

Academic Tutoring as a Strategy for Implementing Public Policies on Higher Education in the Amazon Region

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Abstract:

Higher education in Brazil's Northern Region operates within a context marked by structural, historical, and geographical inequalities, which calls for institutional policies capable of addressing access, retention, and educational quality. In this context, academic tutoring has emerged as a key strategy for implementing public policies in higher education, particularly with regard to teacher training, pedagogical support, and student inclusion. This article aimed to analyze academic tutoring as a strategy for implementing public policies in higher education at federal universities in the Amazon Region. A qualitative, descriptive, and documentary approach was adopted, based on Bardin's Content Analysis, using national regulatory documents (LDB, PNE, SINAES), Institutional Development Plans (PDIs), Institutional Pedagogical Projects (PPIs), and Management Reports, as well as scientific articles indexed in the CAPES and SciELO databases. The analysis revealed four central categories: tutoring as a public policy and an instrument of educational management; academic tutoring as a critical and interdisciplinary formative space; as a mechanism for inclusion, equity, and student retention; and as a vector for pedagogical innovation and the improvement of teaching practices. It is concluded that academic tutoring serves as a cross-cutting axis of public policies for higher education in the Northern Region, contributing to the democratization of access, the strengthening of student retention, and the improvement of the quality of university education in Amazonian contexts.

Keywords: Academic tutoring, Amazon, Higher education, Northern region, Public policies.

1. Introduction

Higher education in Brazil's Northern Region operates within a context marked by structural, historical, and geographic challenges that affect access, retention, and the quality of education, requiring institutional policies capable of integrating teaching, research, and extension as essential pillars for overcoming regional inequalities (Albuquerque et al., 2012). In this context, academic tutoring emerges as a relevant strategy for implementing public

policies on higher education, as it contributes to teacher training, the strengthening of learning, and the improvement of student performance (Souza & Oliveira, 2023).

The Law on Guidelines and Foundations of National Education (Law No. 9,394/1996) and the National Curriculum Guidelines reinforce the role of academic tutoring as a tool for linking teaching and research, fostering student leadership and preparing students for teaching careers. At federal universities in the Northern Region such as UFAM, UFPA, UFRR, UFAC, UNIFAP, UNIFESSPA, UFT, UNIR, UFOPA, UFRA, and UFNT student teaching assistantships have been adapted to the specific characteristics of the Amazon region, aligning national guidelines with regional needs (UNIR, 2024).

The literature shows that, over the years, the teaching assistant program has established itself as a foundational institutional policy, capable of integrating students and faculty and promoting the inseparable link between teaching, research, and community outreach (Borsatto et al., 2006; Albuquerque et al., 2012). Institutional documents from Amazonian universities reinforce this trend by recognizing peer tutoring as a strategic initiative for training, inclusion, and pedagogical support (UFAM, 2016; UFPA, 2016; UNIFAP, 2020).

Despite these advances, there remains a need to understand how academic tutoring functions, in practice, as a mechanism for implementing public higher education policies in the Northern Region, especially in light of the social and territorial inequalities that characterize the Amazon (Dantas et al., 2022). This gap gives rise to the central question of this study: How does academic tutoring contribute to the implementation of public higher education policies at federal universities in the Northern Region, particularly with regard to teacher training, student retention, and the quality of instruction?

In light of this, the objective of this article is to analyze academic tutoring as a strategy for implementing public higher education policies at federal universities in the Northern Region. To this end, a qualitative, descriptive, and documentary approach is employed, based on Bardin's (2016) Content Analysis, using institutional and regulatory documents (Law on Guidelines and Bases for National Education LDB, National Education Plan — PNE, National Higher Education Assessment System —SINAES, Institutional Development Plans (PDIs), management reports, as well as scientific articles obtained from the CAPES and SciELO databases, selected using the search terms “academic tutoring” and “Northern Region” (Souza & Oliveira, 2023).

2. Theoretical Framework

2.1 Public Policies on Higher Education in Brazil

Public policies on higher education in Brazil are based on the principles of democratizing access, ensuring quality, and valuing teaching, as established by Law No. 9,394/1996 and reinforced by the National Education Plan (PNE). (Brazil, 1996; PNE, 2014). These provisions guide comprehensive education through the inseparable link between teaching, research, and community outreach (Brazil, 1996).

