

Teacher training: an analysis of the conceptions and implementation of the State Education Plan of Santa Catarina, Brazil

Formação de professores: uma análise das concepções e da execução do Plano Estadual de Educação de Santa Catarina, Brasil

Morgana Bada Caldas^{1*} , Naiara Gracia Tibola²

¹Universidade do Extremo Sul Catarinense – UNESC, Programa de Pós-graduação em Educação, Criciúma, SC, Brasil

²Universidade do Planalto Catarinense – UNIPLAC, Programa de Pós-graduação em Educação, Lages, SC, Brasil

HOW TO CITE: CALDAS, M.B.; TIBOLA, N.G. Teacher training: an analysis of the conceptions and implementation of the State Education Plan of Santa Catarina, Brazil. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 21, e20127, 2026. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v21i00.2012702>

Abstract

The overall objective of this research was to understand the conceptions of teacher training expressed in the Santa Catarina State Education Plan (PEE/SC) and to reflect on the respective goals and strategies in the context of its implementation. Two specific objectives were outlined: to identify the epistemological conceptions of teacher training adopted in the PEE/SC based on goals 15 and 16 and their respective strategies; and to analyze the data from the PEE/SC Monitoring Panel, considering the regional and national context. Using a qualitative approach, the research employed content analysis and adopted the PEE/SC and the PEE/SC Monitoring Panel as data sources. It was concluded that: the PEE/SC adopts the epistemology of practice as the theoretical conception that underlies teacher training; there are no clear strategies for financing teacher training; and the implementation of goals 15 and 16 is far from the objectives initially outlined for its validity.

Keywords: teacher training; education; public policy.

Resumo

O objetivo geral da pesquisa foi compreender as concepções de formação de professores expressas no Plano Estadual de Educação de Santa Catarina (PEE/SC) e refletir sobre as respectivas metas e estratégias no contexto de sua execução. Foram delineados dois objetivos específicos: identificar as concepções epistemológicas de formação de professores adotadas no PEE/SC a partir das metas 15 e 16 e respectivas estratégias; e analisar os dados do PAINEL de Monitoramento do PEE/SC, considerando o contexto regional e nacional. De abordagem qualitativa, a pesquisa utilizou a técnica da análise de conteúdo e adotou o PEE/SC e o PAINEL de Monitoramento do PEE/SC como fonte de dados. Concluiu-se, que: o PEE/SC adota a epistemologia da prática como concepção teórica que fundamenta a formação de professores; não existem estratégias claras para o financiamento da formação docente; e a efetivação das metas 15 e 16 mostra-se distante dos objetivos inicialmente delineados para sua vigência.

Palavras-chave: formação de professores; educação; política pública.

INTRODUCTION

Education plans are public policies developed through participation that reflect social aspirations regarding the quality of education at all stages, levels, and types. These plans extend beyond the terms of office of government officials and represent a social achievement. However, they also pose a significant challenge to federal entities, which must act in a coordinated and collaborative manner to implement strategies and achieve goals.

***Corresponding author:** morgana.bada@unesc.net

Submitted: March 27, 2025

Reviewed: January 25, 2026

Approved: January 26, 2026

Financial support: Foundation for Research and Innovation of the State of Santa Catarina (FAPESC), Call for Proposals 20/2024.

Conflicts of interest: nothing to declare.

Ethics committee approval: not applicable.

Data availability: The research data is available in the repository. Study conducted at Universidade do Planalto Catarinense (UNIPLAC), Lages, SC, Brasil.



This is an Open Access article distributed under the terms of the Creative Commons Attribution license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

The current National Education Plan (Plano Nacional de Educação - PNE) was approved by Law No. 13,005 on June 25, 2014 (Brasil, 2014) and was initially set to expire ten years after its publication. However, Law No. 14,934 extended its expiration date to December 31, 2025 (Brasil, 2024d). The PNE consists of 20 goals, 254 strategies, and 10 guidelines covering basic education, higher education, and postgraduate education (Brasil, 2014).

After the PNE was approved, the states, the Federal District, and the municipalities had one year to develop or reformulate their plans in collaboration with the national government. This is because the sum of the goals and strategies of these federal entities' plans are essential for achieving the national plan's goals.

Thus, on December 14, 2015, Law No. 16,794 was approved, establishing the State Education Plan of Santa Catarina¹ (Plano Estadual de Educação - PEE/SC). The PEE/SC is composed of 19 goals and 312 strategies that are aligned with the PNE (Santa Catarina, 2015). The PEE/SC's term of validity was also changed. Its goals were originally supposed to be achieved during the decade from 2015 to 2024. However, with the passage of Law No. 18,755 on November 29, 2023, the PEE/SC's original wording was changed. The new wording determined that the PEE/SC's goals should be met during the decade from 2016 to 2025 (Santa Catarina, 2023b).

The PEE/SC sets forth proposals related to teacher training in Goal 15, which provides for the following: 1) A collaborative arrangement between the federal government, the state, and municipalities to guarantee a state policy for initial and continuing training. This policy aims to value education professionals and ensure that all basic education teachers have specific higher education training. This training should be obtained through a degree program in the subject area in which they work. The government should also provide periodic opportunities for teachers to participate in continuing education courses. 2) Goal 16 deals with: (2) Training at least 75% of basic education teachers at the postgraduate level by the last year of the plan and guaranteeing continuing education to all basic education professionals in their area of expertise, considering the needs, demands, and context of education systems (Santa Catarina, 2015).

The PEE/SC establishes the State Education Forum's and State Education Council's competence to monitor and evaluate the implementation of the Plan. The State of Santa Catarina has formed a Technical Team for Monitoring and Evaluation of the PEE/SC. This team is composed of civil servants who represent each department and advisory body of the Santa Catarina State Department of Education (SED/SC) and the Santa Catarina Special Education Foundation (FCEE). The team's objective is to continuously monitor and evaluate the plan's goals and strategies. They will also collect and systematize data and information related to the plan. Finally, they will provide technical support to the State Commission for Monitoring and Evaluation of the PEE/SC. To comply with current legislation, the SED/SC publishes an annual monitoring and evaluation report based on its strategic planning and the programs, projects, and action plans developed. This report allows for the analysis of progress, setbacks, and challenges to achieving its goals (Santa Catarina, 2024c).

While there was once a collaborative effort between federal entities to develop education plans and monitoring systems, it is now time to intensify the analysis and evaluation of results and seek ways to adjust the direction and strategies for achieving unmet goals.

¹ Santa Catarina is a state in southern Brazil, with its capital in the city of Florianópolis and comprising 295 municipalities. Its total area is 95,730.690 km² and its population is 7,610,361 people. It borders the states of Paraná and Rio Grande do Sul, the Atlantic Ocean, and the Argentine province of Misiones. In 2023, Santa Catarina registered 941,272 enrollments in elementary school and 267,040 enrollments in high school, in addition to 51,565 teachers in elementary school and 21,859 in high school, with a total of 3,129 elementary schools and 1,041 high schools (Instituto Brasileiro de Geografia e Estatística, 2024). The economy of Santa Catarina is diversified and organized into several hubs distributed across different regions of the state. The northern region is a hub for technology, furniture, and metalworking. The western region is known for food and furniture production. The Planalto Serrano region stands out for its paper, pulp, and wood industries. The southern region is a major player in the clothing, disposable plastics, ceramics, and coal industries. In the Itajaí Valley, the textile and clothing, shipbuilding, and technology industries stand out. In addition, tourism is a strong point of Santa Catarina's economy, especially in the Greater Florianópolis region (Santa Catarina, 2024a).

In this complex scenario, studies and research aimed at understanding the challenges to implementing the goals of education plans are relevant due to the importance of the topic for developing quality education. It is also necessary to broaden the debate on teacher training, especially as the term of these public policies comes to an end.

