

PLANO MUNICIPAL DE EDUCAÇÃO (PME): VALORIZAÇÃO E DESAFIOS DA CARREIRA DOCENTE

PLAN MUNICIPAL DE EDUCACIÓN (PME): VALORACIÓN Y DESAFÍOS DE LA CARRERA DOCENTE

MUNICIPAL EDUCATION PLAN (PME): APPRECIATION AND CHALLENGES OF THE TEACHING CAREER

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RESUMO: Este estudo tem como objetivo analisar o PME, em vista das metas do plano nacional e estadual, nos termos que dizem respeito à valorização da carreira docente. O procedimento metodológico foi uma pesquisa bibliográfica e documental com abordagem crítica de análise dos dados. A ação governamental em Barra do Garças necessita priorizar e potencializar os investimentos em educação em vista de sua função precípua ligada ao atendimento da Educação Infantil e do Ensino Fundamental. Os dados analisados identificam que isso não vem acontecendo. Neste sentido, é imprescindível o desenvolvimento de políticas que tenham como prioridade não só a valorização do magistério, visando evitar o declínio da profissão, mas que as pessoas que optem pela docência sejam de fato assistidas em sua valorização profissional.

PALAVRAS-CHAVE: Plano municipal de educação. Carreira docente. Valorização.

RESUMEN: Este estudio tiene como objetivo analizar la PME, en vista de los objetivos del plan nacional y estatal, en términos relacionados a la mejora de la carrera docente. El procedimiento metodológico fue una investigación bibliográfica y documental con enfoque crítico de análisis de datos. La acción del gobierno en Barra do Garças necesita priorizar y mejorar las inversiones en educación en vista de su función principal vinculada al cuidado de la educación de la primera infancia y la escuela primaria. Los datos analizados identifican que esto no ha estado sucediendo. En este sentido, es esencial desarrollar políticas que tengan por prioridad no solo la valorización de la enseñanza, con el objetivo de evitar el declive de la profesión, sino que las personas que eligen la enseñanza reciban ayuda en su valoración profesional.

PALABRAS CLAVE: Plan municipal de educación. Carrera docente. Apreciación.

ABSTRACT: This study aims to analyze the PME, in view of the goals of the national and state plan, in terms that relate to the enhancement of the teaching career. The methodological

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procedure was a bibliographic and documentary research with critical approach of data analysis. Government action in Barra do Garças needs to prioritize and enhance investments in education in view of its primary function linked to the care of early childhood education and elementary school. The data analyzed identify that this has not been happening. In this sense, it is essential to develop policies that have as a priority not only the appreciation of teaching, aiming to avoid the decline of the profession, but that people who choose teaching are actually assisted in their professional appreciation.

KEYWORDS: *Municipal plan of education. Teaching career. Appreciation.*

Introduction

The lack of teachers formed at different levels of education in Brazil and the shortage of professionals for some areas of knowledge in the last years of Elementary and Secondary Education have been the subject of discussion, mainly by the federal government, seeking to encourage the teacher career. However, in academies, not many researchers and research groups are dedicated to exhaustively studying the theme of their careers, seeking to understand their attractiveness in the country in view of a complex economic and social scenario.

At the international/global level, the Latin American Network of Studies on Teaching Work (REDE ESTRADO), created in 1999, by an initiative of the Work Group “Education, Work and Social Exclusion” of the Latin American Council of Sciences stands out (CLACSO), which discusses topics related to the teaching career. After identifying in recent years an increasing number of research on teaching work and researchers who were dedicated to such studies in Latin America, a space was sought that could bring together those interested in this field of research, in order to combine efforts and move forward in the discussions (REDE ESTRADO, 2019). In its international, regional or local seminars, one of the themes: career, conditions and teaching work processes.

At the national level, the National Association of Graduate Studies and Research in Education (ANPED), implemented since the end of the seventies, acts decisively and committed in the struggles for the universalization and development of education in Brazil. Throughout its trajectory, it consolidated an academic-scientific practice that contributed to strengthen postgraduate formation in education. Among the working groups of ANPED, what comes close to the theme analyzed in this article is the WG 8 - Teacher Formation (ANPED, 2019). In this way, there is no exclusive axis to discuss career-related issues in depth, even if these reflections are necessary in the current context of education.