In the Amazonian context, marked by regional inequalities, educational policies seek to reduce structural disparities and increase student retention, promoting access to education in remote areas and inclusion (UFAM, 2016). The region faces limitations related to infrastructure, connectivity, and sociocultural diversity, which require institutional actions focused on territorial equity and educational sustainability (UNIR, 2025).

The National Higher Education Evaluation System (SINAES), established by Law No. 10,861/2004 (Brazil, 2004), guides academic quality through institutional and performance evaluation parameters, aligning with public policies and strengthening universities' social responsibility (Borsatto et al., 2006). In this context, institutional programs such as academic tutoring translate legal guidelines into pedagogical practices, contributing to the development of teacher training and the improvement of teaching (Souza & Oliveira, 2023).

The expansion of higher education in the Northern Region, driven by federal policies and monitored by SINAES, has promoted greater access to and improved quality of academic programs, despite the geographic and socioeconomic challenges of the Amazon region (UNIFAP, 2020). As part of this set of initiatives, academic tutoring serves as a strategic tool for training, retention, and integration among teaching, research, and extension, adapting to regional specificities and strengthening educational equity and quality (UFAC, 2024; UNIR, 2024).

2.2 Academic Tutoring as an Institutional Teaching Policy

Academic tutoring is one of the main institutional strategies for implementing public policies on higher education, serving as a space for learning, an introduction to teaching, and pedagogical support (Souza & Oliveira, 2023). It is an initiative that integrates teaching, research, and community engagement, fostering student leadership and the development of innovative educational practices within universities (Albuquerque et al., 2012). Tutoring also serves as a fundamental tool for strengthening the inseparability of these three pillars, as provided for in the Law on Guidelines and Foundations of

National Education (Law No. 9,394/1996), which emphasizes the holistic development of students in a university setting (Brazil, 1996).

Historically, peer tutoring was formalized as public policy through Law No. 5,540/1968 (Brazil, 1968) and was subsequently recognized in the 1996 LDB as an instrument for pedagogical development and the improvement of higher education (Borsatto et al., 2006). According to Borsatto et al. (2006), the teaching assistant program represents a foundational institutional initiative aimed at enhancing the quality of undergraduate education and fostering integration between faculty and students in the teaching-learning process. Furthermore, institutional documents from federal universities in the Northern Region, such as UNIR's Institutional Pedagogical Project (2025–2029), highlight teaching assistantship as a strategic component capable of promoting teacher training and student retention, while adapting to regional specificities (UNIR, 2025).

In addition to academic support, academic tutoring has a formative dimension, as it allows students to gain teaching experience and develop skills related to communication, leadership, and social responsibility (Souza & Oliveira, 2023). Albuquerque et al. (2012) emphasize that academic tutoring, by combining theory and practice, creates an environment that fosters critical reflection and the consolidation of knowledge. According to Dantas et al. (2022), tutoring also plays an inclusive and equitable role, serving as a policy to support students with specific educational needs and reducing the barriers that hinder retention and academic success. This perspective reinforces its social and integrative nature, aligning it with the objectives of public policies on inclusion and accessibility in higher education (Dantas et al., 2022).

Academic tutoring, in addition to contributing to the development of students' cognitive and technical skills, has established itself as a space for strengthening student autonomy and engagement, which are essential factors for academic success (UNIR, 2025). Furthermore, tutoring contributes to the ongoing professional development of the faculty through the exchange of knowledge between tutors and professors, revitalizing teaching practices and promoting innovation in the university environment (UNIR, 2024). Thus, the peer tutoring program should be understood not only as an internal academic support program but as an institutional policy for student development and retention, directly linked to the implementation of national higher education guidelines (UNIR, 2024). The reports and strategic plans of federal universities in the Northern Region highlight the consolidation of academic tutoring as an essential practice for improving educational quality, combating dropout rates, and strengthening students' critical thinking skills (UFAC, 2024; UNIR, 2024; UFPA, 2016).