Law No. 13,005/2014 (Brasil, 2014), which approved the National Education Plan (PNE), expressly states in Articles 4 and 5, § 2, the importance of conducting studies to evaluate progress toward achieving the goals, even if the studies are conducted by sources apart from those specifically designated for this purpose, such as the Anísio Teixeira National Institute for Educational Studies and Research (INEP) and other federal government agencies. Graduate programs in education provide an important forum for discussing this topic and bring together efforts and contributions to improve these public policies and raise the quality of education. Thus, the guiding research question was formulated: What concepts of teacher training are expressed in the State Education Plan of Santa Catarina (PEE/SC) based on the analysis of goals 15 and 16 and their respective strategies?

Using a qualitative approach, this study used the PEE/SC documents and the PEE/SC Monitoring Panel as sources of data for analysis. Using Bardin's (2016) content analysis techniques, the epistemological concepts of training adopted in the PEE/SC were categorized, and the data from the PEE/SC Monitoring Panel were analyzed.

The main objective of this research was to understand the concepts of teacher training expressed in the Santa Catarina State Education Plan (PEE/SC), as well as to reflect on its respective goals and strategies within the context of implementation. Two specific objectives were outlined to achieve this: a) identify the epistemological conceptions of teacher training adopted in the PEE/SC based on goals 15 and 16 and their respective strategies; and b) analyze data from the PEE/SC Monitoring Panel considering the regional and national context. This article presents the theoretical basis, research method, results, and discussion related to the data analysis in the following sections.

CONSIDERATIONS ON TEACHER TRAINING IN BRAZIL AND ITS EPISTEMOLOGICAL CONCEPTS

Teacher training covers historical, political, practical, and theoretical aspects. Concerns about this issue date back to the colonial period in Brazil, but they only became apparent after the country gained independence. At that time, the establishment, and organization of popular education were discussed (Borges; Aquino; Puentes, 2011). However, legislation guiding teacher training did not emerge until the 1960s and the country's liberal democratization process.

The first Law of Guidelines and Bases for National Education (LDB), Law No. 4,024, was enacted on December 20, 1961 (Brasil, 1961). However, due to the political situation resulting from the 1964 military coup, the LDB underwent several changes to align with the developmentalist ideology of the time, during which training became technical and utilitarian. In this context, Law No. 5,540 was enacted on November 28, 1968, promoting university reform and establishing the Federal Council of Education's authority to set the minimum curriculum and duration of undergraduate courses nationwide (Brasil, 1968).

In 1971, Law No. 5,692 was hastily passed by the National Congress during the dictatorial period. It established guidelines and bases for primary and secondary education, primarily to train a skilled labor force for the country's industrialization process (Brasil, 1971). Pragmatism removed the propaedeutic profile from education, giving secondary education a terminal character and promoting the containment of students for higher education. Teacher training, in turn, was designed to meet the utilitarian interests of the period and expanded significantly in secondary education.

Following the redemocratization of Brazil after the military dictatorship and the promulgation of the 1988 Federal Constitution, an intense discussion about national education began, revealing ideological issues, conceptions of society, and conflicts between public and private interests (Jung; Fossatti, 2018). After much debate, the new LDB was established by Law No. 9,394 on December 20, 1996 (Brasil, 1996). This law encouraged higher education for teachers working in basic education, representing an important milestone in teacher training in Brazil.

Universities were entrusted with the ideal of overcoming fragmented training curricula, a goal ratified by Resolution CP No. 1 of September 30, 1999, which expressed concern about the quality of training for basic education teachers (Brasil, 1999). In 2002, the National Curriculum Guidelines for the Training of Basic Education Teachers at the Higher Education Level were established, demonstrating the desire to develop teachers' personal, social, and professional skills (Brasil, 2002). However, according to Bazzo (2004), these guidelines oriented teacher training toward an individualistic and short-term approach to the labor market, thus becoming "limited and limiting in relation to the perspective of human development" (pp. 280–281).

While the new LDB represented a significant moment of transition for education and demonstrated concern for teacher training at the higher education level, the period also saw the expansion of higher education courses based on guidelines from international financial organizations (Shiroma, 2018). Higher education institutes (ISE) were designed primarily to train teachers with an emphasis on technical skills at the expense of their critical development. According to Saviani (2008),

This legacy of the military regime was embodied in the institutionalization of the productivist view of education. It resisted criticism in the 1980s and remains hegemonic, having guided the drafting of the new LDB, enacted in 1996, and the National Education Plan, approved in 2001 (p. 298).

Teacher training at higher education institutes demonstrates how far removed these institutions are from research and knowledge production since these areas aren't a primary focus. According to Bazzo (2004), this was one of the factors that led to the consolidation of teaching degrees within universities through the establishment of Teaching Degree Forums, which emphasized and defended academia as the setting for collaborative decision-making on teacher training projects.

Among the many relevant aspects addressed in the new LDB, Saviani (2000) states that the PNE, approved by Law No. 10,172 on January 9, 2001 (Brasil, 2001), was the main educational policy measure resulting from its text. The PNE's importance lies in its ability to reveal the government's priorities in education. It establishes specific deadlines for achieving objectives and goals related to the overall organization of education, covering both organizational and operational aspects of national education.

Law No. 11,502 of July 2007 (Brasil, 2007) assigned the Coordination for the Improvement of Higher Education Personnel (Capes) responsibility for supporting the Ministry of Education (MEC) in formulating policies and developing activities that support training for teaching professionals in basic and higher education, as well as the scientific and technological development of the country. Subsequently, Decree No. 6,755, dated January 29, 2009 (Brasil, 2009), established the National Policy for Training Basic Education Teachers and regulated CAPES's activities promoting initial and continuing training programs. Within this scope, Decree No. 7,219 (Brasil, 2010) established the Institutional Program for Teaching Initiation Scholarships (PIBID) in 2010. This program aims to promote teaching initiation and improve teacher training at the higher education level, as well as improve the quality of Brazilian public basic education. The program provides students in teaching degree programs with exposure to the daily routine of public elementary schools to improve teacher training at the higher education level. CAPES grants scholarship quotas to higher education institutions (HEIs) to develop these institutional teaching initiation projects. HEIs conduct internal selections of scholarship recipients to participate in their approved subprojects. Students of teacher education, public school teachers, and HEI professors are eligible to participate as PIBID scholarship recipients.

Following the approval of the new PNE in 2014 and the consideration of goals 15 and 16, which address teacher training, Decree No. 6,755, issued on January 29, 2009, was revoked. In its place, a new National Policy for the Training of Basic Education Professionals was established through Decree No. 8,752, issued on May 9, 2016 (Brasil, 2016). The purpose of this new policy is to establish its principles and objectives, as well as to organize its programs and actions. This organization will occur in collaboration with education systems, in line with the PNE, and in accordance with the ten-year plans of the states, the Federal District, and municipalities.

In 2018, Capes established the Pedagogical Residency Program through Ordinance No. 38, dated February 28, 2018 (Brasil, 2018). The program promotes institutional pedagogical residency projects created by higher education institutions and contributes to improving the initial training of basic education teachers in undergraduate courses.

Resolution CNE/CP No. 2, dated December 20, 2019 (Brasil, 2019) — amended by Resolution CNE/CP No. 1, dated January 2, 2024 (Brasil, 2024a) — ratified this movement by defining the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education and establishing the National Common Base for the Initial Training of Teachers in Basic Education (BNC-Formação). This standardization reinforced the instrumental logic of the competency model, which assumes that teacher training should focus on solving practical problems at the expense of teachers' intellectual and political training (Dias; Lopes, 2003).

Furthermore, on May 29, 2024, Resolution CNE/CP No. 4 (2024c) was issued, revoking Resolution CNE/CP No. 2 of December 20, 2019. The latter provided for the new National Curriculum Guidelines for Initial Training at the Higher Education Level of Basic School Education Teaching Professionals, including bachelor's degree courses, pedagogical training courses for non-licensed graduates, and second bachelor's degree courses. This highlights the discontinuity in teacher training and the political movements aimed at standardizing teacher training and basic school curricula in Brasil (2024c). In turn, this resolution ratifies the need for curricula that align with educational needs; practices of excellence in the classroom; initial training programs that favor the organic relationship between theory and practice; partnerships between educational institutions and schools; studies on teachers' work; and initiatives in which trainers' teaching practices are discussed, recorded, and shared (Brasil, 2024b). Dias (2021) states that this document's proposal to align teacher training with elementary school curricula values methodological and instrumental aspects of teaching. It also emphasizes teacher and student performance as a hegemonic discourse. This focus on performance empties the social, cultural, and political dimensions of the teaching profession and distances the debate about the precariousness of teaching work.

