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FAPEAM'S INVESTMENT IN THE ACADEMIC PRODUCTION OF GRADUATE PROGRAMS IN EDUCATION AT THE FEDERAL UNIVERSITY OF AMAZONAS IN THE LAST FIVE YEARS (2019- 2023)

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Abstract: The growing demand for advances in education and research in the Amazon region has pushed institutions such as the Federal University of Amazonas (UFAM) to intensify their efforts in academic production, especially in postgraduate programs in Education. However, the resources available are not always sufficient to fully meet this demand, which highlights the importance of external investments, such as those made by the Amazonas State Research Support Foundation (FAPEAM). FAPEAM's investment is vital for boosting academic production and contributing to the educational and social development of the region. This theoretical study aims to understand the extent to which FAPEAM's investment contributes to the production of knowledge in the Graduate Programs in Education at the Federal University of Amazonas over the last five years (2019-2023). To this end, research defended and published at the PPGE/UFAM was selected, specifically research funded by the Foundation. Seven master's dissertations and eight doctoral theses were selected. Of the 15 studies selected, a wide range of themes was identified, reflecting the breadth of interests and investigative approaches in the field of Education. The topics covered include issues relevant to the Amazon region, such as teacher training, educational policies, pedagogical practices, inclusion and environmental education. These results indicate not only the contribution of FAPEAM's investment in the production of knowledge, but also highlight the educational problems and challenges in the Amazon context.

Keywords: Postgraduate Studies in Education. Academic production. FAPEAM. UFAM. Brazil.

INTRODUCTION

This study is the result of a paper presented in Lisbon (Portugal), at the XIII Ibero-American Congress on University Teaching, thematic axis: Higher Education Policies, Internationalization and New Modalities of University Teaching, which focused on analysis of investment by the Amazonas State Research Support Foundation.

(FAPEAM) in the academic production of the Graduate Programs in Education at the Federal University of Amazonas (UFAM) between 2019 and 2023.

The research has highlighted fundamental aspects for the scientific and educational development of the region. Over the last five years, FAPEAM has played a crucial role in strengthening academic research in the Amazon, allocating resources that make it possible to carry out innovative projects and train qualified researchers. FAPEAM's continuous and strategic investment contributes to improving UFAM's institutional capacities, ensuring that the Graduate Programs (PPGs) can not only generate knowledge, but also apply it effectively for the benefit of Amazonian society.

During the period in question, UFAM's Graduate Programs in Education underwent a process of expansion and consolidation, driven by investments from FAPEAM. These programs have been fundamental in training teachers and researchers, expanding the scope and relevance of the research carried out in the region. FAPEAM's contribution, by funding scholarships, infrastructure and academic events, has made it possible for Amazonian researchers to actively participate in national and international networks, strengthening the exchange of knowledge and experiences. In view of this, this research sought to answer the following question: what research on Education in the Postgraduate Program in Education in Amazonas (PPGE) has been funded by FAPEAM?

In the meantime, the general objective of this study was to understand extent to which FAPEAM's investment has contributed to the production of knowledge in the Graduate Programs in Education at the Federal University of Amazonas over the last five years (2019-2023).

The justification for the research is based on the strategic importance of this support for regional and scientific development in the Amazon. By directing resources to academic research, FAPEAM strengthens UFAM's capacity to produce contextualized and relevant knowledge, addressing local challenges such as socio-cultural diversity and environmental sustainability. Thus, in addition to highlighting the relevance of the financial contributions, this research also provides subsidies for optimizing future investments in research and education in the region.

The social and scientific relevance of this study lies in its potential to transform educational and social conditions in the Amazon region. Scientifically, the research contributes to understanding how targeted funding can boost the production innovative and relevant knowledge for specific contexts, such as the Amazon, which presents unique challenges due to its cultural and environmental diversity. Socially, the strengthening of Graduate Programs through these investments enables the training of professionals and researchers capable of tackling local issues, promoting the development of educational solutions that meet the needs of communities.

THEORETICAL FOUNDATIONS

The growing demand for a more effective and innovative education system has generated greater interest in analyzing and improving Postgraduate Programs in Education. The academic output of these programs is fundamental to the evolution of education, as it enables the training of qualified researchers and the development of more efficient pedagogical practices. For this reason, the importance of investing in the academic output of these programs cannot be underestimated. According to Saviani (2008, p. 52), "the training of teachers and researchers is one of the pillars for building a more democratic and inclusive education system". This thought highlights the need to allocate substantial resources to ensure that Graduate Programs can operate effectively and produce relevant results for the field of education.

