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## IN-SERVICE TRAINING FOR TEACHERS OF MANAUS PRISON UNITS

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**Abstract:** The research and extension project of In-Service Training for teachers from prisons in Manaus comprises the discussion about teacher training and the composition of citizenship through the reflective action of the teacher in the complex society. The in-service training and extension activities carried out by the Universidade do Estado do Amazonas with the teachers of the prison units in Manaus were based on the idea that each subject present in the school in prisons is part of the appreciation of the complexities of the real. In this sense, we start from the principle of dialogic and its dimension in bringing together different people, verifying the links and complex relationships between subjects and institutions. Dialogues were held with Andreatta & Saraiva (2019), Barbier (2004), Lucena, Saraiva e Almeida (2016), Norbert (2018), Borges (2019), Tardif (2014), among others, to discuss training, pedagogical listening, the nature of teacher training and identity. The dialogic methodology was based on reflection, understanding and action in an act that involved the cognitive, the experiential, the relational, the investigative and the different. It was related to the (re)-(de)construction of meanings and meanings carried out by teachers and students in the discovery of knowledge and its various possibilities. The results indicate that in-service training is essential for strengthening the teaching identity, the plural knowledge of teachers, the heterogeneous knowledge that involved subjects, their histories, listening, needs and knowledge. The work also points out that Research and Extension provoked dialogic movements so that reality could be examined from various angles, interpreting its relationships, provoking reflections, memory resources, records, readings of scientific studies and recovery of identities to carry out critical and multiperspectival character.

**Keywords:** In-Service Training. teachers.

Pedagogical Listening. Prison and Education.

## INTRODUCTION

The In-Service Training Project for teachers in prisons in Manaus, carried out by the Universidade do Estado do Amazonas, comprises the discussion on teacher training and the composition of citizenship through the reflective action of the teacher and also of their students in the complex society. The in-service training project is part of the studies and research carried out by GEPPPE, which is the Study and Research Group on Public Policies and Education, based on line 2, which is characterized by a line of studies and research related to young people. and adults in a situation of restriction and deprivation of liberty.

The situation that led us to this research and extension project was related to aspects of the right to education and the continuous research of the pedagogical practice in course in the prison system of Manaus, which serves students formally enrolled in the school located in the prison space, sometimes through the modality of Education for Young People and Adults and the Elderly, sometimes through Non-Formal Education and the Projects of Remission of the Penalty through Reading, in addition to Professional Education and Work. The project was based on the idea that each subject present in the school in prisons is part of the “appreciation of the complexities of the real”, this real has several sides, dimensions, perspectives that constitute a set of relationships, which affect social life, political, economic, cognitive, biological, cultural, among other aspects that we may not have observed and examined in the context and in the universe it presents. (BARBIER, 2004).

In this space of incarceration, which is also a space for education, culture, life, we strive to discuss processes related to formal and

non-formal education and their possibilities for citizenship. In this aspect, despite the situations defined by the conception of right and wrong that permeate society, our look, think and listen were related to doubting, interpreting and visualizing educational perspectives in their various dimensions.

Research and extension was thus related to the thinking of teachers and students and other people who work in spaces of incarceration in order to understand the complex relationships existing in this social universe. The work was organized by the research professors: Emerson Saraiva and Elaine Andreatta through the Universidade do Estado do Amazonas (UEA), mediated by the Group of Studies and Research in Public Policies and Education (GEPPE), active at the Escola Normal Superior (ENS) and by the researcher Maria Mattos, from the Federal University of Amazonas, through the Nucleus of Studies and Research in Differential Psychopedagogy – NEPPD, from UFAM, in activity by the Faculty of Education – FACED.

The institutional coordination of the research and extension project is under the responsibility of Professor Emerson Saraiva and the researchers and trainers of GEPPE/UEA/ENS and NEPPD/UFAM/FACED. The training activities for teachers in prisons in Manaus were carried out in the rooms of the Penitentiary Administration Department/SEAP-AM, in the Penitentiary Administration School/ ESAP-AM and in the Prison Education School - Giovanni Figliuolo State School, in addition to the classes at the State University of Amazonas, specifically at Escola Normal Superior – ENS.