In this context, an epistemological approach serves as the basis for the objective, technical conception of teacher training. This conception is imbued with utilitarian meaning and rejects theory as being of lesser relevance. According to Tardif and Lessard (2014, p. 147), the role of the teacher is reduced to that of a mere transmitter of knowledge: "The teacher would be less of a trainer and more of a mediator between the student and knowledge, whose value lies in its usefulness."

Magalhães (2019) states that the PNE is based on the epistemology of practice because it uses standardized assessment systems to control teachers. According to the author, the PNE "seeks to strengthen ideas of meritocracy and the need for rankings to manage educational goals and requirements for initial and continuing teacher training according to scores" (p. 196).

Shiroma (2003) asserts that 20th-century educational reforms reconfigured the concept of teacher professionalization, abandoning the public nature of the teaching profession in favor of developing the necessary skills for specialists, harming knowledge. According to Nóvoa (2017, p. 110), this movement favored the proletarianization of teaching work, rendering teachers obsolete because they are considered "bearers of a technical, applied, 'practical' view of teaching work, emptying it of its social, cultural, and political dimensions."

Chauí (2003) criticizes the epistemology of practice because it is embedded in the logic of the capitalist mode of production. This logic distances the subject from understanding reality, leading them exclusively to solve practical problems. According to the author, theory is disregarded, and information takes precedence over knowledge, thereby severing the dialectical relationship between theory and practice.

In contrast to the objective and technical nature of the epistemology of practice, the epistemology of praxis has an interpretive and critical bias. When addressing the continuing education of teachers, Wagner and Cunha (2019) clearly express the existence of these two epistemological logics that define education, clarifying that:

The first is conservative, oriented toward reproductive action, where training is used to accommodate the teacher in the dominant social logic, following more external interests, such as those of the institution. The second is emancipatory and critical and prepares the teacher to be an agent of change and to actively intervene in their professionalism, following the internal interests of the trainee (p. 255).

The epistemology of praxis conceives of theory and practice as inseparable experiences, adopting an emancipatory perspective. This training concept takes a more humanistic approach, considering the individual within their context. This encourages reflection on training needs, beliefs, and values, leading to an understanding of current and desired pedagogical skills (Wagner; Cunha, 2019).

According to Magalhães and Souza (2018), the epistemology of praxis is mediating and requires the initial and continuing training of teachers to integrate theory and practice. This promotes an understanding of the theoretical value of practice and the practical value of theory while highlighting the importance of unifying theory and practice. According to Chauí (2003), training should be based on this epistemological bias. She argues that there is only work of thought when what is learned requires questioning, reflection, and critique, elevating experienced problems to the level of concepts.

Now, scholars can distinctly name epistemological conceptions of teacher training. The identification of meanings leads us to understand that their foundations are based on practice or praxis from objective, technical, interpretive, and critical perspectives, respectively. However, the latter leads teachers to become subjects of their training process. This allows them to participate in shared, emancipatory pedagogical development that is not restricted to developing an evaluation process centered on problem-solving skills.

METHOD

Given that this research used documents from the PEE/SC and the PEE/SC Monitoring Panel as data sources, the qualitative approach using content analysis proposed by Bardin (2016), through the categorization technique, proved to be adequate for the objective of understanding the epistemological concepts of teacher training exposed in goals 15 and 16 of the PEE/SC, subsequently extending to the interpretation of statements related to teacher training in the other strategies of the PEE/SC.

Goal 15 aims to ensure, through collaboration between federal entities, within one year of the PEE/SC coming into force, a state policy for initial and continuing training that ensures the valorization of teachers through specific higher education training, obtained in a bachelor's degree course in the area of knowledge in which they work, and opportunities, provided by the public authorities, for periodic participation in continuing training courses.

Goal 16 aims to train 75% of basic education teachers at the postgraduate level by the last year of the PEE/SC and to guarantee all basic education professionals continuing education in their area of expertise, considering the needs, demands, and context of the education systems.

The documentary analysis of the PEE/SC allowed us to understand the context of the approach in which the respective strategies are inserted. The unit of record is, according to Bardin (2016), the unit of meaning to be encoded. Thus, it was possible to identify the units of record related to the epistemology of practice and praxis within the scope of the strategies related to the goals researched. The units of record, in turn, were analyzed within the units of context, the results of which allowed for the elaboration of the categories of analysis: a) *provision of initial and continuing teacher training*; b) *teacher training determined by the area of activity*; and c) *financing of teacher training*.

RESULTS

The first category of analysis, *the provision of initial and continuing training for teachers*, was identified in strategies 15.1, 15.2, 15.4, 15.5, 15.8, 15.9, 15.12, 15.13, 15.14, 15.17, and 15.18. 19 and 16.2 and 16.7 of the PEE/SC.

Goal 15 is related to ensuring a state policy for initial and continuing education that guarantees higher education for teachers in their area of expertise and provides opportunities for periodic continuing education. Many strategies focus on offering these courses by creating, ensuring, or promoting initiatives in this regard. Examples include offering initial training through cooperation between public and community higher education institutions (15.1), expanding teacher training program offerings (15.2), organizing the teacher training demand and supply through an electronic platform (15.4), and developing bachelor's degree courses for school professionals working with historically excluded groups (rural schools, indigenous communities, quilombolas, special education, etc.). (15.5), developing training programs for public school teachers without qualifications in their area of expertise (15.8), ensuring continuing in-service training for all basic education professionals (15.9), and promoting teachers. Create training programs for vocational education (15.12). Create training programs on diversity, environmental education, and special education (15.13). Ensure specific continuing training for the use of technologies and multimedia content in the educational process (15.14). Establish teacher training programs for those working in full-time schools (15.17). Establish partnership programs with higher education institutions to offer continuing education (15.18). Prioritize training and continuing education programs with the institution of pedagogical residency (15.19). Offer places in scholarship programs for the training of teachers and basic education professionals (15.20).

Regarding goal 16, which relates to training basic education teachers at the postgraduate level and ensuring continuing education for all basic education professionals, the state of Santa Catarina expressed concern about offering these programs. The state aims to encourage public and community higher education institutions to offer postgraduate courses organically and in line with state and municipal training policies (16.2) and ensure training programs for teachers and basic education professionals and their modalities, the availability of places in postgraduate courses – *lato sensu and stricto sensu* – places, access, and conditions for remaining in public and community higher education institutions (16.7).

Therefore, it was noted that the provision of initial and continuing training for teachers in Santa Catarina is closely linked to the area in which teachers work since the strategies are centered on this perspective. While there is a clear commitment to teacher certification and accreditation, elements related to reflection on practices, improvement of teaching and learning processes, and comprehensive teacher and/or student training are not addressed.

The second category of analysis, which is *teacher training determined by area* of activity, was identified in strategies 15.1, 15.2, 15.4, 15.5, 15.7, 15.8, 15.9, 15.12, 15.17, 15.18, 16.2, and 16.6. Decisive records of teacher training in relation to the area of activity of teachers are contained in these strategies. The following strategies are recommended: joint actions with federal entities are to be organized to provide initial training courses based on the diagnosis of the training needs of education professionals (15.1); the provision of introductory teaching programs to students enrolled in teaching degree courses is to be expanded to proportionate the need per area of knowledge (15.2); teacher training is to be organized through a specific electronic platform to be established and consolidated (15.4); bachelor's degree courses for professionals working in schools dedicated to serving historically excluded strata are to be created (15.5); teaching practices and internships in secondary and higher education courses are to be enhanced, with a view to systematically linking academic training and the demands of basic education (15.7); higher education programs for teachers who are not qualified in their area of expertise and who are actively working in public school systems are to be developed (15.8); and all are to be guaranteed. Basic education professionals should continue their in-service training in their area of expertise, considering the needs, urgency, and context of their respective education systems (15.9). Promoting teacher training programs that complement the didactic and pedagogical skills of public vocational education teachers who are not qualified to teach (15.12); creating training programs for teachers to work in full-time schools (15.17); establishing partnership programs with higher education institutions to provide continuing education in municipalities that meet local and regional public school system needs (15.18); developing strategic plans to assess demand for postgraduate courses (16.2); and finally, consolidating and guaranteeing public policies that effectively address the postgraduate needs of teachers in rural, indigenous, and quilombola schools (16.6).