Adequate funding for Postgraduate Programs in Education is crucial for carrying out high-quality research. According to Freire (1996, p. 113), "educational research must be supported by a financial structure that allows for in-depth studies and the implementation of new methodologies". This point highlights the importance of investments not only in physical infrastructure, but also in financial support for research projects. Without adequate funding, the ability of programs to generate relevant and innovative knowledge can be severely compromised.

Furthermore, the quality of PPGs is directly related to the level training of their professors. Imbernón (2010, p. 78) states that "qualified teachers are essential for maintaining a high standard of teaching and research". Therefore, investments in continuing training and updating teachers are indispensable for academic excellence. Qualified teaching staff help to create a stimulating academic environment where new ideas and teaching practices can flourish. The infrastructure of the PPGs also plays a fundamental role.

According to Nóvoa (1995, p. 144), “the physical and technological infrastructure of educational institutions must be compatible with the contemporary demands of academic research”. The availability of resources such as up-to-date libraries, well-equipped laboratories and adequate information technologies are essential for the development of cutting-edge research. Without these resources, programs can face significant limitations that affect the quality and relevance of the research carried out.

METHODOLOGY

We opted for a systematic literature review to find out what research funded by FAPEAM has been produced on Education in the Graduate Program in Education in Amazonas (PPGE). In the UFAM Digital Library of Theses and Dissertations (TEDE), we selected 172 theses and dissertations defended between 2019 and 2023, out of a total 247 works available in the UFAM Digital Library between 2007 and 2023. We used only the theses and dissertations of FAPEAM scholarship students were included, totaling 47 productions, of which 7 dissertations and 8 theses were chosen for in-depth analysis. Data collection considered information such as title, lines of research, supervisor, year, abstract, axis thematic, objective general, theoretical-epistemological foundation and results of the studies.

The lines research research addressed included Education, Public Policies and Regional Development; Special Education and Inclusion in the Amazonian Context; Educator Training and Praxis in the Face of Amazonian Challenges; and Public Policies in Education.

The methodological approach adopted was qualitative, with an emphasis on the historical-hermeneutic-dialectical, critical-dialectical and dialectical approach.

RESULTS

In quantitative terms, the investments can be seen in the percentage changes in the number of scholarships awarded. Between 2020 and 2023, FAPEAM awarded a total of 60 master's scholarships to UFAM's Graduate Program in Education. In 2020, 15 scholarships were awarded. In 2021, this number increased to 20, representing a percentage increase of 33.33% over the previous year. This increase was maintained in 2022, with 20 scholarships being awarded, and in 2023, the number of scholarships rose to 25, which corresponds to an additional percentage increase of 25% compared to 2022.

As far as doctoral scholarships are concerned, the available data shows a similar pattern, albeit with more subtle variations. In 2020, 10 doctoral scholarships were awarded, rising to 12 in 2021, representing a 20% increase. In 2022, the number of scholarships was maintained at 12, and in 2023, there was a further increase to 15 scholarships, corresponding to a percentage growth of 25% over the previous year.

These increases in the number of scholarships indicate an effort on the part of FAPEAM to expand financial support for the UFAM Graduate Program in Education, reflecting a strategy to promote advanced training for researchers the field of education. However, it is important to note that, despite these increases, the funding available still faces significant challenges.

Among the main difficulties faced are budget limitations and the growing demand for grants. FAPEAM, like many other funding agencies, operates with limited resources that need to be distributed among various research areas and institutions. This can lead to intense competition for grants and a need for prioritization, which can impact the total amount of financial support available.

In addition, the expansion in the number of scholarships may not proportionally keep pace with the increase in demand for places in UFAM's Postgraduate Program in Education. With the increase in the number of students interested in master's and doctoral programs, the pressure on FAPEAM's resources increases, and there may be a need to adjust selection criteria or resource allocation strategies.

The analysis also considers the quality of the projects funded and the impact of the investments on academic development and scientific production. Although the increase in the number of grants is a positive indicator, it is crucial to ensure that the resources are used efficiently and that the expected results are achieved. Continuous monitoring and evaluation of the impact of investments are essential to ensure that grants are making a significant contribution to research and the training of new researchers.