The issues that expanded the process of study and interpretation of reality were related to the conception of education and continuing education perceived by the subjects, which was expanded in the perspective of socialization of knowledge, teaching-learning methodologies,

reflections and actions, among other aspects performed by professors and perceived by students. Thus, the methodological path that guided the research was dialogic, since it is able to see, listen and discuss the various realities, conception of education and formation of society, through the said and unsaid, the impositions and fragments. of freedom, for its traditions, contradictions, certainties, uncertainties, determinations and variables that make up the complex social reality of the prison. (LUCENA; SARAIVA; ALMEIDA, 2016).

The situation of social vulnerability in Brazil and Manaus advocated by neoliberal policies significantly increased the number of people in a situation of restriction and deprivation of liberty and the determined ways of being, being and living in a globalized and neoliberal society, influencing ways of thinking and acting. society, incarcerated teachers and students. Therefore, in this educational space, pedagogical listening allowed reflection, interpretation of ideas of education and formation of society, as well as the possibility of thinking about the exercise of citizenship(ies) of people in situations of restriction and deprivation of liberty.

At this core, the conception of a “society of individuals” comes to the fore, creating stigmas of social waste, segregation, and “inclusive policies” based on aspects of management, economic and social order, that is, based on predetermined angles. and determined by interest groups. It thus reflects the formation of a “society” that was not thought of by us, but that we are attached to its conditionings and we end up reproducing them, for lack of reflection and analysis on these realities. (NORBERT, 2018).

Thus, truth as an invention produces truths linked to “knowledge”, endowed with a “mist that blinds the eye” and which, therefore, can be manipulated by countless possibilities

according to an order, conservation, generating “illusion”. It was on this frontier that we worked with in-service teacher training, fighting a knowledge determined by the teacher, who has, from the neoliberal conception, ordered functions that determine practices, adaptations and illusions. (NIETZSCHE, 2019, p. 114). Dialogical and reflective practice allowed the confrontation of these truths.

This way, the objective of the research and extension project was to problematize the said and the unsaid in teacher training in practice in prisons, and this was fundamental because it represents something held as true, repeated and reproduced, often conserved and conservative and, on the other hand, it denied social complexity. This way, research and extension was developed in order to denaturalize the imposed ideas of a determined education and, for that, it was necessary to analyze some practices of teachers in practice in order to problematize their constituent elements.

For the discussion of these elements, the study was organized in three moments: the first was related to in-service training and teaching in prisons, discussing the processes related to the right and the needs of education, as well as the existing contradictions in the space of formation. In the second moment, the methods used in the research and extension process were described, justifying the necessary actions in the face of the detected reality and, then, in the third moment, we carried out a discussion of the results related to in-service training for teachers.

The results point to the fragility of debates on the right to education and the training of teachers to deal with issues of social vulnerability, education as a possibility of freedom for people in situations of restriction and deprivation of liberty.

## **TRAINING IN SERVICE AND TEACHING IN PRISON UNITS: RIGHTS, NEEDS AND REFLECTIONS**

When thinking about In-Service Training, we start from the principle of dialogic and its dimension in bringing together different people, verifying the links and complex relationships between subjects and institutions. Training in a dialogic dimension analyzes the articulation of “antagonistic and non-antagonistic ideas”, their complementarities or not and how the “reconnection” or not takes place with the different knowledge existing in the educational realities of each classroom in prisons. (LUCENA; SARAIVA; ALMEIDA, 2016).

These realities, forged or not, have consequences for society that is immersed in certain types of truths” or “illusions” that are reaffirmed through the impossibility of reflection, analysis and debates in educational spaces. There is an arbitrariness permeated by illusions, metaphors, coated with doses of inclusion, a sense of security translated into curricula for training teachers and students that harm society. This process consolidates the specificity of teaching in times of economic globalization and neoliberal policies. (NIETZSCHE, 2019).

In the training carried out, it was necessary to reflect: are curricula designed by whom and for whom? The debate questions with the professors went in the direction of questioning what is right, wrong, adequate, determined, and who directs them or not to this type of thinking. What is the relationship between what is thought, what is done, what needs to be taught to whom and why? What is the need for education for teachers who work with people in situations of restriction and deprivation of liberty? Some of these questions were answered during the research, others came into contradiction and others

were created by the needs of teachers either for survival or for transforming action, or because of the determinism of their conviction that they were doing the right thing for society.