While the importance of adapting teacher training to their area of expertise is acknowledged, the PEE/SC's approach to this issue is limited. The PEE/SC designates goals and strategies related to teacher training in a utilitarian manner that is strictly intended to meet training demands defined by the area of activity. This approach is consistent with the epistemological perspective of objectivist practice. For example, Goal 15 establishes the percentage of initial teacher training based on the needs identified in the federal unit. However, its strategies do not demonstrate a commitment to adopting innovative teacher training models or to the future of the teaching profession.

In this sense, we agree with Nóvoa's (2017) concept that training and the profession should be planned as a place of connection and articulation between the university, schools, and public policies. However, it does not seem that this connection is proposed in the PEE/SC. The provision of initial and continuing teacher training appears to be established exclusively by the demand of the teacher's area of activity. There is no further discussion about creating a new training venue where the knowledge and experiences of basic education teachers are valued in the process of initial or continuing training. If teacher training is paramount to educational quality, it cannot merely fulfill goals that contribute to adequate state education indicators. More is necessary, understanding that teacher training is a venue for public action where complex educational contexts can be addressed.

Regarding the third category of analysis, *teacher training funding*, it was possible to identify it in the following PEE/SC strategies: 15.3, 15.15, 15.19, 15.20, and 16.5, with the following proposals: support for access to student financing for students enrolled in bachelor's degree programs with a positive evaluation by the National Higher Education Assessment System (Sinaes), including the amortization of the outstanding balance through effective teaching in the public basic education network (15.3); creation of the possibility of participation in a scholarship program for language teachers in public basic education schools to conduct immersion and improvement research in countries with the native languages they teach (15.15); prioritization, in cooperation between the federal government, states, and municipalities, of training and continuing education programs in secondary and elementary education with the establishment of teaching residencies, establishing scholarship programs for teachers in training (bachelor's degree) (15.19); and prioritization of training programs for teachers and basic education professionals. Establish scholarship programs that enable teachers and other basic education professionals to obtain a second teaching degree (15.20) and expand and guarantee full scholarships for postgraduate studies (16.5).

The strategies for goals 15 and 16 emphasize cooperation among the federal government, state governments, and municipalities to promote the goals. They also highlight the importance of collaborating with public and community higher education institutions to provide initial and ongoing teacher training. However, there is a clear lack of significant strategies to promote teacher training at the state level. The state of Santa Catarina has programs that allocate resources to teacher training. However, the PEE/SC is a public policy that transcends governments and should establish clear guidelines for using these resources. As Nóvoa (2017) states, "teacher training is a political problem, not just a technical or institutional one" (p. 1,111). Therefore, teacher training must be considered a continuum to prevent disruptions between administrations. Saviani (2009, p. 153) proclaims that "to guarantee consistent training and ensure adequate working conditions, it is necessary to provide the corresponding financial resources. This is the great challenge to be faced," or we will continue to frustrate social prospects related to the quality of Brazilian education.

To give the research greater scientific rigor, units of record relating to teacher training in other PEE/SC goals and strategies were identified, and their meanings were sought so that the analysis of goals 15 and 16 would not be taken out of context regarding the teacher training perspective adopted throughout this public policy.

The category of analysis, "*Provision of Initial and Continuing Training for Teachers*," was identified in Strategies 1.18, 4.17, and 13.6.

Strategy 1.18, established in the context of universalizing early childhood education (Goal 1), aims to promote the initial and continuing training of early childhood education professionals.

This ensures that services are provided by professionals with higher education and restricts the scope of the strategy.

Goal 4 seeks to universalize access to basic education and specialized educational services for students with special needs. Strategy 4.17 aims to establish partnerships with specialized institutions to expand continuing education for this population.

Goal 13 provides for coordination with the federal government to improve the quality of higher education and increase the proportion of teachers with master's and doctoral degrees. Strategy 13.6 takes a broad and unclear approach to the training model and only commits to promoting the continuing education of teachers in coordination with the federal government.

The *area of activity determines teacher training*, which appears in strategies 1.18, 4.4, 4.21, 5.1, 5.7, 9.6, and 12.3. These strategies highlight the expansion of specific services to rural populations, quilombolas, indigenous peoples, nomadic peoples, and traditional communities (2.8); the promotion of continuing education for teachers, especially those in specialized educational services (4.4 and 4.21); the guarantee, promotion, and encouragement of continuing education for literacy teachers (5.1 and 5.7); the promotion of continuing education for teachers to serve people deprived of their liberty in penal establishments (9.6); the encouragement of continuing education and digital technology training for teachers in youth and adult education (10.8); and finally, the mapping of demand and the promotion of free public higher education, primarily for teacher training, to address the shortage of professionals in all modalities and areas of basic education (12.3).

The initial and continuing training of teachers is addressed in the other PEE/SC goals from the perspective of the demand for teachers by area of activity. This inspires the abandonment of training based on the internal transformation of individuals moving from supposed knowledge to knowledge itself (Chauí, 2003).

We clarify that when analyzing the epistemological perspective of teacher training in the PEE/SC, we are not criticizing the initial and continuing training appropriate to teachers' area of activity but rather reflecting on how this training is presented in the context of public policy. It seems to us that the PEE/SC frames training as capacity building in response to emerging social demands, which is a utilitarian approach typical of the epistemology of practice.

Regarding the third category of analysis, *the financing of teacher training*, strategies 3.1, 7.5, and 19.17 remain as follows: institutionalize state policies and programs for secondary education linked to national programs with guaranteed financial resources to encourage various practices, including in-service teacher training (3.1); formalize and implement technical and financial support strategies aimed at teacher training, among other issues (7.5); and allocate financial resources to improve the quality of education and ensure free access, as well as the training and advancement of the teaching profession (19.17).

Even beyond the scope of goals 15 and 16, which focus on initial, continuing, and postgraduate teacher training, there is a clear absence of strategies related to financing teacher training and objectives to expand resources for this purpose. Based on Chauí (2003), it is important to emphasize that education should be viewed as a social and political investment, not a public expenditure. This is only possible if education is considered a right, not a privilege or a service.

DISCUSSION

Given that the ten-year term of the PEE/SC was set to end in 2024, it is important to analyze the data in the Santa Catarina PEE/SC Monitoring Panel (Santa Catarina, 2024b). This analysis is based on the categories of goals 15 and 16: *provision of initial and continuing teacher training*, *teacher training based on area of activity*, and *teacher training funding*. The findings are then discussed in light of the referenced theoretical framework.

In 2019, Santa Catarina partnered with the public company Centro de Informática e Automação do Estado de Santa Catarina S.A. (Ciasc) and the Education in the Palm of Your Hand project to establish and make available the educational indicator panels of Santa Catarina. They use Power BI as a data analysis tool and the Boa Vista Platform as a data repository under the management of the State Education Department of Santa Catarina (SED/SC).

The PEE/SC goal monitoring panel references the report on the fifth cycle of PNE goal monitoring, the PNE monitoring panel, and the basic education development index (IDEB), which are prepared and published by INEP and the georeferenced information system (Santa Catarina, 2024b).

