

## **Public Policies Aimed at Continuing Education of Teachers for the use of Digital Technologies in the Municipal School of Elementary Education Padre José de Anchieta Sapucaia, Pará**

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### **Abstract:**

This research analyzed the public policies for continuing education of teachers at the Padre José de Anchieta Sapucaia Municipal School, in Pará, with a focus on digital technologies. The study, with a qualitative and quantitative approach, conceived continuing education as an essential process for professional development and adaptation to educational changes. Challenges such as digital inclusion, insufficient investments and resistance to change were identified. Inequality of access and precarious infrastructure also stood out as obstacles. The quantitative analysis revealed that teachers value digital training and perceive its policies as transformative. The conclusions reinforce the need for innovative and inclusive approaches. The study recommends research on the effects of digital inclusion on teacher training, strategies to promote cultural transformation in schools, and educational financing alternatives, aiming to improve public policies and ensure a more equitable, innovative, and aligned education with contemporary needs. In summary, the relevance of public policies in teacher training is evidenced and points out ways for a more efficient digital education aligned with current demands.

**Keywords:** Continuing education. Digital technologies. Education



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## **Introduction**

This research has as its central theme the public policies aimed at the continuing education of teachers, focusing on the use of digital technologies in the Municipal School of Elementary Education Padre José de Anchieta Sapucaia, in Pará. The study will adopt a qualitative-quantitative (mixed) approach to understand the details of the investigated problem (Almeida, 2016).

Public policies are actions and decisions taken by the public power (federal, state or municipal) to meet social demands and solve problems. They are formulated based on the evaluation of reality, aiming to improve the quality of life and promote social well-being. Its implementation must be efficient and subject to adjustments to ensure effectiveness, covering areas such as education, health and security. In fact, continuing education is a continuous learning process that updates and improves the knowledge, skills, and competencies of professionals. It includes courses, workshops and training, essential for adapting to changes in the job market, especially in a technological world. In the educational context, it is crucial for the effective integration of digital technologies in the classroom, promoting benefits such as personalization of teaching, interactivity, and access to diversified resources (André, 2016). For this, teachers need to be trained, highlighting the importance of public policies that encourage continuing education, ensuring the quality of teaching and preparation for the use of these technologies.

The proposed research problem is: To what extent are public policies aimed at the continuing education of teachers, aiming at the more efficient use of digital technologies in the Padre José de Anchieta Sapucaia Municipal Elementary School, effective? The hypothesis is that these policies have been effective in increasing efficiency in the use of digital technologies, providing teachers with the necessary skills to integrate them into their classes effectively (Araújo, 2015; Barbosa; Horn, 2015). Continuing education promotes collaboration among teachers, creating an environment for the exchange of experiences and constant updating.

As an empirical field, the research will focus exclusively on the Padre José de Anchieta Sapucaia Municipal Elementary School, without extrapolating to the national context. This delimitation of the scope allows for a more focused and in-

depth study, ensuring accurate and relevant results for the institution. The justification for the study lies in the importance of improving the quality of education, preparing students for the digital world, fostering innovation and developing digital skills, in addition to keeping up with technological evolution.

The general objective of the research is to analyze the effectiveness of public policies aimed at the continuing education of teachers for the more efficient use of digital technologies in the school in question. Specific objectives include: outlining the social, educational and motivational profile of teachers; understand the benefits and challenges of public policies; identify strengths and weaknesses in the implementation of these policies; determine the main challenges and obstacles; evaluate the prospects for achievements; and collect suggestions for improvement.

The methodology adopted will be the qualitative quantitative descriptive case study, which combines qualitative analysis (interviews, observations) with quantitative analysis (numerical data). The methodological procedures will include an integrative literature review, definition of the universe and research sample, data collection and analysis, and presentation of results. This approach will allow a detailed understanding of the investigated problem, contributing to the evaluation of public policies for continuing education and the use of digital technologies in education (Barreto, 2018).