The processes of social neglect have a close connection with neoliberal ideology and the globalization of the economy that understands people in a reified way. Education and teacher training, when separated from the realities, the complexity of the world, theoretical discussions and praxis, are lost in the “taste of the hollow word”, in the thought forged in order to defend an “assistance-giving” communication in opposition to the reality, that is, “it does not communicate, it makes announcements”, it reifies, makes disposable, transforms social relationships into toxic waste. (FREIRE, 2015).

This way, the reality of prisons is not revealed as a problem to be discussed in society, realities are omitted and what appears has certain points of view, without the flow of several voices and complex discussion. In order to change this reality, it is necessary to problematize prison, education and human needs and not economic needs. Thus, emptying the spaces of incarceration is only possible through an analysis of the realities, the complexities that exist in society and, therefore, it is essential to (un)track the paths of domestication of society, reversing the use of paternalistic and conservative forces that prevent to reduce the number of female and male incarceration in Brazil. Pedagogical listening revealed deep needs for policies based on the humanities, need for knowledge related to human rights, understanding of the world of incarceration and the life stories of students in detention, their diversity, their angles and educations based on social, political responsibility, culture, valuing differences and fighting inequalities. (FREIRE, 2015).

The realities that appear in the complexities of prison frighten society, and their

fundamental effect for the maintenance of the system is to move away from the problem, without facing it, avoiding studies and research aimed at the young and adult population in a situation of restriction. and deprivation of liberty and, consequently, increasing the population that initially or repeatedly attend the prison system and the socio-educational system. Therefore, it is a feared subject, and unknown by a large part of professors and society, since common sense and information are coated with prejudices and the established truths on the subject negatively imply the possibilities of changing the service and the creation of opportunities for coexistence or return to society. Criminalizing has represented the blatant way of protecting citizens of goods in the globalized society, it represents an instrument of consumption, privileges and power, at the same time that the effect of this conservative aspect is revealed in the invisibility of education aimed at people in a situation of restriction and deprivation of liberty and in the training of teachers to deal with the realities that plague social complexity and the possibilities of recognizing human needs. It is a “punitive feud” in Brazil, with violated rights, which is characterized by the third largest prison population in the world. (BORGES, 2019).

Thus, formal and non-formal education in Brazilian prisons and in the socio-educational system are in a situation of social, political and governmental invisibility, guided by an established order. From a legal point of view, looking from the Law of Directives and Bases of Education - (LDB, Federal Law No. it is part of the Youth and Adult Education modality, in Regular Education and in non-formal education processes, stated in Section V of Chapter II, entitled Basic Education.

In this sense, without clarity on where to insert studies related to education in prisons, the resolution of training or lack of training

takes place in the analysis of the social periphery, thinking about the means of mass incarceration, established by “legal truths” and “projects anti-crime”, removing the focus from the social. This organization of training or (dis)training is guided by the movement of the society of illusions, of the discourses of learning to learn, of competences, abilities and meritocracies in terms of markets, the economy and specific individuals. Education is treated distant from realities, from complexity, but guided as a process of negotiation of meanings, hierarchies and political determinations and technological consumption. (DUARTE, 2008).

In the same way, the spaces for discussing education in prisons in the prisons of Manaus are hampered by the lack of knowledge based on realities, on the voices of teachers and students, on the transforming praxis, on the teaching and learning methodology aimed at young people and adults, on the issues of popular education, culture and diversity. These absences are based on models of society that do not interact with reality.

Of the teachers in practice until the end of 2019 in classrooms in Manaus, 90% pointed out that they were learning to carry out their pedagogical activities in the daily life of the prison, because in order to teach they needed to be incarcerated every day and leave for freedom in the prison. end of the day and, consequently, repeat the same process the next day. In the words of one teacher, it is “living in an upside-down semi-open”, teaching that seeks to free itself within the limits of the bars that close every day. There are no initial and continuing education policies for the teaching public and, therefore, they end up being treated as a peripheral group with peripheral education and attendance to segregated groups.

With the entrance of the University in the space of education in prisons, the possibility of

research, extension and in-service training for teachers was raised. The university operates in this social space as a field of investigation and action based on studies, research and responsibility for the transformation of society, through the process of discussing these realities.