To monitor Goal 15, which is to ensure that teachers have the appropriate higher education for the subject they teach, INEP established four indicators: 1) The percentage of classes taught by teachers who have a higher education that is appropriate to the area of knowledge they teach – Early Childhood Education (15A); 2) The percentage of classes taught by teachers who have a higher education that is appropriate to the area of knowledge they teach – Early Elementary School (15B); 3) The percentage of classes taught by teachers who have a higher education that is appropriate to the area of knowledge they teach – Late Elementary School (15C); and 4) The percentage of classes taught by teachers who have a higher education that is appropriate to the area of knowledge they teach – High School (15D).

This section presents graphs prepared by INEP based on data from the Teacher Training Adequacy Indicator (2013–2023), which is available on the Monitoring Panel website of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

The data show that, by 2023, Santa Catarina had only 60.60% of teachers with appropriate higher education in early childhood education, while Brazil and the southern region achieved 63.30%. Figure 1 shows the evolution of performance in this indicator over the decade.

In the early years of elementary school, this number increases significantly, with Santa Catarina having 87.90% of teachers with specific training, while the South Region reaches 81.30% and Brazil, 74.90%, as shown in Figure 2 below.

For the final years of elementary school, however, the indicator's performance declines, with Santa Catarina reaching only 63.40% of teachers with adequate higher education, while the southern region of Brazil reaches 69.60% and the country as a whole reaches 60.40% in 2023, as shown in Figure 3.

Finally, in high school, the numbers showed a significant drop in 2023. Santa Catarina, which in 2021 had 64.00% of teachers with higher education appropriate to the area of knowledge they teach, had a percentage of 53.20% in 2023. The southern region of the country also showed a decline recently, going from 72.40% in 2022 to 68.20% in 2023. Brazil, however, maintained an upward trend, going from 65.20% in 2020 to 68.40% in 2023, as shown in Figure 4 below.

Regarding goal 16, which aims to train 75% of basic education teachers at the postgraduate level by the end of the Plan and to ensure that all basic education professionals receive continuing education in their field, Inep has established two indicators to monitor its progress: 1) Basic education teachers with Lato Sensu or Stricto Sensu postgraduate degrees (%) (16A); and 2) Basic education teachers who have taken continuing education courses (16B).

Regarding the first indicator, there has been an increase in the number of teachers with postgraduate degrees over the last decade, whether in the state, the region, or the country. In Santa Catarina, in 2014, 45.30% of teachers had postgraduate degrees, while in 2023 this percentage is 65.00%, as shown in Figure 5 below.

An analysis of the Statistical Summary of Basic Education (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2023) reveals that the increase in the number of teachers with specialization degrees was driven by their participation in Lato Sensu postgraduate courses. Of the 97,685 basic education teachers in Santa Catarina, the report shows that 59,153 have specialized degrees, 4,331 have master's degrees, and 1,589 have doctoral degrees.

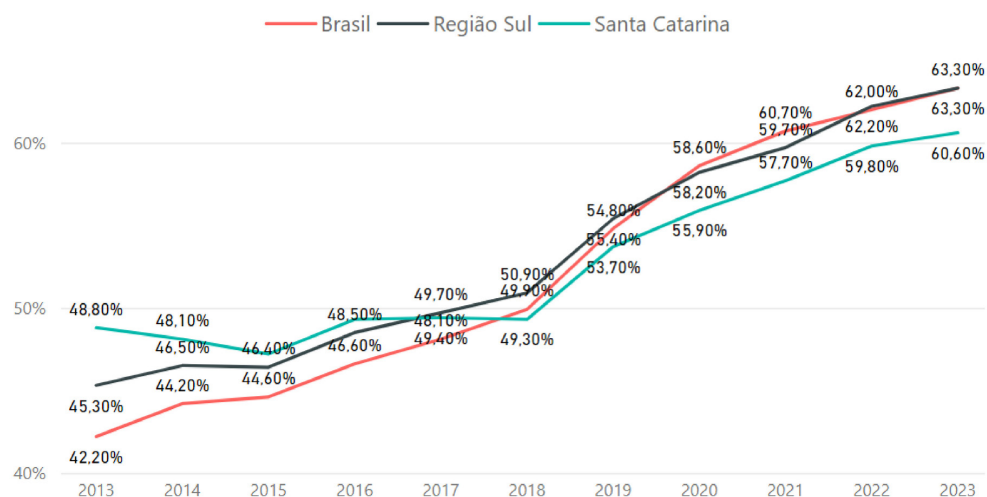


Figure 1. Percentage of teaching positions held by teachers with higher education qualifications appropriate to the subject area they teach – Early Childhood Education.

Source: Monitoring of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

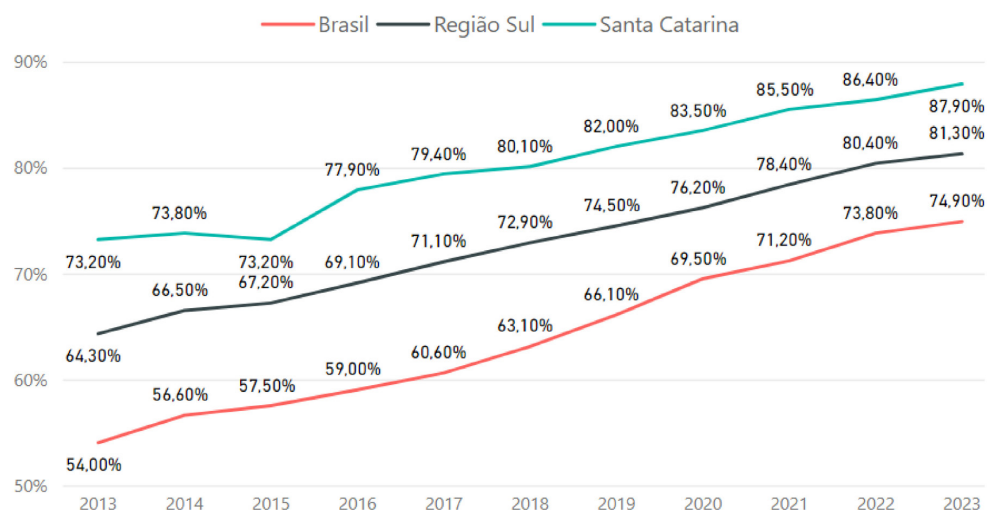


Figure 2. Percentage of classes taught by teachers with higher education qualifications appropriate to the subject they teach – Early Years of Elementary School.

Source: Monitoring of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

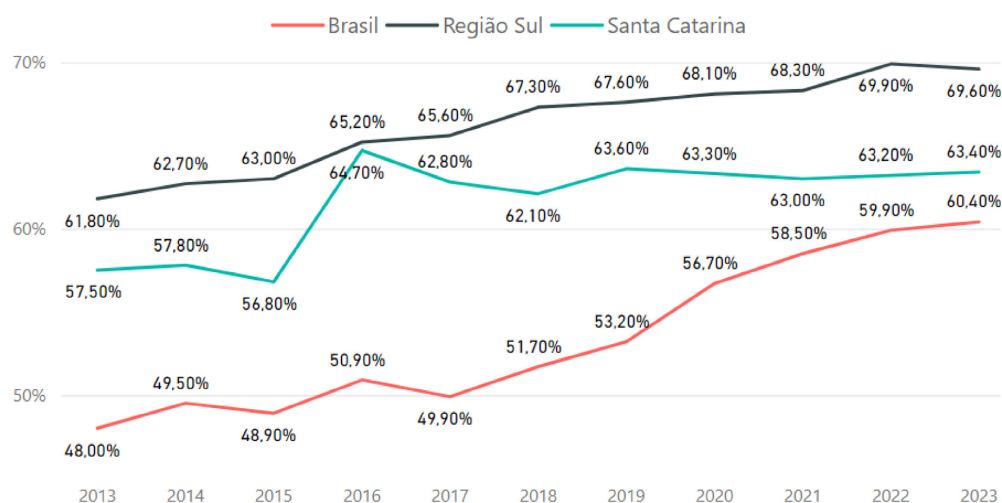


Figure 3. Percentage of classes taught by teachers with higher education appropriate to the subject area they teach – Final Years of Elementary School.