Lima (2004) highlights that, although it is an important phase of the teaching process, the career has deserved little attention on the part of Brazilian researchers. In this sense, this article aims to analyze the municipal education plan (PME, Portuguese initials), in view of the goals of the national and state plan, in terms that relate to the enhancement of the teaching career.

For this, the methodology used was bibliographic and documentary research with a critical approach to data analysis. The article is divided into 3 parts: a brief history is in section 1; elements of the National Education Plan (PNE) and the PME, are presented in section 2; in section 3, the career challenges in a narrative of the regression of educational policies.

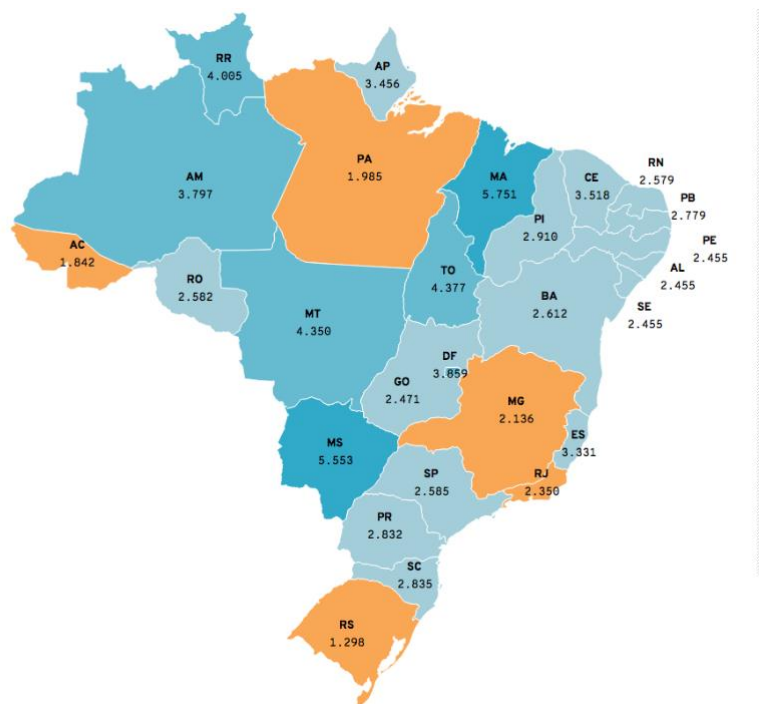
Historicizing the issue

Discussing factors related to the teaching career requires considering changes in work relationships, technologies and in the political, economic, cultural and social contexts. Since the 1980s, society has been undergoing transformations that have changed the ways and the working relationships in the various professional fields. For Gatti (2009), we are experiencing a historical situation permeated by a complex and contradictory scenario of social relations and work, which has introduced a new understanding of career and professional development.

Thus, the challenges of the teaching career are many in view that, in 2008, the National Congress approved Law no. 11,738, which regulates item “e” of item III of the caput of art. 60 of the Transitional Constitutional Provisions Act, to establish the National Professional Salary Floor for professionals in the Public Teaching of Basic Education.

From the legal point of view, the obligation is that all federated entities pay the floor, however, it is necessary to think about what is the reality found in Brazil. The following map provides an overview of how states have effectively worked with this issue:

Figure 1 – National wage floor in 2018



Source: Gazeta do Povo (2019).

According to information published by the Gazeta do Povo newspaper, in 2019, Acre, Minas Gerais, Pará, Rio de Janeiro and Rio Grande do Sul are the ones that paid below the 2018 floor. Alagoas, Pernambuco and Sergipe pay the amount stipulated by the Ministry of Education (MEC). The rest of the states ended the year with wages above R \$ 2,455.35. Mato Grosso, Mato Grosso do Sul, Ceará, Amapá, Minas Gerais and Paraíba granted greater increases than determined. Acre, Alagoas, Goiás, Piauí and Rio Grande do Norte followed the same percentages stipulated by the MEC annually. Another 16 states applied lower readjustments, with Rio de Janeiro, Rio Grande do Sul and Roraima the only ones that spent the last four years without granting any increase.