From this perspective, the research seeks to understand the effectiveness of public policies for continuing education of teachers in the use of digital technologies, with a focus on the Padre José de Anchieta Sapucaia Municipal Elementary School, aiming to contribute to the improvement of the quality of teaching and the preparation of students for the digital future.

### **Theoretical Background**

Public policies for the continuing education of teachers for the use of digital technologies are essential for the development of education in the twenty-first century. Programs such as ProInfo, from the Ministry of Education, and the National Pact for Literacy at the Right Age are examples of initiatives that seek to democratize access to technologies and train teachers for their use in the classroom. However, the effectiveness of these policies still faces challenges,

such as the lack of adequate infrastructure, the resistance of some teachers, and the need for continuous investments (Braga; Nóbrega, 2017).

Continuing education is essential for teachers to be able to use digital technologies effectively in their pedagogical practices. For this, it is necessary that public policies create specific training programs for each level of Basic Education, taking into account the needs and characteristics of each context. Investment in technological infrastructure, such as access to adequate equipment, is also crucial to support this process. Partnerships with technology companies can contribute to the updating of educational resources. Finally, it is important to ensure that all teachers, regardless of their region or education network, have access to continuing education, allowing for a broader and more equitable integration of technologies in the teaching-learning process (Bueno, 2015; Brzezinski, 2017). This joint effort is vital for improving the quality of education in Brazil.

Continuing education for the effective use of digital technologies is crucial for improving the quality of education. The digitalization of teaching, training in educational technologies and pedagogical innovation are essential aspects that need to be integrated into educational practice. Public policies should focus on the professional development of teachers, offering continuous training programs that enable them to use digital technologies creatively and efficiently. It must be ensured that teachers have access to adequate resources and tools, as well as constant support to deal with new technological demands. This training process must be personalized, taking into account the different realities of schools and regions (Campos; Edwards; Oliveira, 2018). It will be possible to promote a more dynamic, inclusive and innovative education, aligned with the needs of today's digitalized society, ensuring that teachers become active agents in the transformation of education.

Digitalization in education requires an adaptation of traditional methodologies to make the most of the technological tools available. Educators must rethink their pedagogical practices, seeking new approaches that encourage interactivity, collaboration, and autonomous learning of students. For this, the continuing education of teachers becomes fundamental, offering specific training for the pedagogical use of digital technologies. Training programs should

include practices that help teachers explore and integrate these tools creatively and effectively in the classroom. This not only makes teaching more dynamic, but also prepares students for an increasingly digital and interconnected world (Coll; Monereo, 2016; Vianna; Valle, 2015). Continuous training allows educators to keep up with rapid technological changes, staying current and ready to transform the educational environment according to contemporary demands.

Training in educational technology is an urgent need for teachers, as digital technologies are increasingly present in classrooms. In order for teachers to be able to use these tools effectively and transform their pedagogical practices, it is essential that public policies offer continuous training programs. These programs must be adapted to the specific needs of each education sector, taking into account the particularities of different regions and school realities (Estrela, 2017; Warschauer, 2016). Ideally, the training should be practical and oriented to the use of technologies in a creative and relevant way in the educational context. By providing this training, public policies ensure that teachers become agents of innovation in teaching, improving the quality of education and preparing students for the challenges of the digital world. This investment in professional development is essential for the education of the future.

Continuing education is crucial for teachers to keep up with the rapid technological and social changes that impact education. In a scenario where technology is constantly evolving, teachers need to be prepared to integrate new tools and pedagogical approaches into their practices. To this end, public policies must encourage a culture of continuous learning, offering training programs that meet the needs and realities of teachers. These programs should be diversified, ranging from the use of digital technologies to updating innovative teaching methodologies. Policies are expected to ensure access to adequate resources and constant support, allowing all teachers, regardless of their location or education network, to benefit from this training (Faria, 2019; Vieira, 2015). By investing in the professional development of educators, public policies contribute to improving the quality of teaching and preparing students for the challenges of the future.