Source: Monitoring of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

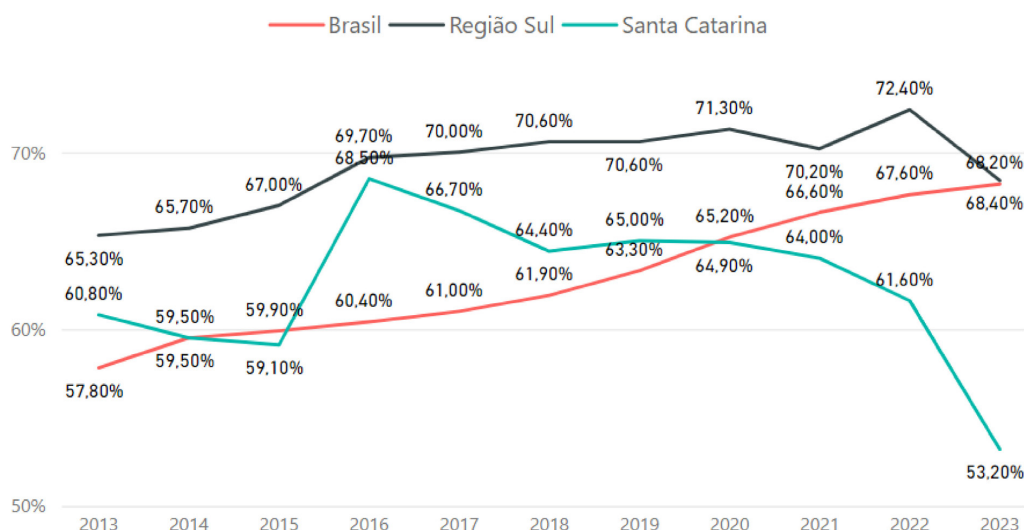


Figure 4. Percentage of classes taught by teachers with higher education appropriate to the subject area they teach – Secondary Education.

Source: Monitoring of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

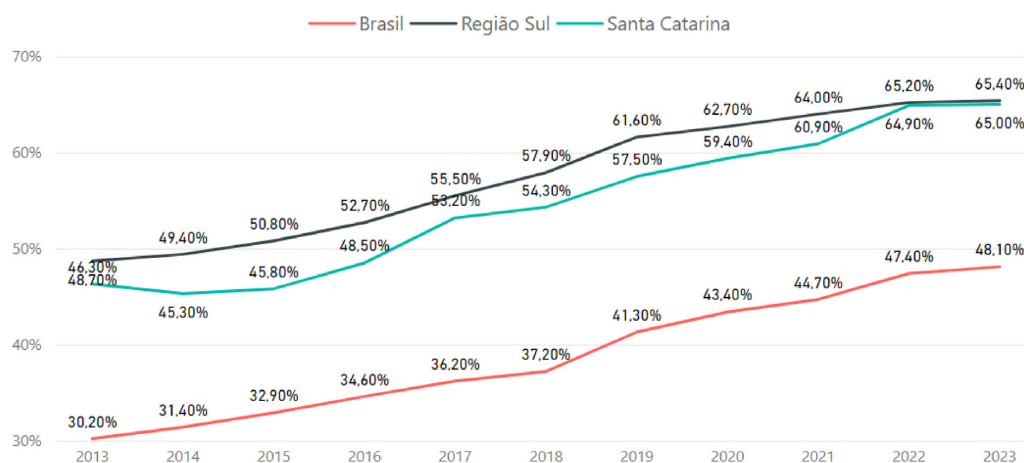


Figure 5. Basic education teachers with *lato sensu* or *stricto sensu* postgraduate degrees (%).

Source: Monitoring of the Santa Catarina State Education Plan (Santa Catarina, 2024b).

Terrão and Miyahira (2023) analyzed this goal in the context of the PNE and pointed to educational investments made by basic education teachers in Brazil at all levels of postgraduate courses in 2014 and 2020. However, it is important to note the low percentage of teachers who have completed a master's or doctoral degree, which demonstrates the lack of resonance of the title within the public school system itself, especially in terms of financial incentives for teacher retention. Investment in *stricto sensu* postgraduate studies remains low and therefore contributes minimally to achieving goal 16 of the PNE and, as previously mentioned, goal 16 of the PEE/SC. In this sense,

At first glance, this way of organizing the data makes it possible to observe how **investing in master's or doctoral degrees is not an educational strategy for basic education teachers in Brazil**, since indicators on the total number of basic education teachers (early childhood, elementary, middle, and high school) show that 4.05% and 0.87%, respectively, of teachers working in basic education in all regions of Brazil in 2020 have master's and doctoral degrees, respectively, from *stricto sensu* programs (Terrão; Miyahira, 2023, p. 657, emphasis added).

Similarly, it is important to highlight issues that require further analysis regarding specialization courses in Brazil. *Lato sensu* postgraduate courses lack quality indicators and have inadequate regulatory acts. Consequently, a wide range of low-cost, dubious-quality courses are available, which facilitate access and certification without providing true teacher training.

Regarding the second indicator of Goal 16 of the PEE/SC, it seems that, by 2023, 33.30% of basic education teachers will not have participated in continuing education. The situation is even more serious nationally, where approximately 58.3% of teachers are expected to not participate in continuing education by 2023.

According to the 4th Monitoring and Evaluation Report of the PEE/SC (Santa Catarina, 2023a), even if efforts are made to achieve this indicator, it is not expected to be met by the end of the plan's term. However, in 2024, the government of Santa Catarina adopted a mechanism to enable continuing education for teachers in the state school system. Through Complementary Law No. 831 of July 31, 2023, the Free University Program was established. The program aims to promote higher education at the undergraduate level provided by municipal university foundations, autonomous agencies, and non-profit social assistance entities (Santa Catarina, 2023c). Community institutions that join the program must promote continuing education programs for education professionals in the state public school system with a minimum of 60 hours to remain in it (Santa Catarina, 2023c).

However, we believe that continuing education for teachers must be generated within an educational context to be meaningful. This involves reworking teachers' initial knowledge in confrontation with their practices, thus providing a theoretical reflection on knowledge (Wagner; Cunha, 2019). In this sense, the Free University Program's counterpart should allow interaction between university and basic education teachers. From Nóvoa's (2017) perspective, a new space for teacher training should be created where the university's presence in the teaching profession and the profession's presence in university training can be reinforced, thus projecting teaching as a knowledge-based profession.

CONCLUSION

When analyzing the epistemological perspective of teacher training in the PEE/SC, there is no disagreement about the necessity of appropriate initial and continuing training for teachers. However, we want to reflect on how this training is presented in public policy.

Our analysis of the initial teacher training offered in the PEE/SC revealed that it is objectively related to obtaining degrees compatible with teachers' fields of activity. Similarly, continuing education in this public policy leans toward teacher training, whether for using technologies, serving indigenous communities, quilombolas, or special education, among others. Therefore, we verified a utilitarian perspective for teacher training that does not value teachers' knowledge and experiences. This perspective is evidently committed to certifying and accrediting teachers without addressing elements related to reflecting on practices, improving teaching and learning processes, and comprehensively training teachers and students.

This phenomenon is not restricted to the PEE/SC but permeates teacher training in Brazil since state and municipal plans were designed based on PNE guidelines. If education is of unquestionable importance to society, then public policies must align with government discourse and decisions; otherwise, we will continue to be frustrated with the quality of education in the country.

The terms of both the current PNE and the PEE/SC have been extended. Analysis of the data on goal achievement shows that we are far from meeting the social objectives in education. Furthermore, the strategies for financing teacher training are unclear. This is reflected in the analysis showing the failure to meet the goals by the end of this standard's ten-year term. Clearly, transformative training requires financial commitment to ensure adequate working conditions and funding for teacher training, which would allow for higher salaries and effective recognition of postgraduate courses in career plans.

Finally, we must address the need for new research on the impact of extending the PNE and PEE/SC terms. While the extension of the plans postpones discussion of necessary educational improvements and implementation challenges, it also recognizes the complexity and scale of work involved in drafting new plans. This ensures an in-depth debate on the failure to meet previous goals and establishes new, compatible goals and strategies for developing and improving the quality of national education.