In-service training is characterized as an instrument for thinking about pedagogical practices and the learning needs of teachers, students and students in situations of restriction and deprivation of liberty. Working conditions, as well as the stories of incarcerated students, are points of analysis and discussion in view of the need to think about how, why, when and how to teach and learn in spaces of restriction and deprivation. The reality of the classroom shows multigrade classrooms, with multiple stories and needs and evidences the impossibility of a single methodology to learn and build dreams of freedom based on the present social context and on the condition of ex-prisoners. So,

To think and propose alternatives for the training of in-service teachers, committed to the social and political function of the school and, therefore, directed to the formation and exercise of citizenship, theory cannot be seen as sovereign over experiences, in the same way as experience does not replace critical analysis and is, in fact, mediated by it. (KRAMER, 1989, p. 11).

In-service training, due to the nature of the proposal, is capable of reviewing the established concept of education, teaching, learning and building different paths according to the various existing realities, regardless of the contradiction of acting, thinking and carrying out education in space. restriction and deprivation of liberty.

## **IN-SERVICE TRAINING PROJECT: REAFFIRMATION AND (RE)-(DE) CONSTRUCTION OF METHODS**

The in-service training project worked

from the perspective of reflection-action, socialized learning and had as a methodological perspective the rupture with traditional pedagogical practices, highlighting the role of teachers and students in the process of knowledge construction and in their trajectory of education. self-training. The methodological and educational perspective is based on reflection for understanding and action in an act that involves the cognitive, the experiential, the relational, the investigative and the dialogic. It was related to the (re)-(de)construction of meanings and meanings carried out by teachers and students in the discovery of knowledge and its various possibilities. Action research and extension were developed from January 2016 to January 2020, with the possibility of reconstructing the in-service training process.

The research spaces were characterized by the direction of the Giovanni Figliuolo State School, located on BR 174 KM 8, in the Anísio Jobim Penitentiary Complex - COMPAJ and the teachers who work in the classrooms of the Giovanni Figliuolo State School and who are organized in the other units. in the capital of Amazonas, as it is the only school dedicated to the education of people in a situation of restriction and deprivation of liberty in Manaus. The prison units are: Casa do Albergado, Receiving and Triage Center - CRT, Manaus Provisional Detention Center - CDPM I, Manaus Provisional Detention Center II - CDPMII, Anísio Jobim Penitentiary Complex - COMPAJ, Antônio Trindade Penal Institute - IPAT, Puraquequara Prison Unit - UPP, Female Provisional Detention Center - CDPF, Manaus Female Penitentiary - PFM and Female Semi-Open Prison Unit - UPFSA.

The teaching practice rooms change and relocate according to the security determinations issued by the Secretary of Penitentiary Administration of Amazonas (SEAP-AM). The target audience of the

extension activities are the 33 teachers and about 1001 students enrolled in the school and people who work in the UPs – Prison Units. In this period from 2016 to 2020, there were changes in the number of students enrolled caused by the rebellions in Amazonas, reaching times of having only 180 in the school. The continuous action of the project has its registration regulated by the UEA (Universidade do Estado do Amazonas) in January 2016 and is expected to end in January 2020, therefore, it is a research and extension activity that is heading towards the completion of the project stage, but with expected continuity.

The methodological instrument that guided and guides in-service training was pedagogical listening, which aimed to stimulate perceptions of the world, its culture, its beliefs in line with the philosophical discussion and the socialization of ideas and experiences, with the application of diagnosis, teaching, research and training proposals, oriented based on the cognitive and sociocultural needs of teachers and students.

For the implementation of pedagogical listening and diagnosis, field research in the school context of the prison as a founding space for in-service training was the guiding thread for the development of the project, it was from the dynamic and at the same time restricted field and deprivations that the themes and problems of the research were constructed. Therefore, the school, the classrooms and the stages and segments arranged represented a specific training project with its own line or theme of research.

The project was developed face-to-face and blended, taking into account the following methodological procedures:

1. In-Service Training Workshops: these workshops were built through work projects built from the needs of reading, writing, participation in ENCCEJA and ENEM and

have the direct participation of the prison school community, including teachers, students, directors of the UPs, school management, pedagogues and the community in general.

2. Diagnosis with data collection on the number of teachers, students and type of education.

3. Development of training methodologies and pedagogical intervention through pedagogical listening and collection of observations in loco.