2.3 Academic Tutoring at Federal Universities in the Northern Region

At federal universities in the Northern Region, academic tutoring has established itself as a tool for implementing public policies on higher education, contributing to the quality of education and the reduction of regional inequalities (UFAM, 2016). These institutions recognize the importance of academic tutoring in promoting meaningful learning, reducing dropout rates, and providing initial teacher training, thereby demonstrating its pedagogical and social relevance (UFPA, 2016).

According to Souza and Oliveira (2023), academic tutoring represents an interdisciplinary formative experience that allows students to understand the complexity of the teaching process and develop pedagogical and scientific competencies related to teaching. The authors emphasize that academic tutoring fosters the development of a critical and reflective mindset, as students come to understand teaching not merely as the transmission of content, but as a social and transformative practice (Souza & Oliveira, 2023). This perspective aligns with the view presented by Albuquerque et al. (2012), who describe teaching assistantships as a space that integrates teaching, research, and community engagement, allowing teaching assistants to “experience the three pillars of the university in an integrated, productive, and socially relevant way” (Albuquerque et al., 2012).

The Federal University of Rondônia (UNIR), according to its institutional reports from 2019 to 2024, has made significant progress in its tutoring program, such as an increase in the number of scholarships and an increase in the amount of financial aid, which reinforces the institution’s commitment to student retention and academic success (UNIR, 2019). Furthermore, UNIR’s Institutional Pedagogical Project (2025–2029) emphasizes that tutoring is a strategic mechanism for pedagogical support and educational innovation, aligned with teacher training policies and the educational inclusion objectives set forth in the university’s Institutional Development Plan (PDI) (UNIR, 2025).

Similarly, the Institutional Development Plan (PDI) of the Federal University of Acre (UFAC, 2024) recognizes tutoring as a strategic measure for pedagogical support and for combating dropout rates, particularly at campuses located in rural municipalities, where access challenges are greater.

The PDI of the Federal University of Amazonas emphasizes that peer tutoring constitutes a pillar of teacher training and educational quality policy (UFAM, 2016), while the PDI of the Federal University of Pará defines it as a permanent institutional practice, essential for integration between students and faculty

and for the democratization of knowledge in the Amazonian context (UFPA, 2016).

Similarly, the PDI at the Federal University of Amapá (UNIFAP, 2020) and that of the Federal University of Southern and Southeastern Pará (UNIFESSPA, 2020) emphasize that peer tutoring programs are fundamental to students' academic development and to their critical and civic education, constituting practices that strengthen citizenship and social integration (UNIFAP, 2020; UNIFESSPA, 2020). This formative and transformative role is reinforced by Dantas et al. (2022), who assert that peer tutoring serves as a tool for inclusion and equity by supporting students with specific educational needs, thereby ensuring their retention and academic success in higher education (Dantas et al., 2022).

Complementarily, Borsatto et al. (2006), in analyzing the implementation and consolidation of peer tutoring at UERJ, emphasize that peer tutoring programs transcend a merely auxiliary role and establish themselves as a foundational institutional policy, becoming an integral part of university academic management. This same principle is observed in institutions in the Northern Region, which view peer tutoring not only as a pedagogical practice but as an educational public management initiative, linked to national policies on teacher training, student retention, and teaching quality (UFAM, 2016; UFPA, 2016; UNIR, 2024; Borsatto et al., 2006).

It is evident that academic tutoring at federal universities in the Amazon takes on political, pedagogical, and social dimensions by integrating with management strategies and public policy guidelines for higher education. This practice, while fostering more critical and autonomous student mentors, strengthens the bond between the university and society, contributing to the transformation of local realities and to the consolidation of higher education as a regional development policy (Souza & Oliveira, 2023; Dantas et al., 2022).

3. Methodology

This study adopts a qualitative approach, of a descriptive and documentary nature, guided by the Content Analysis proposed by Laurence Bardin (2016). The choice of this approach is justified by the intention to understand how public policies on higher education are institutionally implemented through the academic tutoring program, thereby enabling the identification of meanings, contradictions, and underlying significance in the practices and discourses present in institutional documents.