ACKNOWLEDGMENTS

We thank the Foundation for Research and Innovation of the State of Santa Catarina (FAPESC) for its support.

REFERENCES

BARDIN, L. **Análise de conteúdo**. São Paulo: Edições 70, 2016.

BAZZO, V. L. Os institutos superiores de educação ontem e hoje. **Educar em Revista**, Curitiba, v. 23, n. 23, p. 267-283, 2004. DOI: <http://doi.org/10.1590/0104-4060.342>.

BORGES, M. C.; AQUINO, O. F.; PUENTES, R. V. Formação de professores no Brasil: história, políticas e perspectivas. **Revista Histedbr On-Line**, Campinas, v. 11, n. 42, p. 94-112, 2011. DOI: <http://doi.org/10.20396/rho.v11i42.8639868>.

BRASIL. Lei nº 4.024, de 20 de dezembro de 1961. Fixa as Diretrizes e Bases da Educação Nacional. **Diário Oficial [da] República Federativa do Brasil**, Brasília, DF, 20 jan. 1961. Disponível em: <https://www2.camara.leg.br/legin/fed/lei/1960-1969/lei-4024-20-dezembro-1961-353722-publicacaooriginal-1-pl.html>. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 5.540, de 28 de novembro de 1968. Fixa normas de organização e funcionamento do Ensino Superior e sua articulação com a escola média, e dá outras providências. **Diário Oficial [da] República Federativa do Brasil**, Brasília, DF, 28 nov. 1968. Disponível em: <https://www2.camara.leg.br/legin/fed/lei/1960-1969/lei-5540-28-novembro-1968-359201-publicacaooriginal-1-pl.html>. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 5.692, de 11 de agosto de 1971. Fixa Diretrizes e Bases para o ensino de 1º e 2º graus, e dá outras providências. **Diário Oficial [da] República Federativa do Brasil**, Brasília, DF, 11 ago. 1971. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l5692.htm. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. **Diário Oficial [da] República Federativa do Brasil**, Brasília, DF, 20 dez. 1996. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 25 jan. 2026.

BRASIL. Resolução CP nº 1, de 30 de setembro de 1999. Dispõe sobre os Institutos Superiores de Educação, considerados os Art. 62 e 63 da Lei 9.394/96 e o Art. 9º, § 2º, alíneas “c” e “h” da Lei 4.024/61, com a redação dada pela Lei 9.131/95. **Diário Oficial [da] República Federativa do Brasil**: seção 1, Brasília, DF, p. 50, 7 out. 1999. Disponível em: http://portal.mec.gov.br/cne/arquivos/pdf/rcp001_99.pdf. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 10.172, de 9 de janeiro de 2001. Aprova o Plano Nacional de Educação e dá outras providências. **Diário Oficial da União**, Brasília, DF, 9 jan. 2001. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/leis_2001/l10172.htm. Acesso em: 25 jan. 2026.

BRASIL. Resolução CNE/CP nº 1, de 18 de fevereiro de 2002. Institui Diretrizes Curriculares Nacionais para a Formação de Professores da Educação Básica, em nível superior, curso de licenciatura, de graduação plena. **Diário Oficial da União**: seção 1, Brasília, DF, p. 31, 18 fev. 2002. Disponível em: http://portal.mec.gov.br/cne/arquivos/pdf/rcp01_02.pdf. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 11.502, de 11 de julho de 2007. Modifica as competências e a estrutura organizacional da Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES, de que trata a Lei nº 8.405, de 9 de janeiro de 1992; e altera as Leis nos 8.405, de 9 de janeiro de 1992, e 11.273, de 6 de fevereiro de 2006, que autoriza a concessão de bolsas de estudo e de pesquisa a participantes de programas de formação inicial e continuada de professores para a educação básica. **Diário Oficial da União**, Brasília, DF, 11 jul. 2007. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2007/lei/l11502.htm. Acesso em: 25 jan. 2026.

BRASIL. Decreto nº 6.755, de 29 de janeiro de 2009. Institui a Política Nacional de Formação de Profissionais do Magistério da Educação Básica, disciplina a atuação da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES no fomento a programas de formação inicial e continuada, e dá outras providências. **Diário Oficial da União**, Brasília, DF, 29 jan. 2009. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2009/decreto/d6755.htm#:~:text=DECRETO%20N%C2%BA%206.755%2C%20DE%2029%20DE%20JANEIRO%20DE%202009.&text=Institui%20a%20Pol%C3%ADtica%20Nacional%20de,continuada%2C%20e%20d%C3%A1%20outras%20provid%C3%AAsncias. Acesso em: 25 jan. 2026.

BRASIL. Decreto nº 7.219, de 24 de junho de 2010. Dispõe sobre o Programa Institucional de Bolsa de Iniciação à Docência – PIBID e dá outras providências. **Diário Oficial da União**, Brasília, DF, 24 jun. 2010. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2010/decreto/d7219.htm. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação – PNE e dá outras providências. **Diário Oficial da União**, Brasília, DF, 25 jun. 2014. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm. Acesso em: 25 jan. 2026.

BRASIL. Decreto nº 8.752, de 9 de maio de 2016. Dispõe sobre a Política Nacional de Formação dos Profissionais da Educação Básica. **Diário Oficial da União**, Brasília, DF, 9 mai. 2016. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2016/decreto/d8752.htm. Acesso em: 25 jan. 2026.

BRASIL. Portaria GAB nº 38, de 28 de fevereiro de 2018. Institui o Programa de Residência Pedagógica. **Diário Oficial da União**, Brasília, DF, 28 fev. 2018. Disponível em: <https://cad.capes.gov.br/ato-administrativo-detallar?idAtoAdmElastic=130>. Acesso em: 25 jan. 2026.

BRASIL. Resolução CNE/CP nº 2, de 20 de dezembro de 2019. Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). **Diário Oficial da União**, Brasília, DF, 20 dez. 2019. Disponível em: https://www.in.gov.br/web/dou/-/resolucao-n-2-de-20-de-dezembro-de-2019-*242332819. Acesso em: 25 jan. 2026.

BRASIL. Resolução CNE/CP nº 1, de 2 de janeiro de 2024. Altera o Art. 27 da Resolução CNE/CP nº 2, de 20 de dezembro de 2019, que define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNCFormação). **Diário Oficial da União**, Brasília, DF, 2 jan. 2024a. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=254451-rcp001-24&category_slug=janeiro-2024&Itemid=30192. Acesso em: 25 jan. 2026.

BRASIL. Parecer CNE/CP nº 4, de 2024, aprovado em 12 de março de 2024. Diretrizes Curriculares Nacionais para a Formação de Professores da Educação Básica, em nível superior, curso de licenciatura, de graduação plena. **Diário Oficial da União**, Brasília, DF, 12 mar. 2024b. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=256291-pcp004-24&category_slug=marco-2024&Itemid=30192. Acesso em: 25 jan. 2026.

BRASIL. Resolução CNE/CP nº 4, de 29 de maio de 2024. Dispõe sobre as Diretrizes Curriculares Nacionais para a Formação Inicial em Nível Superior de Profissionais do Magistério da Educação Escolar Básica (cursos de licenciatura, cursos de formação pedagógica para graduados não licenciados e cursos de segunda licenciatura). **Diário Oficial da União**, Brasília, DF, 29 mai. 2024c. Disponível em: <https://www.in.gov.br/web/dou/-/resolucao-cne/cp-n-4-de-29-de-maio-de-2024-563084558>. Acesso em: 25 jan. 2026.

BRASIL. Lei nº 14.934, de 25 de julho de 2024. Prorroga, até 31 de dezembro de 2025, a vigência do Plano Nacional de Educação, aprovado por meio da Lei nº 13.005, de 25 de junho de 2014. **Diário Oficial da União**, Brasília, DF, 25 jul. 2024d. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2023-2026/2024/lei/L14934.htm. Acesso em: 25 jan. 2026.