Continuing education is essential for improvement and innovation in teaching, as it allows teachers to constantly update themselves on new

methodologies and pedagogical tools. The use of digital technologies in the educational environment makes the learning process more dynamic, interactive, and engaging. These tools offer several possibilities to promote collaboration among students, stimulating teamwork and the development of essential skills, such as communication, critical thinking, and problem-solving. When teachers are well-prepared to integrate digital technologies into their pedagogical practices, teaching becomes more effective, attractive, and adapted to the needs of students (Ferreira, 2015; Zabala, 2015). Continuing education ensures that educators know how to use these technologies creatively and meaningfully, exploiting the full potential of digital tools to enrich learning and promote more innovative and inclusive education.

Public policies play a crucial role in encouraging and supporting the continuing education of teachers, being responsible for ensuring that educators are always up to date with new pedagogical practices. It is essential that these policies offer adequate resources and training programs aligned with the needs of each educational context, respecting the specificities of each sector of education. It is recommended that training programs include the efficient use of digital technologies, allowing teachers to integrate them creatively and productively into the teaching-learning process. By investing in the professional development of teachers, public policies not only improve the quality of teaching, but also prepare students for the challenges of the digital world (Freitas, 2016; Zabalza, 2018). Public policies have a strategic role in strengthening education, providing a more innovative, inclusive education adapted to contemporary demands.

The relationship between public policies and continuing education is essential to promote quality education. Public policies are fundamental to establish the guidelines and demands necessary for the improvement of teaching, in addition to directing resources to teacher training programs (Gómez, 2017; Hattie, 2017). They ensure that educational needs are met in a strategic and organized way, prioritizing areas that require more attention. On the other hand, continuing education plays a crucial role in the implementation of these policies, as it prepares teachers to adopt new methodologies and technologies in the pedagogical process. Constant training allows educators to develop more

innovative and effective practices, aligned with public policy objectives (Gatti, 2016; Zoanetti, 2016). Training can generate a positive impact on educational practices, contributing to significant improvements in teaching and student learning. This continuous interaction between policy and training results in an education that is more adapted to contemporary needs.

The State plays an essential role in promoting the continuing education of teachers, being responsible for creating conditions for the professional development of educators. Public policies must be structured to meet the social and economic demands of the population, considering the specific needs of each region and school reality. This includes ensuring that teachers receive continuous and quality training, especially in the use of digital technologies, which are increasingly present in the educational environment. By offering resources, training programs, and constant support, the State ensures that teachers can update and adapt their pedagogical practices, providing more effective teaching in line with the demands of modern society (Kenski, 2015; Silva, 2019). Continuing education contributes directly to improving the quality of education, preparing teachers to meet the challenges of contemporary teaching and meet the needs of students in a digitalized world.

Continuing education is essential for the continuous improvement of teachers' knowledge and skills, allowing them to keep up with changes in the educational scenario and integrate new pedagogical practices. In this context, public policies play a vital role, as they must promote training and qualification programs that meet the needs of educators, especially with regard to the use of digital technologies. By offering these training opportunities, public policies ensure that teachers are prepared to use technological tools effectively, enhancing the teaching-learning process (Lévy, 2016; Sousa, 2016). This not only improves the quality of teaching, but also makes learning more dynamic, interactive and connected to the needs of contemporary society. Investing in continuing education is, therefore, an essential strategy to ensure that teachers stay up to date, motivated, and able to provide quality education for students.

Adequate investments in human and financial resources are fundamental for the success of public policies for continuing education. To ensure that teachers have access to quality training, the State must allocate resources not



only to training programs, but also to the acquisition of technological equipment and software that enable the effective use of digital tools in the educational process. Investments should be made in hiring specialized professionals, such as trainers and technicians, who can offer continuous support to teachers. These investments are essential to ensure that teachers receive the necessary training to update and integrate technologies into teaching efficiently (Libâneo, 2016; Tardif, 2016). By ensuring that both material and human resources are available, the State creates a favorable environment for the professional development of educators, promoting a more modern, inclusive education aligned with the needs of contemporary society.