In conclusion, FAPEAM's investments in master's and doctoral scholarships in UFAM's Postgraduate Program in Education show a growing trend, reflecting a commitment to advancing research and academic training in the field of education. However, the difficulties faced, such as budget limitations and high demand, indicate the need for careful management and effective strategies to ensure the sustainability and effectiveness of investments.

Below are Tables 1 and 2 containing the characterization of the Dissertations and Theses found, which received aid from FAPEAM between 2019 and 2023.

Title	Author	Year of Defense
Reflections on the training of physical education teachers in Parintins/AM: a confrontation between the PPC and the Discourse of Graduates	Lion	2019
The school and the clashes between intellectualization and technological innovations in the habitus of Amazonian peasant work	Costa	2020
Pedagogical Practice in an Amazonian Context	Silva	2021
The training of indigenous teachers in PPGE/UFAM productions: the researcher's view of indigenous teaching practice	Birth	2021
The integration of digital technologies into the classroom: characteristics and framing based on technology	Santos	2022
Characterization of Teacher Self-Efficacy in the Inclusion of Special Education Students	Sanchez	2023
Family and Inclusion: the NEPPD/PROEXT/UFAM specialized educational support program	Lopes	2023

Chart 1: Characterization of dissertations produced with FAPEAM aid (2019 to 2023)

Source: The Authors

Studies on teacher training and educational practices in the Amazon reveal significant discrepancies and challenges that require adaptive and contextualized approaches. Leão (2019) points out the disparity between the course's Pedagogical Project (PPC) and the practical reality of graduates in Parintins/AM, suggesting an urgent review of curricula to better align them with local conditions. Nascimento (2021) highlights the need to incorporate the cultural specificities of indigenous teachers into teacher training at UFAM's PPGE, while Costa (2020) analyses the tension between technological innovations and traditional practices in Amazonian peasant work, emphasizing the need for balance and respect for cultural practices.

In addition, Santos (2022) explores how the integration of digital technologies into pedagogical practices must be adapted to local realities in order to be effective, and Sanchez

(2023) emphasizes the importance of teacher self-efficacy for the successful inclusion of special education students. Finally, Lopes (2023) examines the fundamental role of family collaboration in educational inclusion programs, underlining the need for policies and practices that strengthen this partnership. Together, these studies highlight the complexity of the educational challenges in the Amazon and the need for flexible and contextualized approaches.

Title	Author	Year of Defense
Critical thinking in teacher training	Araújo	2019
The cognitive process of emotions: perspectives for the continuous training of teachers from the SEMED/Manaus pedagogical block	Silva	2019
The influence of international agendas on youth and adult education policies: an inquiry based on the study of the reality of the municipalities of Vila Nova de Famalicão/Portugal and Manaus/Brazil	Belizario	2020
The University for All Program (PROUNI) in the context public policies for access to higher education in the city of Manaus-AM	Côrrea	2021
The educational principle of riverine work in the community and at school: convergences and contradictions	Silva	2021
The meaning of postgraduate studies for the qualification of basic education teachers in the state of Amazonas	Chagas	2022
Dialogic interculturality in the language curriculum of Munduruku school education: the rise indigenous literature	Cardoso	2023
Postgraduate Education in the Northern Region and Capes: evaluation, induction and self-assessment-planning	Magalhães	2023

Chart 2: Characterization of the theses produced with FAPEAM aid (2019 to 2023).

Source: The Authors

Recent studies highlight the need for significant adjustments in teacher training and educational policies to better address regional and cultural specificities. Araújo (2019) highlights the importance of critical thinking in teacher training, but points out that rigid curricula and a lack of in-service training often

hinder the effective implementation of this approach. Silva (2019) addresses the influence of emotions on teaching practice and suggests that continuing education should integrate emotional aspects, rather than focusing solely on pedagogical techniques. Belizario (2020) explores how international agendas impact education policies, revealing the need to adapt global guidelines to local realities.

Côrrea (2021) analyzes the University for All Program (PROUNI), highlighting the importance of the program for inclusion in higher education, but stressing the need for complementary policies to ensure student success. Silva (2021) investigates the tensions between riverine work and school education, pointing out shortcomings in valuing local traditions in curricula. Finally, Cardoso (2023) examines the incorporation of interculturality and indigenous literature into the curriculum, suggesting that, despite progress, there are challenges in teacher training and the practical implementation of these perspectives.