CHAUÍ, M. A universidade pública sob nova perspectiva. **Revista Brasileira de Educação**, n. 24, p. 5-15, 2003. DOI: <http://doi.org/10.1590/S1413-24782003000300002>.

DIAS, R. E. BNCC no contexto de disputas: implicações para a docência. **Revista Espaço do Currículo**, v. 14, n. 1, p. 1-13, 2021. DOI: <http://doi.org/10.22478/ufpb.1983-1579.2021v14n1.57075>.

DIAS, R. E.; LOPES, A. C. Competências na formação de professores no Brasil: o que (não) há de novo. **Educação & Sociedade**, v. 24, n. 85, p. 1155-1177, 2003. DOI: <http://doi.org/10.1590/S0101-73302003000400004>.

INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA. **Brasil/Santa Catarina**. Rio de Janeiro: IBGE, 2024. Disponível em: <https://cidades.ibge.gov.br/brasil/sc/panorama>. Acesso em: 25 jan. 2026.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA. **Sinopse Estatística da Educação Básica**. Brasília: INEP. 2023. Disponível em: <https://www.gov.br/inep/pt-br/aceso-a-informacao/dados-abertos/sinopses-estatisticas/educacao-basica>. Acesso em: 25 jan. 2026.

JUNG, H. S.; FOSSATTI, P. Duas décadas de LDB 9394/96: gênese, (des)caminhos, influência internacional e legado. **Teoria e Prática da Educação**, Maringá, v. 21, n. 3, p. 53-65, 2018. DOI: <http://doi.org/10.4025/tpe.v21i3.45213>.

MAGALHÃES, S. M. Formação continuada de professores: uma análise epistemológica das concepções postas no Plano Nacional da Educação (PNE 2014-2024) e na Base Nacional Comum Curricular (BNCC 2015). **Revista Linhas**, Florianópolis, v. 20, n. 43, p. 184-204, 2019. DOI: <http://doi.org/10.5965/1984723820432019184>.

MAGALHÃES, S. M. O.; SOUZA, R. C. R. Epistemologia da práxis e a produção do conhecimento. **Revista de Educação Pública**, Cuiabá, v. 27, n. 64, p. 17-40, 2018. Disponível em: <https://periodicoscientificos.ufmt.br/ojs/index.php/educacaopublica/article/view/1702/pdf>. Acesso em: 25 jan. 2026.

NÓVOA, A. Firmar a posição como professor, afirmar a profissão docente. **Cadernos de Pesquisa**, São Paulo, v. 47, n. 166, p. 1106-1133, 2017. DOI: <http://doi.org/10.1590/198053144843>.

SANTA CATARINA (Estado). **Lei nº 16.794, de 14 de dezembro de 2015**. Aprova o Plano Estadual de Educação de Santa Catarina (PEE) para o decênio 2015-2024 e estabelece outras providências. Florianópolis, SC: Secretaria de Estado da Educação, 2015. Disponível em: <https://www.sed.sc.gov.br/consultas/plano-estadual-de-educacao-sc/>. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **4º Relatório de Monitoramento e Avaliação do PEE/SC**. Florianópolis, SC: Comissão Estadual de Monitoramento e Avaliação do PEE/SC, 2023a. Disponível em: <https://drive.google.com/file/d/1RcjbIgVnNleADxWaA0sJlMr44e1c4kwp/view>. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **Lei nº 18.755, de 29 de novembro de 2023**. Altera a Lei nº 16.794, de 2015, que “Aprova o Plano Estadual de Educação (PEE) para o decênio 2015-2024 e estabelece outras providências”. Florianópolis, SC: Assembleia Legislativa do Estado de Santa Catarina, 2023b. Disponível em: http://leis.alesc.sc.gov.br/html/2023/18755_2023_lei.html#:~:text=LEI%20N%C2%BA%2018.755%2C%20DE%2029%20de%20novembro%20de%202023&text=Fonte%3A%20ALESC%20FGCAN.,2024%20e%20estabelece%20outras%20provid%C3%Aancias%22.&text=Art.,-5%C2%BA%20Esta%20Lei. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **Lei complementar n. 831, de 31 de julho de 2023**. Institui o Programa Universidade Gratuita e estabelece outras providências. Florianópolis, SC: Assembleia Legislativa do Estado de Santa Catarina, 2023c. Disponível em: <https://leis.org/estaduais/sc/santa-catarina/lei/lei-complementar/2023/831/lei-complementar-n-831-2023-institui-o-programa-universidade-gratuita-e-estabelece-outras-providencias?id=973319>. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **Economia de Santa Catarina é rica e diversificada**. Florianópolis, SC: Portal do Estado, 2024a. Disponível em: <https://estado.sc.gov.br/conheca-sc/economia/>. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **Monitoramento do Plano Estadual de Educação de Santa Catarina**. Florianópolis, SC: Secretaria de Estado da Educação, 2024b. Disponível em: <https://app.powerbi.com/view?r=eyJrIjojOGM1ZDNjZDctNTE0Zi00NTYwLTkxMDgtNDkxMDg4MDE1YjQyYliwidCI6ImExN2QwM2ZjLTlRiYWMtNGI2OC1iZDY4LWUzOTYzYTJlYzRlNi9&pageName=ReportSection403e2f435549db07a077>. Acesso em: 25 jan. 2026.

SANTA CATARINA (Estado). **Plano Estadual de Educação - SC**. Florianópolis, SC: Secretaria de Estado da Educação, 2024c. Disponível em: <https://www.sed.sc.gov.br/consultas/plano-estadual-de-educacao-sc/>. Acesso em: 25 jan. 2026.

SAVIANI, D. **Da nova LDB ao novo plano nacional de educação**. 3. ed. Campinas, SP: Autores Associados, 2000.

SAVIANI, D. O legado educacional do regime militar. **Cadernos CEDES**, Campinas, v. 28, n. 76, p. 291-312, 2008. DOI: <http://doi.org/10.1590/S0101-32622008000300002>.

SAVIANI, D. Formação de professores: aspectos históricos e teóricos do problema no contexto brasileiro. **Revista Brasileira de Educação**, Rio de Janeiro, v. 14, n. 40, p. 143-155, 2009. DOI: <http://doi.org/10.1590/S1413-24782009000100012>.

SHIROMA, E. O. Gerencialismo e formação de professores nas agendas das organizações multilaterais. **Momento – Diálogos em Educação**, Rio Grande, v. 27, n. 2, p. 88-106, 2018. DOI: <http://doi.org/10.14295/momento.v27i2.8093>.

SHIROMA, E. O. O eufemismo da profissionalização. In: MORAES, M. C. M. (org.). **Iluminismo às avessas: produção de conhecimento e políticas de formação docente**. Rio de Janeiro: DP&A, 2003. p. 61-79.

TARDIF, M.; LESSARD, C. **O trabalho docente: elementos para uma teoria da docência como profissão de interações humanas**. 9. ed. Petrópolis: Vozes, 2014.

TERRÃO, F. L.; MIYAHIRA, E. E. O papel das metas 15 e 16 do plano nacional de educação na formação de professores para Educação Básica. **Interfaces da Educação**, Paranaíba, v. 13, n. 39, p. 646-664, 2023. DOI: <http://doi.org/10.26514/inter.v13i39.6160>.

WAGNER, F.; CUNHA, M. I. Formação continuada no Ensino Superior: teorias e práticas. In: TAVARES, J. *et al.* (org.). **Docência no Ensino Superior: experiências no Brasil, Portugal e Espanha**. Itapetininga: Hipótese, 2019. p. 249-272. Disponível em: <https://drive.google.com/file/d/1-xMQjhPP9F4OZ2uTNQFA5ZYzk2mPMMSB/view>. Acesso em: 25 jan. 2026.

Authors contribution

MBC: conceptualization; methodology; data management; data analysis; fundraising; resources; visual data preparation; writing; review. NGT: project administration; validation; review.

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Prof. Dr. Flavia Maria Uehara