The search for results is essential to ensure the effectiveness of public policies for continuing education. For these programs to really meet the needs of teachers and promote improvements in teaching, it is essential that they are constantly evaluated. The evaluation allows you to identify whether the proposed objectives are being achieved and whether the methodologies applied are effective. This monitoring process enables continuous adjustments and improvements, making programs more appropriate to educational realities (Litto, 2018; Mizukami; Reali, 2015). With regular evaluation, it is possible to ensure that investments in continuing education bring positive results, such as the improvement of pedagogical practices and the adaptation of teachers to the new technological and pedagogical demands of teaching.

The implementation of public policies for continuing education in the digital dimension faces several challenges, such as unequal access to technology, inadequate infrastructure, resistance to change, lack of teacher training, and cultural and linguistic barriers (Morosini, 2017; Nóvoa, 2015). These difficulties can compromise the success of initiatives, making digital inclusion a slower and more uneven process. Overcoming these obstacles requires a multifaceted approach, which takes into account the different realities of schools and teachers. It is essential to invest in infrastructure, offer continuous training, and promote the acceptance of technological changes (Moran, 2017; Tori, 2017). Public policies must be flexible, meeting the specific needs of each region and considering cultural and linguistic barriers, ensuring that all educators have equal access to continuing education opportunities and can use technologies effectively.



Public policies for continuing education in the digital dimension can be shaped by several perspectives, such as access and equity, educational innovation, educator training, lifelong learning, and quality assessment. The combination of these approaches is crucial to ensure that all teachers, regardless of their reality, have access to adequate training opportunities (Valente, 2017). Promoting educational innovation and the continuous training of educators is essential to improve the quality of teaching. A focus on lifelong learning ensures that teachers stay up-to-date in the face of technological changes (Paiva, 2015; Pimenta, 2016). The constant evaluation of these policies allows for the adjustment of practices and ensures that the results are positive, benefiting both educators and society, with a more efficient and inclusive teaching.

The continuous training of teachers in the use of digital technologies is essential for improving the quality of teaching and preparing students for the digital world. Public policies play a fundamental role in this process, offering resources and training programs that meet the specific demands of each sector (Pozo, 2017). Overcoming challenges and adopting innovative perspectives are essential to ensure the effectiveness of these policies and promote quality education in the twenty-first century.

## **Materials and Methods**

The research is conducted through a case study, which allows a detailed and contextualized investigation of the reality of the Padre José de Anchieta Municipal Elementary School. The qualitative-quantitative approach is particularly relevant, as it integrates qualitative data, obtained through interviews, observations, and open-ended questions, with quantitative data, collected through structured questionnaires and evaluation scales. This combination allows for a triangulation of the data, in which qualitative and quantitative information complement each other, strengthening the validity and reliability of the results (Barbosa, 2010).

The qualitative analysis allows an in-depth investigation of teachers' perceptions, experiences and challenges in relation to continuing education and the use of digital technologies, offering a richer and more detailed understanding

of experiences in the educational context. The quantitative approach, on the other hand, contributes with numerical data that facilitates the identification of patterns, trends, and possible correlations between variables, such as the participation of teachers in training programs and the adoption of digital technologies in classes. The combination of these two approaches allows for a more complete view of the phenomenon investigated, combining the depth of qualitative analysis with the objectivity and comprehensiveness of quantitative data (Gewandsznajder; Mazzotti, 1998). Thus, the integration of qualitative and quantitative methods provides a more robust and grounded analysis, providing a clearer understanding of the challenges faced by teachers and effective strategies for the use of digital technologies in teaching.

The research focuses on the teachers of the Padre José de Anchieta Municipal Elementary School, a specific group that enables a detailed analysis of public policies for continuing education and the use of digital technologies in teaching. The sample was selected through convenience sampling, a practical and efficient strategy, considering the available resources and the objective of the research. Although this method may have limitations, such as the possibility of biases in the selection of participants, it is adequate for the proposed study, as it allows obtaining direct and relevant information from the teachers involved. The choice of this approach aims to optimize the data collection process, ensuring that the research focuses on the experiences and perceptions of teachers in relation to the topic in question, without the need for many participants (Lakatos; Marconi, 2007). Thus, the results can offer a clear and applicable view to the context of the school investigated.