From global: National Education Plan (PNE) - to local: Municipal Education Plan (PME)

Before proceeding, it is important to understand that the situation of the PNE is similar to that of a brain-dead patient, as his vital functions (goals and strategies) breathe through devices, food only by tube (contingency of resources) and the future is cloudy (stage little or no awareness of reality).

In a detailed analysis of all the goals of the PNE, it is highlighted that by 2019, 16 goals were not met and 4, only partially, and that some of them are far from being met or at least initially articulated for their initial execution.

Specifically, when referring to goal 17, it is observed that the teacher's salary was lower than other professionals with the same formation (in 2013). The data indicate the need to increase teachers' pay by 30%, which has not yet happened in Mato Grosso.

With regard to goal 18, which deals with the teacher's career plan, approximately 30% of the provisions of this goal are not met by either the states or the municipalities (in 2017).

The current President of the National Confederation of Workers in Education (CNTE), still in 2015, spoke about goals 17 and 18 of the PNE, pointing out what should be done so that they are effectively met:

1. Press the MEC to establish a permanent forum to monitor the progressive update of the teaching staff's salary floor. The same should be proposed to the education departments, in the states and municipalities, for the purpose of local monitoring of goals 17 and 18 of the PNE (Strategies 17.1 and 18.8);
2. Work with government and State bodies (Public Ministry) to approve career plans for all education professionals, observing the valuation criteria provided for in the PNE (Strategies 17.3, 18.4 and Goal 18);
3. Participate in the preparation of schedules for the replacement of temporary contracts by publicly-traded professionals, in the light of the percentages established in strategy 18.1;
4. Act in the definition of new criteria for the category's probationary stage (Strategy 18.2);
5. Monitor the criteria for the formulation and application of the national test, to be applied by the MEC, for the formation of a register of teaching professionals that will be available to education networks across the country for the admission of permanent staff (Strategy 18.3);
6. Monitor and encourage the application of the census of education officials in all schools in the country (Strategy 18.5) (ARAÚJO FILHO, 2015, p. 583-584).³

Still analyzing goal 17, strategy 17.1, CNTE reported:

[...] the tables prepared by the National Confederation of Workers in Education (CNTE) with reference in December 2016, show that only 14 of the 26 states and DF paid the floor and about 56% of the municipalities complied with the Law in 2016, with regard to value at the beginning of the career; and

³ 1. Pressionar o MEC a instituir o fórum permanente para acompanhamento da atualização progressiva do piso salarial do magistério. O mesmo deve ser proposto às secretarias de educação, nos estados e municípios, para fins de acompanhamento local das metas 17 e 18 do PNE (Estratégias 17.1 e 18.8);

2. Atuar junto aos órgãos de governo e de Estado (Ministério Público) para aprovar planos de carreira para todos os profissionais da educação, observados os critérios de valorização previstos no PNE (Estratégias 17.3, 18.4 e Meta 18);

3. Participar da elaboração de cronogramas para substituição dos contratos temporários por profissionais concursados, à luz dos percentuais estabelecidos na estratégia 18.1;

4. Atuar na definição de novos critérios para o estágio probatório da categoria (Estratégia 18.2);

5. Acompanhar os critérios de formulação e aplicação da prova nacional, a ser aplicada pelo MEC, para formação de cadastro de profissionais do magistério que ficará à disposição das redes de ensino de todo o país para admissão de pessoal em caráter permanente (Estratégia 18.3);

6. Acompanhar e incentivar a aplicação do censo dos funcionários da educação em todas as escolas do país (Estratégia 18.5) (ARAÚJO FILHO, 2015, p. 583-584).

that 19 states, the DF and 53% of the municipalities complied with the Law in 2016 with regard to the journey (TODOS PELA EDUCAÇÃO, 2018, p. 2).⁴

Still in strategy 18.7, related to goal 18, which deals with the transfer of voluntary federal transfers in the area of education to the States, the Federal District and the Municipalities that have approved a specific law, establishing Career plans for education professionals, it is possible to identify a reasonable picture. However, it indicates at the same time that the most vulnerable region is in the north. Below is a general breakdown of career plans in Brazilian regions, in the table:

Table 1 - Teaching career plan (municipalities and regions)

MUNICIPALITIES WITH CAREER PLAN	BRAZILIAN REGIONS	
	BEST INDICATOR	LOWER INDICATOR
89,4%	South - 96.1%	North - 80,4%

Source: IBGE – Elaborated: Todos Pela Educação (2018).