According to Bardin (2016), Content Analysis is a set of systematic and objective techniques for describing the content of messages, the purpose of

which is to infer knowledge regarding the conditions of production, reception, and context of communications.

Thus, this methodology was adopted because it enables an interpretive, critical, and categorical reading of the analyzed documents, linking them to the educational, institutional, and social dimensions of academic tutoring at universities in the Northern Region.

3.1 Research Design

This study is a documentary and descriptive research, with an emphasis on the analysis of primary and secondary sources. The primary sources included the Institutional Development Plans (PDIs), the Institutional Pedagogical Projects (PPIs), and the Institutional Reports of the Offices of the Provost for Undergraduate Studies (PROGRAD), covering the period from 2019 to 2024, as they are official documents that articulate institutional guidelines, actions, and policies related to academic tutoring. Secondary sources were selected through a systematic search of the CAPES Journal Portal and SciELO databases, recognized for the relevance and scope of their scientific output in the areas of public policy, higher education, and educational management. The search strategy utilized the keywords “academic tutoring,” “public policies on higher education,” and “Northern Region,” combined using Boolean operators. As inclusion criteria, the study considered articles published in peer-reviewed journals that were thematically relevant to the research topic, particularly those addressing academic tutoring in relation to teacher training, student retention, and higher education management. Studies that were duplicates or that had no direct relation to the research topic were excluded. These documents reflect actions, policies, and guidelines adopted by federal universities in the Northern Region regarding academic tutoring.

The study covered eleven universities:

Federal University of Acre (UFAC);

Federal University of Amapá – UNIFAP;

Federal University of Amazonas – UFAM;

Federal University of Pará – UFPA;

Federal University of Rondônia - UNIR;

Federal University of Tocantins – UFT;

Federal University of Roraima – UFRR;

Federal University of Southern and Southeastern Pará – UNIFESSPA;

Federal University of Western Pará – UFOPA;

Federal Rural University of the Amazon – UFRA;

Federal University of Northern Tocantins (UFNT).

The research corpus, consisting of 18 (eighteen) institutional documents and 5 (five) scientific articles, was defined based on criteria of thematic relevance, analytical consistency, and theoretical complementarity, supporting the analysis and interpretation of the documentary data, in line with the

qualitative approach and the assumptions of Content Analysis proposed by Bardin (2016).

The analytical corpus consisted of the following sets of documents:

- current Institutional Development Plans (PDIs) and Institutional Pedagogical Projects (PPIs) of the federal universities in the Northern Region;
- Management Reports and Annual Reports from the Offices of the Provost for Undergraduate Studies (2019–2024);
- Scientific articles related to the topics of academic tutoring, teacher training, and public education policies.

These documents were selected because they officially represent the embodiment of institutional policies and contain data and normative discourses that allow for an understanding of the conception and implementation of academic tutoring in the Amazonian context (Bardin, 2016; UFAM, 2016–2025; UNIR, 2024). The analysis of the documents followed the classic stages of Content Analysis as outlined by Bardin (2016), structured into three fundamental phases:

1) Pre-analysis: exploratory reading and organization of the documents, identifying the units of record related to academic tutoring.

2) Exploration of the material: coding of the fragments and construction of the four thematic categories of analysis, emerging from the intersection between the theoretical framework and the empirical data:

Category 1: Tutoring as public policy and educational management;

Category 2: Tutoring as a critical and interdisciplinary learning space;

Category 3: Inclusion, equity, and student retention;

Category 4: Pedagogical innovation and teaching practices.

3) Data processing and interpretation: an analytical and inferential reading of the categories, linking institutional discourse with theoretical discourse (Souza & Oliveira, 2023; Dantas et al., 2022; Borsatto et al., 2006; Albuquerque et al., 2012).

Organizing the data into categories made it possible to identify how tutoring is presented in the documents as an institutional policy, a learning space, an initiative for inclusion, and a practice related to pedagogical innovation.