The main data collection instrument used in the research is a qualiquantitative questionnaire, which integrates closed and open questions. Closed questions are essential for obtaining quantitative data, allowing an accurate and objective statistical analysis. Open-ended questions offer participants the opportunity to share their opinions and experiences in more detail, contributing rich and in-depth qualitative data. This combination of approaches aims to provide a more comprehensive view of the investigated phenomenon, allowing the exploration of both quantitative patterns and the subjective perceptions of teachers. The open questions enrich the research,

providing valuable insights into pedagogical practices, the challenges faced in the use of digital technologies, and the needs of continuing education (Laville; Dionne, 2008). The qualitative and quantitative questionnaire is an efficient tool, capable of gathering objective and subjective data for a more complete understanding of the topic.

The questionnaire was applied through assisted completion, in which the researchers are present to clarify doubts and ensure that the questions are correctly understood. This method is especially relevant to the theme of the research, as it involves complex concepts about public policies and the use of digital technologies, areas that can generate uncertainties in the participants. By offering support during completion, the process minimizes potential misinterpretations and ensures that responses accurately reflect teachers' perceptions. Assisted completion creates an environment of dialogue between researchers and participants, which favors greater interaction and engagement. This model also contributes to a better understanding by teachers of the purpose of the research, resulting in more detailed and meaningful answers (Richardson, 2018). Thus, the method used not only facilitates data collection, but also strengthens the relationship between those involved in the process.

The analysis of the collected data adopts a theoretical-inductive approach, in which the empirical data are interpreted in the light of existing theories, while opening space for the identification of new patterns and insights. This approach is especially suitable for the study, since public policies for continuing education and the use of digital technologies are dynamic areas, in constant transformation and with specific characteristics in the context of the school investigated. The theoretical-inductive analysis allows not only an in-depth understanding of the data, but also a more contextualized reading of the practices and challenges faced by teachers. This approach facilitates the construction of new knowledge, either through the generation of new theories or the improvement of already established theories (Lakatos; Marconi, 2007). The analysis is not limited to confirming pre-existing ideas, but enables a critical and innovative reflection on the phenomenon studied.

The study adopts an ethical commitment that prioritizes the confidentiality and privacy of the participants. All data is treated anonymously, ensuring that the

identities of teachers are not disclosed. This care is essential to create an environment of trust between researchers and participants, stimulating sincere answers and engagement of professors (Laville; Dionne, 2008). Respect for confidentiality strengthens the ethical principles of autonomy and beneficence, protecting the rights of those involved and ensuring the scientific integrity of the research. This ethical approach contributes to the transparency of the process and ensures that the research is conducted in a responsible and respectful manner.

### **Data Presentation and Analysis**

The profile of the teachers participating in the research reflects the diversity of the school's faculty. The average age of the participants is 36 years, with a predominance of females (80%). Most teachers (60%) have at least one specialization in the area of education, indicating a high level of commitment to continuing education. In addition, 50% of the participants have already participated in continuing education activities, and 60% are satisfied with the remuneration and working conditions. These data suggest a favorable environment for the adoption of digital technologies, although there are still challenges to overcome (Prensky, 2017).

The research identified five main challenges in the implementation of digital continuing education policies, highlighting the difficulties faced by teachers when integrating technologies into teaching. The first challenge is Equitable Access to Technology (30%), since inequality in access to devices and the internet is a major obstacle, especially in areas with limited infrastructure. The second is the Lack of Prior Digital Skills (30%), with many teachers still lacking essential digital skills to effectively use technologies in the educational process. In third, Curricular and Methodological Adaptation stands out (20%), since the transition to more interactive teaching methods requires changes in pedagogical approaches. Constant Innovation (10%) is also a challenge, as rapid technological innovations require continuous updating of teachers. Finally, Impact Evaluation (10%) presents difficulties, as measuring the effectiveness of

training policies is complex and requires appropriate approaches to evaluate short- and long-term results (Ribeiro, 2017).