In the State of Mato Grosso, a profile can be drawn of how the valorization of the Teaching was being constituted throughout the 80's with the studies of Ribeiro, Figueiredo and Lancelotti (2014), which identified the history of the legal milestones of the career and remuneration teacher in table 2.

Table 2 - Legal history of the State of Mato Grosso (period: 1986/2013)

YEAR	LEGAL DEVICE	DESCRIPTION
1986	Law no. 5076	It establishes a “single competition to enter the teaching career and also the new work regime 20, 30 and 40 hours per week, with a period for planning, monitoring, recycling, updating and evaluation of curricular activities”.
1988	Decree no. 546	Establishes the criteria for transposing the old regime (2 22-hour tenders) to the new one, with the highest class and level prevailing. It also establishes extraordinary remuneration for cases in which the total number of classes to be taught, due to the indivisibility of the blocks, exceeds that established by the weekly workload, in addition to setting retirement criteria within the new regimes (reduced, partial and full).
1988	Decree no. 653	Establishing the salary floor for each work regime.
1989	State Constitution	Article 237, III - Work Regime of at most forty hours establishes, half of which is for extra-class planning and studies.
1990	Law no. 2,941	Establishes deadline for transposition and request for dismissal of the most recent chair.
1998	Complimentary Law 50	It stipulates the Work Regime of thirty (30) hours per week. Twenty hours (20) in the classroom and a percentage of thirty-three percent (33%) for the hours of pedagogical work.

⁴ [...] as tabelas elaboradas pela Confederação Nacional dos Trabalhadores em Educação (CNTE) com referência em dezembro de 2016, demonstram que somente 14 dos 26 estados e DF pagavam o piso e cerca de 56% dos municípios cumpriram a Lei em 2016, no que diz respeito ao valor no início da carreira; e que 19 estados, o DF e 53% dos municípios cumpriram a Lei em 2016 no que tange a jornada (TODOS PELA EDUCAÇÃO, 2018, p. 2).

2004	Complimentary Law no. 206	It expands the levels and divides class D (master's and doctorate). Creates Class E. Class D: Master's. Class E: Doctorate and assigned new coefficients to define the subsidies of the referred classes.
2008	Law no. 11.738	Institutes the national professional salary floor for professionals in the public teaching of basic education
2013	Complimentary law no. 510	It institutes the doubling of purchasing power in ten of the state education salary floor in Mato Grosso.

Source: Adapted from Ribeiro, Figueiredo and Lancelotti (2014).

When analyzing the developments of the State, we have the scenario that in 2019, education professionals were in a wall movement that lasted 75 days, so that what is determined by Complementary Law no. 510/2013 was complied with, which provides for the restructuring of subsidies for Basic Education Professionals in the State of Mato Grosso and provides other measures (SINTEP, 2019).

The strike that started in May 2019 was suspended in August 2019 and the workers indicated that they will remain on alert so that said law can be fully complied with until the next base date. If this does not happen, education professionals will resume the movement (SINTEP, 2019).

It is worth remembering that the State Education Plan (PEE-MT) contemplates, in goals 4 and 5, the theme of valuing teaching. Goal 4 states that it is necessary to: “immediately ensure a career plan for public basic education professionals” (MATO GROSSO, 2013); and that is related to what is scored in goal 18 of the PNE.

While goal 5 expresses the need to: “provide specific initial and continuing formation so that everyone who works in education has higher education by 2017”⁵ (MATO GROSSO, 2013), which is also linked to goal 16 of the PNE: to form, at the postgraduate level, 50% of Basic Education teachers, and to guarantee professionals continuous education in their area of expertise, considering the needs, demands and contextualization of the education systems.