3.2 Criteria for Validity and Interpretive Rigor

The triangulation of sources comprising institutional documents, reports, and scientific literature contributed to a broader understanding of the phenomenon under study. The analyses were conducted by considering the representativeness and relevance of the content, with special attention to passages addressing academic tutoring in the Amazonian context. The differences among the universities analyzed were understood as expressions of regional particularities, allowing us to observe distinct forms of public policy implementation in the Northern region.

4. Results and Discussion

The content analysis of institutional and scientific documents revealed four thematic categories that reflect the range of functions performed by academic tutoring at federal universities in the Northern Region. These categories synthesize the political, formative, social, and pedagogical dimensions of academic tutoring, positioning it as an instrument of public management, critical education, inclusion, and educational innovation.

The categories were constructed based on Bardin's (2016) analytical stages and grounded in official documents (PDIs, PPIs, Management Reports, and PROGRAD Reports) and the scientific literature.

4.1 Teaching Assistantship as Public Policy and Educational Management

The document analysis shows that the teaching assistant program is institutionalized as an educational public policy and a tool for university management. The PDIs of UFPA (2016–2025) and UFAM (2016–2025) mention the teaching assistant program as a strategic action within educational policy, linked to academic quality and institutional efficiency.

In UNIR's reports (2019–2024), there is an emphasis on increasing the number of scholarships, demonstrating administrative strengthening and the consolidation of educational governance. This trend confirms what Borsatto et al. (2006) argue: tutoring has established itself as a foundational institutional policy, reflecting universities' commitment to implementing the guidelines of the PNE and the LDB.

Table 1 – Category 1: Teaching Assistantships as Public Policy and Educational Management

Universities / Documents	Relevant Evidence	Key Interpreted Findings
UFPA (2016–2025)	Tutoring incorporated as a permanent policy for teaching and academic management. Strengthening of university management and the coordination between public policies and institutional planning.	
UFAM (2016–2025)	Integrates teacher training with the goals of quality and efficiency in education. Tutoring as a governance measure and a means of implementing the National Education Plan (PNE).	
UNIR (PROGRAD Reports 2019–2024)	Expansion of scholarships. Administrative consolidation and expansion of the program's reach.	
UFAC (2024)	Tutoring linked to management and retention goals. Integration of pedagogical initiatives into academic administration.	
UFNT (2020–2024)	Standardized academic support procedures; integration of pedagogical programs into strategic planning. Adoption of academic tutoring as a tool for management and improvement of teaching.	

Borsatto et al. (2006) Tutoring as a consolidated institutional policy. Public management initiative in higher education.

Source: Prepared by the author (2025), based on the PDIs, PPIs, and Institutional Reports of federal universities in the Northern Region (2019–2024).

Tutoring has established itself as an educational management mechanism capable of translating public policies into institutional practices of governance and quality, linking national guidelines to planning and implementation actions at federal universities in the Northern Region (Borsatto et al., 2006; Bardin, 2016).

4.2 Academic Tutoring as a Critical and Interdisciplinary Learning Space

The articles by Souza and Oliveira (2023) and Albuquerque et al. (2012) demonstrate that academic tutoring is a space for critical and interdisciplinary learning, fostering the development of intellectual autonomy and reflective capacity.

In the PPI plans of UNIR (2025–2029) and UFAC (2024), tutoring is described as an educational environment that integrates teaching, research, and extension, enabling students to act as mediators in the learning process. This conception broadens the pedagogical dimension and aligns tutoring with transformative teacher education.

Table 2 – Category 2: Teaching Assistantships as a Critical and Interdisciplinary Learning Space

Universities / Articles	Relevant Evidence	Key Interpreted Findings
UFAC (2024)	Tutoring linked to teacher education and the integration of teaching, research, and extension.	A space for critical and pedagogical training.
UNIR (PPI 2025–2029)	Tutoring as a cornerstone of interdisciplinary practice.	Integration of theoretical learning with formative experiences.
Souza & Oliveira (2023)	Teaching as a reflective and collaborative process.	Critical and autonomous teacher education.
Albuquerque et al. (2012)	Integration of teaching assistantships into the university's three pillars.	Development of interdisciplinary and outreach competencies.
Dantas et al. (2022)	Teaching assistantships as a stimulus for interaction among fields of knowledge.	Learning becomes a collective and interdisciplinary process.