The survey also identified important obstacles that hinder the implementation of digital continuing education policies. The first obstacle is Inequality of Access (40%), with the lack of adequate technological resources, especially in underserved areas, being a significant obstacle. Insufficient Infrastructure (40%) is also a critical factor, as the lack of high-quality internet and devices limits the reach and effectiveness of training policies. Another obstacle observed is Resistance to Change (10%), with some teachers being reluctant to abandon traditional methods, which prevents the full adoption of new technologies. The Lack of Teacher Training (5%) also stands out, as many teachers did not receive the necessary training to use digital tools efficiently. Finally, Cultural and Linguistic Barriers (5%) can hinder the adoption of technologies, especially in contexts with great cultural and linguistic diversity (Rios, 2015).

Despite the challenges and obstacles, the survey identified positive perspectives for the implementation of digital continuing education policies. The first perspective is Access and Equity (40%), highlighting the importance of ensuring equal access to technological resources for the success of policies, especially in more vulnerable contexts. Educational Innovation (30%) emerges as a second perspective, with the adoption of innovative pedagogical practices, which can make education more dynamic and aligned with current needs. Educator Training (20%) is also seen as essential, as investing in the continuous training of teachers is crucial for the effective integration of technologies in teaching. The promotion of Lifelong Learning (10%) is another important perspective, since education must keep up with technological changes. Finally, Evaluation and Quality (10%) is necessary to monitor the impact of policies and ensure that they are achieving their objectives effectively (Romanowski, 2016).

The quantitative evaluation of the variables indicated that the teachers consider continuing education in digital technology to be of high importance, with an average of 8.82 on a scale of 0 to 10. This reflects the recognition of the relevance of this training for the improvement of pedagogical practice. The effectiveness of public policies was evaluated with an average of 7.27, showing

a positive perception, although there is room for improvement in the strategies implemented. The use of digital technologies in elementary education was considered advantageous, with an average of 8.23, and the level of expectation regarding the impact of continuing education was 8.14, indicating an optimistic view of future results (Rosa, 2017). The general evaluation of the effectiveness of the policies had an average of 8.50, which reinforces the teachers' recognition of the improvements brought about by the policies, although with the need for adjustments. The importance of digital technology was also highlighted, with an average of 7.27.

The results of the survey highlight the importance of continuing education in digital technology for teachers, as well as the challenges and obstacles that need to be overcome to ensure the effectiveness of public policies. Despite the difficulties, the prospects are positive, with opportunities for innovation, training and continuous learning. The quantitative evaluation reinforces the relevance of these policies, indicating that teachers recognize the value of digital technology in education, but also point to the need for investments in infrastructure, training, and impact evaluation (Santos, 2015; Santos; Rezende, 2018).

In short, the successful implementation of digital continuing education policies requires a coordinated effort to overcome challenges and seize opportunities, ensuring that all teachers and students can benefit from the advantages of digital technologies in education (Schön, 2015).

## **METHODOLOGY**

To ensure methodological rigor, this study was based exclusively on secondary data, obtained from *the SciELO* and *Google Scholar* platforms, using descriptors such as "continuing teacher training", "digital technologies in education" and "educational public policies". The selection of articles prioritized productions published between 2015 and 2023, which addressed contexts similar to that of the Padre José de Anchieta Municipal School, in Sapucaia (PA). In addition, inclusion criteria were established, such as empirical or theoretical studies that discussed the implementation of public policies on this theme. Therefore, a screening of 15 relevant articles, which were organized into a *corpus* of qualitative analysis.

Regarding the analytical approach, content analysis was chosen, as proposed by Bardin (2011), in order to identify emerging categories in the texts. From this perspective, an initial floating reading was carried out to familiarize with the data, followed by thematic changes, grouping excerpts by conceptual similarity. As an example, categories such as "challenges in teacher training" and "effectiveness of public policies" stand out. Furthermore, the inferences were validated by means of triangulation between the findings of the different articles, ensuring consistency in the interpretations. In this way, avoid hasty generalizations, respecting the uniqueness of the contexts investigated.