In the case of Barra do Garças, in the Araguaia Valley, the quantitative data concerning education are:

Table 3 - Education in Barra do Garças/MT

REFERENCE YEAR	GENERAL DATA – EDUCATION	QUANTITATIVE
2010	Schooling rate from 6 to 14 years of age - enrollment	96,3 %
2017	IDEB - Early years of elementary school	5,8%
	IDEB - Final years of Elementary School	4,8%
	Elementary School Enrollments	8.905 enrollments
	High School Enrollments	3.035 enrollments

⁵ “oportunizar formação específica inicial e continuada, de modo que todos que atuam na educação possam formação em nível superior até 2017”

2018	Elementary School Teachers	564 teachers
	High School Teachers	307 teachers
	Number of Elementary Schools	45 schools
	Number of high schools	17 schools

Source: IBGE/Cidades (2019).

The total number of teachers in elementary school in Barra do Garças in 2018 amounted to 564, while in 2010, there were, in effect, 645. The phenomenon of the decrease in the number of teachers is direct and, proportionally, related to the decrease in the rate of birth. In 2000, the birth rate was 2.3% and, in 2010, it dropped to 1.9%. In turn, Early Childhood Education had growth in view of the fact that the total number of teaching staff in 2018 totaled 152, while in 2010, there were only 84 (IBGE CIDADES, 2018).

The trend in the coming decades is that birth rates will decrease further and Brazil will move from being a young country to being a country of the elderly. Evidently, the educational scenario in the medium and long term will be different from the current one, implying new perspectives of educational thinking and doing.

The Municipal Human Development Index (HDI) is 0.748, according to the IBGE/2010 Census. Between 2000 and 2010, the dimension that grew the most, in absolute terms, was Education, followed by longevity and income. In the last decades, there was an increase of 52.34% in its HDIm, above the national average which was 47.46% and below the state average of 61.47% (NEZ; SIEBIGER; RODRIGUES, 2017).

Valuing the teaching career in Barra do Garças/MT

Barra do Garças was one of the first cities in the State of Mato Grosso to define a PME. The municipality is located in the micro-region of Médio Araguaia, on the border with Goiás. It is located at a distance of 530 km from Cuiabá (capital), and is associated with two other municipalities: Pontal do Araguaia/MT and Aragarças/GO, comprising a population of 100 thousand inhabitants. It has an indigenous reserve with approximately 3,000 members of the Xavante ethnic group (PLANO, 2015).

The Budget Guidelines Law (LDO, Portuguese initials), the Pluriannual Plan (PPA, Portuguese initials) and the Annual Budget Law (LOA, Portuguese initials) must express the adoption of a series of integrated, complementary and articulated public policies.

Annual Budget Law (LOA) no. 4,049 of December 20, 2018, born from Bill no. 045/2018, authored by the Municipal Executive Branch, estimates the revenue and fixes the municipality's expenses for the 2019 financial year. With regard to education, the government

function number 12 has values of around R\$ 44,337,000.00 for the year 2019; R\$ 27,702,160.00 is allocated to sub-function of 361 Elementary Education; for 365 Early Childhood Education the amount is R\$ 15,744,535.00 and for 366 Youth and Adult Education the amount corresponds to R\$ 890,305.00.

When analyzing this panorama for education, the administrative context does not point to a significant expansion of resources for municipal education in the coming years. The news of the law makes reality a little more dramatic, as budget forecasting does not mean cash on hand, the widening of the economic crisis, resource constraints and cuts at the federal and state levels point to a significant squeeze, in addition to resources, as well expectations.

When appraising Annex VIII of the law under analysis, the following scenario exists for municipal education between 2018 - 2021 (table 4). The forecast is that the budgeted resources will reach the level of R \$ 183,917,000.00.

Table 4 - Resources budgeted for Education

YEAR	VALUE
2018	R\$ 42.393.000,00
2019	R\$ 44.637.000,00
2020	R\$ 46.778.000,00
2021	R\$ 50.109.000,00

Source: LOA (2018).

