involving educational pairs, there is an emphasis on the collective participation of riverine teachers in the production of content for contextualization of books, primers, alphabet and educational games.

The production of didactic material presents itself as an important instrument, which allows the teacher to streamline and facilitate the teaching and learning process, in addition to demythologizing the teacher as the holder of knowledge. In view of this educational perspective, it is important that the production of specific materials with Amazonian themes are inserted in the bibliographic collections of riverside schools.

The regionalized material allows for a comprehensive education, understanding that education must ensure the development of subjects in all their intellectual, physical, emotional, social and cultural dimensions. Shared with children, young people, families, educators and teachers, it is consolidated as a collective project. This vision was widely defended by educators such as Darcy Ribeiro and Paulo Freire, who were tireless in the search for an education model focused on the reality of the subjects.

According to the National Literacy Assessment (ANA, 2016), only 29.7% of eight-year-old children in the North region achieved basic reading skills and only 46.9% of them had adequate and desired writing skills. This reinforces the purpose and the need to collaborate in strengthening public education networks, through continuing teacher training, in an effort to optimize pedagogical processes that prioritize the use of resources available in communities, based on themes associated with the local context, guaranteeing the right of every child to have a quality education that helps in the full development of themselves and their community.

The "Bases of Learning", developed by FAS, is a material for Literacy that aims to boost the achievement of results related to guaranteeing the right to learn and the fulfillment of Goal 5 of the National Education Plan (2014/2024). Priority is given to public schools located in Conservation Units (UCs) in the state of Amazonas, where progress in literacy is still a challenge to be overcome in the Brazilian education system, and with Sustainable Development Goal - SDG 4: Quality Education, target 4.1, which provides, by 2030, for ensuring that all girls and boys complete free, equitable and quality primary and secondary education, which should lead to relevant and effective learning outcomes.

Schools located in riverside communities are spaces of rich learning, which guide all experimental educational bases, where the aforementioned material is the result of this experience of riverside teachers. The productions arise in these spaces called the forest laboratory, impacting and transforming pedagogical practices in schools in remote communities in the Amazon, mostly without electricity and digital connectivity.

As a result of these impacts, students experience diversified knowledge spaces with an emphasis on the locality and biodiversity where they are inserted, strengthening an education model for sustainability, not only of biodiversity, but of people capable of managing

their communities and the productive chains that exist there. And in this model of education, the process of building literacy skills, reading and writing, must occupy a prominent place in the early grades classrooms and, especially, in multigrade classrooms.

It is important and necessary to have a reading experience that awakens and cultivates in students the desire to read. It should be efficient from a pedagogical point of view, always starting from their experiences in order to essentially meaningful, active and effective learning, with clear objectives and related to the traditional knowledge of each community, and scientific knowledge of the teacher. In this sense, we consider that the production of teaching materials contributes directly to continuing education, especially if such production is not individual, but inserted in the spaces of collective discussion and training, with the effective participation of all, parents, students, community leaders, women, men, teachers, managers and especially the forest that teaches them a lot day after day.

FAS's experience in the development of teaching materials has allowed us to incorporate the lessons learned and improve the development of new instruments with excellence. The materials developed by the Education for Sustainability Program brought relevance and empowerment to the educational system offered in the communities. Using regionalized didactic productions, FAS supported elementary education in public schools in riverside communities in Amazonas, held more than 24 pedagogical training workshops, training 559 teachers, serving 07 municipalities and 07 conservation units in the state of Amazonas.

The initiative to prepare the first version of the "Learning Basis" for Sustainable Development began in 2012. Based on the premise of continued training of teachers from municipal and state education networks, it also offered new ways of generating knowledge. Awakening interest and involving students from schools in the Conservation Units, the first version of the material consists of 60 Activity Guides (GDAs) divided into 10 thematic axes: 1. Community Development, 2. The Human Body, 3. Forest, 4. Traditions, 5. Health, 6. Actuality, 7. Geography, 8. History, 9. Arts and 10. Pollution.

The continuity of the second version of the 'Bases of Learning' resulted in a new production, published in 2021, the book "Bases of Learning for Literacy", becoming a fundamental pedagogical support tool for teachers in the classroom. The production is composed of 26 activity guides (GDAS), distributed in seven regional thematic axes; 1. Fruits, 2. Fauna, 3. Utensils and Vessels, 4. Cooking, 5. Environment, 6. Family farming and 7. Indigenous culture. The second version also has a visual resource composed of 26 cards with an illustrated alphabet of Amazonian figures, being presented as Alfabetário Amazônico, in order to make the school an inspiring environment that portrays its local reality. The books were produced based on activities carried out in more than 80 schools in the 07 Conservation Units, bringing the learning methodology in a playful and interactive way about the reality of the riverside populations.

The publication had the partnership of BNDES and Americanas S.A. and aimed to boost the achievement of results related to the fulfillment of the National Education Plan (Goal 5) and the Sustainable Development Goal 4 (SDG 4 - Quality Education), primarily in public schools located in Conservation Units of Amazonas.

The recognition of the importance of the use of diversified teaching materials makes it possible to streamline and make classes enjoyable, in addition to establishing a new relationship between students, schools and the content to be worked on, not meaning that it is a solution to all the problems faced in daily school life and especially in riverside schools.

We know that the production of regionalized teaching materials is important, and the desire of native peoples and traditional communities to participate in the teaching-learning processes of students is visible. These forest educators, subjects rich in traditional knowledge, reproduced from their cultural conception, are indispensable in the teaching-learning process for relevant education in riverine areas of the deep Amazon.

The educators of the Forest are the community members who every day produce their daily doings in didactic inputs, and that, with the formations, began to be observed more closely by the teachers, such as the art of fishing and the utensils mostly produced by the riverside people themselves; extractivism that guarantees about 56% of family income, these activities being carried out in a managed and sustainable way, guaranteeing control and harmonious management among community members with common objectives. The

knowledge of alternative medicine, known as homemade and traditional, is considered cultural heritage, passed down from generation to generation. The knowledge about the climatic changes of their region through natural observation, planting phases and fertile period of the soil, areas of várzea, terra firma, igapó, igarapé, popular beliefs and many other daily doings, are part of the creation that each ribeirinho produces, with unparalleled riches.

And, through training, teachers come to understand the reality of their audience, which is fundamental for those who propose to teach. Based on this understanding and through the help of caboclo teachers in the integration of scientific and traditional knowledge, the Sustainable Amazon Foundation began the elaboration and production of regionalized materials. For an integral formation with a model of education that aims at sustainability, dreams, purposes of leaders, entrepreneurs, and community members, we believe that only through relevant education can this be achieved, especially preserving their roots to conserve biodiversity, as well as their productive chains.

In view of the positive impacts with the use of regionalized materials in riverside schools, it allowed the pairs involved in the teaching and learning process, a new look at their reality, knowing that their experience is directly linked to the school curriculum, making an integral formation. Finally, the use of cross-cutting themes, family participation in school, trained teachers, we are sure of a quality education, from the field of waters and forests, advocated by Paulo Freire. The good indicators only increased, such as the improvement of school performance by the students and the satisfaction of being in school, and in this context, the union of knowledge in search of an education aimed at the development of the subject and its environment is perceived, making an education relevant to sustainable development.

Keywords :Relevant education; Regionalized teaching material; Education for sustainability; Deep Amazon;