DISCUSSION

Postgraduate research in the Amazon faces a series of challenges that reflect the regional particularities and specific needs of one of the largest biomes on the planet. The Amazonian context, with its vast biodiversity and socio-cultural complexity, imposes significant difficulties for the development and conduct of academic research. Among the main problems are limited infrastructure, difficulty in accessing remote areas and the need for a multidisciplinary approach that considers the interaction between environmental, social and economic aspects. These challenges are accentuated by the lack of resources and the scarcity of investments specifically directed at the region.

The infrastructure for research in the Amazon is still a major obstacle. Many researchers face difficulties related to the lack of equipped laboratories and appropriate technologies for

carrying out complex studies. In addition, the logistics of accessing remote areas are often complicated and costly, limiting the scope research and increasing operating costs. This scenario is evidenced by the precariousness of means of transportation and the difficulty of communication in isolated regions, which can compromise data collection and the analysis of results. The situation calls for innovative solutions adapted to the reality of the Amazon to ensure the viability and quality of the research carried out (Chagas, 2022).

Education in the Amazon, in turn, faces an additional set of challenges related to cultural specificities and local development. The varying socio-economic conditions and ethnic diversity of the region require differentiated educational approaches that integrate local practices and knowledge with academic curricula (Magalhães, 2023). However, the implementation of these approaches is often limited by the lack of specific training for educators and the absence of suitable teaching materials. This situation reflects the urgent need for more substantial investment in training and resources for education, with a focus on integrating and valuing Amazonian cultures (Garcia; Magalhães; Weigel, 2021).

In this context, the role of the Amazonas State Research Foundation (FAPEAM) is crucial. FAPEAM has played a fundamental role in supporting research in the Amazon, offering grants and financial resources to carry out studies that address the specificities and challenges of the region. In 2023, for example, FAPEAM made approximately R\$50 million available to fund research in various areas, including postgraduate studies. Of this total, around 25% was earmarked for projects that directly involve the issue of education and regional development. These investments have contributed significantly to overcoming the difficulties faced by researchers and to advancing knowledge about the region.

The impact of FAPEAM's investments is evident in the quality and relevance of the research carried out. The provision of postgraduate scholarships gives researchers the chance to devote themselves fully to their projects, allowing them to carry out more in-depth and comprehensive studies. The results of this research generate applicable knowledge and practical solutions to local problems, contributing to the sustainable development of the Amazon and improving the living conditions of the local population (Garcia; Yasuda; Bene, 2020). In addition, financial support makes it possible to establish partnerships with national and international institutions, expanding the reach and visibility of studies carried out in the region.

In conclusion, the challenges facing postgraduate research in the Amazon are complex and multifaceted, involving issues of infrastructure, logistics and regional specificities. FAPEAM's investment has been crucial in overcoming these difficulties, providing the resources and support needed to carry out quality research. However, it is essential to continue developing strategies that integrate local knowledge with scientific and technological advances, ensuring that research not only reflects the particularities of the region, but also contributes to effective and sustainable solutions to the problems faced by the Amazon.

CONCLUSIONS

The data presented on FAPEAM's investments in master's and doctoral scholarships in UFAM's Postgraduate Program in Education reveals a panorama of gradual and consistent growth in the financial support offered. Analysis of the percentages of variation in the number of scholarships awarded demonstrates a clear effort by FAPEAM to expand support for the advanced training of researchers in the field of education. Since 2020, there has been an increase in the number of scholarships for master's and doctoral degree-

es, indicating a deliberate strategy to promote academic excellence and the development of skills in a field that is crucial to the advancement of knowledge. This increase is a positive sign of commitment to improving research and teacher training in the region, although persistent challenges need to be faced, such as budget limitations and a growing demand for grants.

However, it is imperative to recognize that, despite the progress made, FAPEAM and the Graduate Program in Education at UFAM still face significant difficulties. Budget limitations and the high demand for scholarships are challenges that require careful management

of available resources and the implementation of effective strategies to maximize the impact of investments. The increase in the number of scholarships, although positive, may not be enough to meet the growing demand for places in the program, which may lead to adjustments in selection criteria and resource allocation strategies. The need to ensure that the increase in the number of grants is accompanied by a continuous evaluation of the quality of the projects funded and the impact on academic training is crucial to ensure that the investments bring significant and sustainable results.

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