Source: Prepared by the author (2025), based on the PDIs, PPIs, and Institutional Reports of federal universities in the Northern Region (2019–2024).

Tutoring serves as an interdisciplinary and reflective learning environment, fostering the development of critical thinkers committed to teaching practice

by integrating teaching, research, and outreach into the university educational process (UNIR, 2025).

4.3 Inclusion, Equity, and Student Retention

The UNIR reports (2019–2024) and the UFAC PDI (2024) highlight tutoring as an institutional initiative for inclusion and retention, particularly in contexts of vulnerability. According to Dantas et al. (2022), peer tutoring serves as a tool for educational equity by supporting students with specific needs, thereby reducing social and academic inequalities. The PDI plans of UNIFAP (2020–2026) and UNIFESSPA (2020–2025) also link peer tutoring to civic education and social inclusion, especially in peripheral regions of the Amazon.

Table 3 – Category 3: Inclusion, Equity, and Student Retention

Universities / Documents Relevant Evidence Key Interpreted Findings

UNIR (2019–2024) Expansion of scholarships and adjustment of award amounts. Reduction in dropout rates and increased student retention.

UFAC (2024) Tutoring as a form of educational support and regional inclusion. Initiatives for educational equity and the reduction of inequalities.

Dantas et al. (2022) Tutoring as a practice for the inclusion of students with disabilities. Expanding access and equal opportunities.

UNIFAP (2020–2026) Tutoring as a policy for social integration. Educational inclusion in vulnerable regions.

UFRA (2020–2024) Specific criteria for social vulnerability and academic performance. Equitable access and institutionalized support.

UNIFESSPA (2020–2025) Tutoring linked to citizenship and critical thinking. Promotion of social inclusion and cultural diversity.

Source: Prepared by the author (2025), based on the PDIs, PPIs, and Institutional Reports of the federal universities in the Northern Region (2019–2024).

Tutoring serves as an instrument of equity, contributing to student retention, inclusion, and social justice in Amazonian higher education by fostering conditions for access and learning adapted to regional realities and the sociocultural diversity of students (UNIFESSPA, 2020; Bardin, 2016).

4.4 Pedagogical Innovation and Teaching Practices

The fourth category highlights tutoring as a driver of pedagogical innovation and the improvement of teaching practices. The Institutional Development Plans (PDIs) of UFPA (2016–2025) and UFAM (2016–2025) emphasize that the program drives the modernization of teaching and the use of active methodologies. According to Albuquerque et al. (2012), the teaching assistant program is a “didactic-experimental laboratory” where teaching assistants learn and teach simultaneously, thereby promoting pedagogical innovation. UNIR’s reports (2019–2024) indicate that the program has expanded the adoption of innovative and collaborative teaching strategies.

Table 4 – Category 4: Pedagogical Innovation and Teaching Practices

Universities / Articles	Relevant Evidence	Key Interpreted Findings
UFPA (2016–2025)	Teaching assistantships integrated with curriculum innovation and active learning methodologies.	Improvement of teaching practices.
UFAM (2016–2025)	Tutoring as an incentive for pedagogical experimentation.	Promotion of creativity among faculty and students.
UNIR (2019–2024)	Teaching assistantships as a space for educational innovation. Renewal of methodologies and encouragement of collaborative learning.	
UFOPA (2020–2024)	Attendance tracking, reporting, and monitoring via SAAPE. Innovation cycle, continuous assessment, and accountability.	
Albuquerque et al. (2012)	Tutoring as a laboratory-style learning environment.	Development of reflective teaching practices.
Souza & Oliveira (2023)	Tutoring as a transformative learning practice.	Integration of teaching, research, and extension.
Source: Prepared by the author (2025), based on the PDIs, PPIs, and Institutional Reports of federal universities in the Northern Region (2019–2024).		

Teaching assistantships provide a space for pedagogical experimentation that fosters innovation, co-learning, and the transformation of teaching practices at Amazonian universities by encouraging active methodologies, critical reflection, and interaction between students and faculty (Souza & Oliveira, 2023; UNIR, 2024).