The LDO (Law no. 4004/18) provides for the guidelines for drafting the 2019 Budget Guidelines Law, in its Chapter II, which deals with the priorities and goals of the municipal administration, article 17, considers that:

In line with Art. 165, § 22, of the Federal Constitution / 88, the goals and priorities for the 2019 financial year are those that were defined and demonstrated in the Pluriannual Plan from 2018 to 2021, duly specified in the Attachment of Goals and Priorities of this Law, which will have precedence in the allocation of resources, not constituting, however, an inflexible limit to the programming of expenses and, still, with observance of the following strategies and those that will be inserted in the referred Plan, namely:

VI - Valuing the education professional with due wage compensation (p. 7).⁶

⁶ Em consonância com o art. 165, § 22, da Constituição Federal/88, as metas e prioridades para o exercício financeiro de 2019 são as que foram definidas e demonstradas no Plano Plurianual de 2018 a 2021 devidamente especificadas no Anexo de Metas e Prioridades integrante desta Lei, as quais terão precedência na alocação de recursos, não se constituindo, entretanto, em limite inflexível à programação das despesas e, ainda, com observância das seguintes estratégias e das que serão inseridas no referido Plano, a saber:
VI - Valorizar o profissional da educação com a devida compensação salarial (p. 7).

The valorization of education professionals is also ensured in Municipal Law no. 3,939/2017 that “provides for the guidelines for drafting the guidelines budget law of 2018 and similarities in annexes I to XIX annexed to this law and the multiannual law 2018 to 2021 [...]”⁷, when it indicates the promotion of the guarantee of salaries education professionals.

The 2013-2017 PPA shows the evolution of revenue from the direct administration of the municipality of Barra do Garças as a necessary budget forecast to meet the sectors listed therein. The Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (FUNDEB), in the period from 2013 to 2018, had as a reference the revenue of R\$ 127,708,393.30 in total. In other words, to meet the basic needs in schooling for the population of Barra do Garças and the region, since students from neighboring cities travel to the city to study, a transfer beyond this amount would be necessary.

Another issue related to financing is contained in the legal provision of Law no. 12,734/2012, which provided for the new distribution rules among the entities of the Federation of petroleum royalties, in order to improve the regulatory framework on the exploitation of these resources in the sharing regime, providing that the municipality would receive R\$ 7,124,358.91. The law was suspended by the Reporting Minister of the case at the Supreme Federal Court, José Antonio Dias Toffoli, pending judgment of ADI 4917.

The amount effectively received from April/2013 to June/2018, according to data from the National Confederation of Municipalities, is R\$ 1,392,820.55 for investments in education, through FUNDEB. With a difference of R\$ 5,731,538.36 due to the suspension of the oil royalty distribution law. This is a considerable amount for education, the amount of the expected value and the amount received.

This scenario makes it impossible for the PNE to be a feasible reality in the federative units of more than 5,000 Brazilian municipalities. According to the report of the members of the National Campaign for the Right to Education, five years after the publication of the PNE 2014-2024, its implementation has not gone according to plan. They point out that, to the date, 16 goals have not yet been met and four have been partially achieved (AGÊNCIA BRASIL, 2019).

Barra do Garças made the scenario more gray, as the city retreated in its educational achievements, when in 2014 it removed from the teaching career approximately 400 professionals (Technicians and Administrative Support) (Complementary Law no. 162/2014). The argument was used solely and exclusively to state that the national floor was being paid.

⁷ “dispõe sobre as diretrizes para elaboração da lei diretrizes orçamentária de 2018 e similaridades nos anexos I a XIX anexos a esta lei e da lei plurianual 2018 a 2021 [...]”

The law as it was would not pay. In 2015, when the PME was approved (Complementary Law no. 166/15 - Bill no. 001/2015, authored by the Municipal Executive Branch), the councilors did not comply with the amendment that called for the repeal of the Law that imposed a setback in the career of the education professionals.

The PME had a complex process, since the text approved at the Conference was different from that approved at the City Council. Detailing the chapter on wage appreciation, item 9.2, was not in line with reality, since in July 2014 the teaching career, in its new wording, suffered a mutilation by removing technicians and administrative support from their careers.

In view of the flagrant setback with the suppression of the technical and administrative staff in the approval of the PME and the evident attempt to leave the matter in the background, in a session of the City Council, one of the councilors of the period presented an additive amendment to the basic text approved at the Conference Municipal Education in which he presented the following arguments:

Professional enhancement cannot precede the achievements of education workers in Barra do Garças, in view of the complementary law 049/99 that placed teachers, technicians and administrative support on the same level.