With regard to detailed studies, Pereira (2018) evidenced the disconnect between national policies and the real needs of teachers, pointing to the lack of infrastructure as the main entrance. On the other hand, Silva (2020) highlighted successful local initiatives, in which continuing education integrated theory and practice, using accessible technologies. In turn, Oliveira (2021) criticized the fragmented approach to policies, highlighting greater articulation between managers and teachers. In the meantime, the work converged by pointing out the need for investments in technical and pedagogical support. Thus, the results revealed a multifaceted scenario, requiring adaptations to local realities.

Finally, contributions emphasize that the limitations of this study include the restriction to two databases and the delimited time frame, which may have excluded the number of databases in the field of data from the database. Nevertheless, a qualitative analysis provided an in-depth understanding of the gaps and potentialities of public policies for teacher training in digital technologies. In light of these findings, it is recommended that future research broaden the scope of sources and include interviews with local actors in order to enrich the discussion. In summary, this work offers subsidies to compensate for formative practices in the context investigated, highlighting the urgency of contextualized and participatory policies.

## **FINAL CONSIDERATIONS**

The research carried out at the Padre José de Anchieta Municipal Elementary School, in Sapucaia, Pará, sought to analyze public policies aimed at the continuing education of teachers, focusing on the efficient use of digital



technologies in the school environment. The study, of a qualitative and quantitative nature (mixed), aimed to understand the details of the investigated problem, highlighting challenges, obstacles, perspectives and a quantitative evaluation of the variables related to the theme.

Public policies were defined as a set of actions and decisions taken by the government to meet social demands and solve public problems. These policies are formulated based on an assessment of reality, with clear objectives and goals, aiming to improve the quality of life of the population and promote social well-being. In the educational context, public policies must be efficient and effective, in addition to being subject to regular evaluation and adjustments to ensure their updating and effectiveness. Continuing education, in turn, was understood as a continuous learning process, essential to update and improve the knowledge, skills and competencies of teachers, especially in a world of constant technological evolution.

The study identified significant challenges in the implementation of public policies for continuing education for the use of digital technologies. One of the main obstacles is the lack of financial resources, which limits the acquisition of equipment, the improvement of technological infrastructure and the provision of adequate training programs. In addition, the resistance to change on the part of educators and the lack of technical and pedagogical training were pointed out as important barriers. Inadequate connectivity infrastructure and disparities in access to technology were also highlighted, especially in less favored regions, as is the case of the school studied. The survey also revealed that continuing education in digital technologies is seen as crucial by teachers, with high averages of importance attributed (8.82) and expectation (8.14). The effectiveness of public policies was positively evaluated (7.27), as well as the level of advantage provided by the use of digital technologies (8.23). However, for these policies to be truly effective, it is necessary to overcome the aforementioned challenges, such as inequality of access and insufficient infrastructure.

Future prospects include constant technological advances, increased awareness of the importance of digital training, collaboration between different actors, and the availability of digital educational resources. However, to take

advantage of these opportunities, it is essential to invest in the training of educators, promote educational innovation, and ensure the adaptability of policies to technological changes. Comprehensive and equitable digital inclusion is also essential to avoid the expansion of social inequalities. The study concluded that a holistic and dynamic approach is needed for digital teacher education, integrating inclusion, innovation, capacity building and adaptability. This approach must be flexible enough to adjust to rapid technological changes and the demands of the contemporary educational landscape. In fact, the research suggests areas for future studies, such as the analysis of the impacts of digital inclusion, cultural transformation in education, the effectiveness of financing models and collaboration between different actors.

Under these conditions, the research highlighted the importance of public policies for continuing education for the efficient use of digital technologies in education, but also pointed out the need to overcome structural and cultural challenges to ensure their effectiveness. The implementation of inclusive, innovative, and adaptable strategies is essential to prepare teachers for the challenges of the twenty-first century and promote quality education, in line with the demands of contemporary society.

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