Table 5 – General overview of the categories and universities analyzed

Analysis Category	Federal Universities that Highlight the Theme	Main Interpretive Themes
Public policy and educational management	UFPA, UFAM, UNIR, UFAC, UFRA, UFOPA, UFNT	Institutionalization and governance of student teaching assistantships as public policy.
Critical and interdisciplinary educational space	UNIR, UFAC, UFAM	Critical teacher education and the integration of teaching, research, and outreach.
Inclusion, equity, and student retention	UFAC, UNIR, UNIFAP, UNIFESSPA, UFOPA, UFRA, UFNT	Tutoring as a policy for inclusion, equity, and social justice.
Pedagogical innovation and teaching practices	UFPA, UFAM, UNIR, UFRA, UFOPA	Tutoring as a laboratory for pedagogical innovation and renewal.
Source: Prepared by the author (2025), based on the PDIs, PPIs, and Institutional Reports of the federal universities in the Northern Region (2019–2024).		

The results obtained from the analysis of the documents indicate that academic tutoring is present in various dimensions of higher education policies at federal universities in the Northern Region. In the documents

examined, academic tutoring is linked to educational management, academic and faculty training, student inclusion and retention, and pedagogical practices. Organizing this information into the four categories of analysis allowed us to identify different ways in which academic tutoring is integrated into the institutional policies and actions of the universities studied. These results align with studies that link academic tutoring to teacher training, pedagogical support, and inclusion in higher education (Souza & Oliveira, 2023; Dantas et al., 2022).

5. Concluding Remarks

The objective of this study was to analyze academic teaching assistantships as a strategy for implementing public higher education policies at federal universities in the Northern Region. Based on the analysis of institutional documents and the selected scholarly literature, the proposed objective was achieved, as it was possible to identify how tutoring programs relate to educational policies, academic training, student retention, and the pedagogical practices of the institutions analyzed.

The results were organized into four categories: academic tutoring as a public policy and educational management tool; academic tutoring as a space for critical and interdisciplinary education; inclusion, equity, and student retention; and pedagogical innovation and teaching practices. These categories show that peer tutoring fulfills different functions within federal universities in the Northern Region and aligns with guidelines set forth in institutional documents and national higher education policies.

The analysis also found that student teaching is included in the universities' planning documents and is associated with pedagogical support, teacher training, student monitoring, and the organization of academic activities. At some institutions, the documents also link teaching assistantships to the expansion of scholarships, support for students from diverse social and academic backgrounds, and the use of teaching strategies aimed at fostering participation among faculty, teaching assistants, and students.

Among the challenges of the study, the diversity of the analyzed documents stands out. Universities use different methods to record information about their teaching assistant programs, which limits direct comparison between institutions. The documents also vary in terms of their duration, criteria, indicators, and level of detail. Furthermore, since this is a documentary study, the available data do not allow for a direct understanding of the perceptions of students, teaching assistants, faculty, and administrators regarding the implementation of the programs. Another limitation stems from the absence of a standardized set of indicators for academic teaching assistantships

across the universities surveyed. Information such as the number of students served, the number of scholarships, and rates of passing, failing, retention, and dropout are not always presented in a consistent manner across the documents. Consequently, the study focused on analyzing the guidelines, institutional actions, and organizational structures described in the selected sources.

Future research could expand the documentary analysis with data obtained directly from participants in the academic tutoring programs. Interviews, questionnaires, and focus groups with mentors, students receiving support, faculty advisors, and administrators could allow for a comparison between what is outlined in institutional documents and what actually occurs in everyday academic life. Comparative studies could also be conducted among universities, degree programs, campuses in state capitals, and campuses in rural areas, with a focus on the territorial differences within the Northern Region. This approach could identify how factors such as location, access, infrastructure, availability of scholarships, and program characteristics relate to the organization of tutoring programs.

Finally, research using common criteria and indicators across federal universities in the Northern Region can enable more consistent comparisons regarding scholarships, the number of participants, selection methods, monitoring, academic outcomes, and student retention. This type of research can expand our understanding of how academic tutoring relates to public policies on higher education in the Amazonian context.

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