4. Evaluation and monitoring of in-service training: applications of open and closed questionnaires, oral reports and analysis of student performance indicators were carried out. With this, the quality of the works and the results generated from their production were evaluated with the participation of students in programs and professors in *stricto sensu* graduate programs. The follow-up was carried out by GEPPPE researchers from the Letters and Pedagogy Courses at the Universidade do Estado do Amazonas and was developed through research projects and pedagogical projects.

5. The participation of academics: Students from undergraduate courses made up the research and extension initiation team that worked in teacher training and aimed at understanding the future teacher and education in its various possibilities. Students from the Pedagogy and Letters course participated, but Mathematics and Geography students are looking for an understanding of the project, despite the apprehension generated by the theme of education and prison.

6. Dissemination and Scientific Popularization: based on reflections, in-service training activities, conversation circles, meetings and socialization of ideas were carried out, as well as the elaboration of scientific articles generated by relations

with the text and context, in addition to participation in scientific events.

## **A LONG WAY: THE RESULTS OF IN-SERVICE TRAINING**

The results of the in-service training project are related to the assumptions by Tardif (2014, p. 161) that teachers need to use “different knowledge” and this knowledge is not just “cognitive” relationships, but relationships mediated by “work” teacher who provides them with “principles” to reflect on, “to face and solve everyday situations”.

With this, the methodology of pedagogical listening and the dialogic relationship with the apparatus of the social space of restriction and deprivation of liberty used “a multidimensional work” that worked on the “teacher identity” in its personal and professional aspect and in its “socio-professional” situation. (TARDIF, 2014, p.170).

In the years 2016 to 2019, research was carried out in spaces of restriction and deprivation of liberty, with direct observation, interviews with professors and students. It is worth mentioning some records, which were released at the National Journey of Reading from the Prison, promoted by the Fundação Observatório do Livro e da Leitura, with support from the CNJ (National Council of Justice), DEPEN (National Penitentiary Department), OAB-SP and Instituto Federal University of São Paulo, which took place in February 2020. One of them is the experience report of a scientific initiation project, work that derived from listening to the difficulties faced by teachers in in-service training, called “Reading competence in prison education in Amazonas : a diagnostic study in the PFM” (available at the link <https://www.youtube.com/watch?v=DmWyIQOfir4&t=23s>) and a documentary produced with testimonies of students from the Women’s Penitentiary in Manaus, called “Reading for freedom in the



Amazon”, which was derived from the actions carried out in the intervention produced in the scientific initiation project mentioned above and in its relationship with the Penal Remission Program for Reading in the same unit. prison age (available at: <https://www.youtube.com/watch?v=8sLVXCR5g3g&t=62s>).

In-service training had 180 hours of teacher training between 2016 and 2019. In the table, it is possible to view the years, teachers, students and training carried out, with relevant observations.

Year	Professors	Students	Quantitative In-Service Training	Notes
2014	33	1078	-	Pedagogical Advice: SEDUC/UEA
2015	33	450	-	Pedagogical Advisory SEDUC/UEA- moments of tension with small rebellions, reduced participation of education and social partners
2016	33	273	4 F - 20h	SEDUC/UEA training, project started in January 2016, moments of tension with small rebellions, reduced participation of education and social partners. Certification via SEDUC
2017	33	174	5 F - 30h	SEDUC/UEA Training Rebellion with international repercussions Fragility of partnerships Certification via SEDUC/UEA 20h in-service training 20h of field research - UEA
2018	33	230	8F- 100h	UEA training Focus on security mediated by the latest rebellions Partnerships under discussion Certification via UEA 100 hours of in-service training 40h of field research - UEA 40h of study 20h of planning
2019	33	501	5F- 30h	UEA training Focus on Security mediated by the latest rebellions Partnerships, sectors and civil society UEA certification 30h in-service training 30h field research -UEA 20h of study 20h of planning
2020	41	1000	In-Service Training for Teachers of the State of Amazonas - IPTV	Forecast of Activities under discussion

Table 1 - In-Service Training and its relationships

Source: Data of CNJ-SEAP/ESAP, GAED/SEDUC. Collection in February 2020.