However, on July 3, 2014, the Municipal Manager, through Complementary Law 162/14, at one time, reduced the coefficients related to the salary scale of teachers and removed approximately 400 professionals (technicians and administrative support) from their careers, denying these segments salary recomposition inherent to the career, as a way to make cash for the payment of the national salary floor.

Thus, education suffered a setback of more than 20 years of history of struggle. The Municipality, which has always been at the forefront of education, has gone back to the dictatorial period. In 2005, Barra do Garças instituted the Doragarças formation project - related to the formation of education employees, equivalent today to the Profuncionário and was one of the first in Brazil to formulate its Municipal Education Plan, approved in 2004. However, the current management disregards the legal levels of constitutional spending, in the form of 25% and the other possibilities of existing financing are supported only by the Fund for Maintenance and Development of Basic Education - FUNDEB (CARDOSO NETO, 2015, p. 4).⁸

⁸ A valorização profissional não pode prescindir das conquistas dos trabalhadores da educação em Barra do Garças, tendo em vista a lei complementar 049/99 que colocou no mesmo patamar professores, técnicos e apoio administrativo.

No entanto, o gestor Municipal, em 03 de julho de 2014, por meio da Lei Complementar 162/14, de uma só vez, diminuiu os coeficientes relativos à tabela salarial dos professores e retirou da carreira, aproximadamente, 400 profissionais (técnicos e apoios administrativos), negando a esses segmentos recomposição salarial inerente à carreira, como forma de fazer caixa ao pagamento do piso salarial nacional.

Dessa forma, a educação sofreu um retrocesso de mais de 20 anos de história de luta. O Município, que sempre foi vanguarda em educação, retroagiu ao período ditatorial. Em 2005, Barra do Garças instituiu o projeto de formação Doragarças⁸ – relativo à formação dos funcionários da educação, equivalente, hoje ao Profuncionário e foi um dos primeiros do Brasil a formular seu Plano Municipal de Educação, aprovado em 2004. No entanto, a atual gestão desrespeita os patamares legais dos gastos constitucionais, na forma dos 25% e as outras possibilidades de financiamentos existentes são apoiadas apenas pelo Fundo de Manutenção e Desenvolvimento da Educação Básica - FUNDEB (CARDOSO NETO, 2015, p. 4).

For there to be a reversal of this process of dismantling the career and a resumption of the professional development course, it is necessary to revoke the complementary law no. 162/2014, with a project that comes from the Municipal Executive Branch, restoring the coefficients in force in complementary law no. 049/99. However, attempts to plague educational guidelines in the locality do not stop here. Today, that distance has widened and the conjuncture presents a great return, the national dismantling of the teaching career has been strengthened, corroborating the actions of the state and municipal power with regard to the devaluation of education professionals.

Final considerations

Education is a fundamental human right and one of the main means of access to culture, as well as a powerful instrument for economic and social development. Nez and Souza (2018) explain that rights, especially social rights, are intended to allow people to have basic services that guarantee minimum conditions for survival. This must be done organically by the State, which should provide the citizen with a dignified life, and Education would be one of those necessary guidelines for survival.

When analyzing the PME with a focus on the teaching career, it is emphasized that its regulation in Basic Education, through the elaboration and implementation of plans, has been a recurring subject since the Federal Constitution of 1988. According to article 206, it should contemplate career plans and admission to the teaching profession through public examinations; in addition, the need for the wage floor (BRASIL, 1988).

The Law of Guidelines and Bases for National Education no. 9,394/96, in Article 67, establishes that statutes and career plans must guarantee professional improvement, the minimum wage, career progression based on qualifications and performance evaluation, in addition to adequate working conditions (BRASIL, 1996).

Thus, the career of teachers should be defined in line with the value and importance they have in society and the activities they perform, allowing for a working day compatible with the specificity of teaching work, in addition to the salary floor.

Government action in Barra do Garças needs to prioritize and enhance investments in education in view of its primary function linked to the care of Early Childhood Education and Elementary Education, which has not been happening as shown by the investigated data. It is essential to develop policies that have as a priority not only the valorization of teaching, aiming

to avoid the decline of the teaching profession, but that people who choose teaching are in fact assisted in their dignity and their social rights as well.

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