Variations in the in-service training process result from the social dynamics and demands of professors at the Universidade do Estado do Amazonas and the prison school. Such training was developed based on the diagnosis of the reality of the school and through pedagogical listening.

Pedagogical listening represented an active research work on the part of researchers and academics in scientific initiation who listened to teachers and students who were present in the context of the school, because it represented being next to the subjects in their environment of life, studies and relationships, while At the same time, it allowed us to assume a position of investigation, of facing the reality that is still distant from the training processes at the University. In this learning process, the place of listening was one of complexity, a sensitive listening with an investigative and pedagogical gesture of everyday school life and education in spaces of restriction and deprivation of liberty. (BARBIER, 2004).

In the collection of data related to pedagogical listening, the speech of a teacher highlighted that “teaching classes for incarcerated students brought me the need to reinvent myself”. This same teacher said in the conversation circles that they, the teachers, did the opposite process to the prisoners, because they had to incarcerate and extricate themselves every day to bring education to people excluded from the social game. In addition, in the speeches of the teachers, the evidence of the difficulties generated by the prison walls and the absence of collective work among all those involved in the prison system to guarantee the right to education: “What is more difficult is getting to school”, or even, “It takes a long time for students to get to the room” and, also, “Each one says something. There is a contradiction between the director’s speech, the agent’s speech, the student’s speech. It’s a cordless phone.” These

words arise from the need to understand the challenges generated by education in prisons, in which the school structure is reorganized and, therefore, I need specific training for this teacher.

It is also possible to evidence the sensitivity of the professors when hearing the following statement: “They are human beings and they need to remember/know that they are human beings”. The reality of the complexity of the prison system, the working conditions, the dehumanization and the process of transforming this individual into a number are aspects evaluated by the professors in the meetings, moments in which they have space for dialogue, reflection, reinvention of their practices and the experience of collective thinking. This way, the teachers’ statements reveal their criticality and the need for in-service training meetings, since they did not have the opportunity to speak and had never been heard. The fear of speaking is already part of their trajectories as prison teachers and, therefore, the space of listening becomes unique.

It was not possible, in this training space, to give life to the construction of the pedagogical project of the prison education school, although we contributed to the discussions of the Education Plan in Prisons in 2014, with approval in 2015. The teachers of this period had their contracts concluded and in December 2019 the selection process began for prison teachers to start working in 2020. This process is still in progress so that our work has been carried out with technical visits, meetings with SEAP/ESAP/SEDUC/CNJ/ UEA in the perspective of discussing possibilities and partnerships.

The topics studied in the training aimed at strengthening the teaching identity, the plural knowledge of teachers, a heterogeneous knowledge that involves subjects, stories, listening, needs, knowledge, involves the

diverse. This allowed the reflection of their pedagogical actions in the field and the act of thinking about the collective needs that build their professional history. (TARDIF, 2014, p.179). Among the themes we can mention: the view of teachers on the design of education in the prison system of Manaus, at another time the discussions started from the teaching practice in prison due to the need for formal, non-formal and informal education present in the context. The meetings were mediated by academic texts, films, teachers' narratives, students' narratives and perspectives for change. At other times, we have teacher trainers to discuss literacy, literacy, reading and writing practices.

In these 4 years of activities, around 20 themes were worked on, these themes were collected in pedagogical listening, in classroom observations, in teaching and learning needs, with listening to students in a situation of restriction and deprivation of liberty - and listening of teachers, subjects of intervention of social reality through education.

## **FINAL CONSIDERATIONS**

The in-service training activities with teachers from the prisons of Manaus allowed us to visualize the teaching and student work as an activity in constant reconstruction, work to be rethought daily based on different stories, reports and needs.

The training space represented our research and intervention problem, composed of life stories, narratives and learning, a social space full of implications, enigmas, needs and interpretations devoid of ready-made arguments. Permanent attention to the intersubjective exchanges of information, knowledge and observation of the various realities that make up the prison was necessary.

This work was made possible by the dialogical movement because it examined reality from several angles, interpreting

its relations with and in reality, provoking reflections, memory resources, records. The readings of scientific studies and the recovery of identities were necessary practices to carry out critical and multiperspectival re-readings of reality and, with this, compose fields of study, investigation, knowledge and transformation of subjects, in addition to their recognition as part of history and society. its authorial possibility.

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