


**INITIAL AND CONTINUING EDUCATION OF BASIC EDUCATION TEACHERS:  
A REFLECTION ON EDUCATIONAL INEQUALITIES**

 <https://doi.org/10.56238/sevened2024.031-083>

**Maria de Nazaré da Silva Moura<sup>1</sup>, Moana Meinhardt<sup>2</sup> and Renan da Silva Bentes<sup>3</sup>**

**ABSTRACT**

The present work presents a qualitative research, entitled "Initial and continuing training of Basic Education teachers: a reflection on educational inequalities in Brazil". The objective was to identify the level of training of Basic Education teachers in Brazil. And the following problem was investigated: is initial and continuing education accessible to all Basic Education teachers in full exercise in Brazil? As for the methodology, the study used documentary research, through the search for documents referring to the Census of Basic Education in Brazil on the website of the Ministry of Education -MEC and the National Institute of Educational Studies and Research Anísio Teixeira-INEP, released in the years 2020 and 2023. And 02 documents containing the technical summary of the Basic Education Census, related to the years 2020 and 2023, were found. After analysis, comparing the 2020 Census with that of 2023, the results showed that there was a small growth in the level of teacher training in Brazil, although it is not clear by what means these trainings were acquired, whether by public or private institution, so educational inequalities and exclusion regarding the initial and continuing training of basic education teachers in Brazil become almost imperceptible.

**Keywords:** Initial and continuing education of teachers. Basic Education. Educational inequality. Brazil.

---

<sup>1</sup> LATTES: <https://lattes.cnpq.br/0258798131817974>

E-mail: [maria.202312422@unilasalle.edu.br](mailto:maria.202312422@unilasalle.edu.br)

<sup>2</sup> LATTES: <http://lattes.cnpq.br/2860658973799001>

E-mail: [moana.meinhardt@unilasalle.edu.br](mailto:moana.meinhardt@unilasalle.edu.br)

<sup>3</sup> LATTES: <https://lattes.cnpq.br/0425332027056834>

E-mail: [reenan.bentes@hotmail.com](mailto:reenan.bentes@hotmail.com)



## INTRODUCTION

Teacher training is a continuous process in the trajectory of the educator, but he does not always have the financial resources to acquire training at higher levels, because social inequalities in Brazil are high in several areas and these also reach the educational field, as it is common to see people who work during the day and at night study in private institutions, paying for a course, seeking training that is initial or continued and this reality covers many future and current teachers of Basic Education in Brazil.

It is observed that there are laws in which they guarantee free initial and continuing education. But are these being offered with sufficient quality and quantity for all those who need it and do not have the financial resources to pay? In this question, the problem of the research to be investigated arises: is initial and continuing education accessible to all teachers of Basic Education in full exercise in Brazil?

In this perspective of elucidating such questions and identifying the level of training of Basic Education teachers in Brazil, it was first necessary to know concepts about educational inequalities and also the trajectory of the Curricular Guidelines for the initial and continuing training of teachers. But after all, what is this educational inequality? What do the scholars of the scare say? Garcia and Hillesheim (2017), have the following view:

In turn, educational inequalities, as they constitute an expression of social inequalities, are also considered an important parameter for the organization of educational policy. In general, they are referenced based on the dimensioning of the number of illiterate people (absolute and functional); school dropout; repetition rates; years of study; of the quality of teaching, considering school structures and the training of education professionals. (GARCIA AND HILLESHEIM 2017, p. 134).

In this context, it is observed that social inequality is one of the generating matrices of educational inequality and when it is reflected in teacher training, it compromises the quality of education and the critical thinking of the teacher who does not have access to proper training. And so, according to Demo, (2001, p. 320), the system does not fear the poor who are hungry. It fears the poor who know how to think.

Considering education a necessary good for human beings, it is important to know more about the subject and begins by verifying who has the right to education according to the Federal Constitution of 1988. And the aforementioned document determines:

Article 205. Education, a right of all and a duty of the State and of the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work. (Brazil, 1988).



As for the legal scope of education according to Law No. 9,394, of December 20, 1996, which establishes the Guidelines and Bases of National Education, in its article 1, it states:

Education encompasses the formative processes that take place in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations, and in cultural manifestations. (BRAZIL, 1996).

In this context, it is observed that the concept of education is very broad and encompasses several formative processes that are developed preferably at school. According to Charlot (2006), education is a triple process of humanization, socialization and entry into a culture, singularization-subjectivation [...]. Thus, when reflecting on the concepts of the educational process, it is found that in order to educate it is first necessary to educate oneself. And for this it is necessary to train educators, that is, teachers with competences for such a process of development of the subject. This dialogue is in line with the words mentioned by Freire (1991), when he stated:

No one starts being an educator on a certain Tuesday at four in the afternoon. No one is born an educator or marked to be an educator. We become educators, we are formed, as educators, permanently, in practice and in reflection on practice. (FREIRE, 1991, p. 58).

In view of this, when analyzing the scenario of teacher training, it is verified that some laws have been approved that direct the Initial and Continuing Teacher Training in Brazil, of which the following stand out: Resolution CNE/CP No. 1, of February 18, 2002 (Brazil, 2002), Resolution CNE/CP No. 2, of July 1, 2015 (Brazil, 2015), CNE/CP Resolution No. 2, of December 20, 2019 (Brazil, 2019), CNE/CP Resolution No. 1, of October 27, 2020 (Brazil, 2020) and, recently, CNE/CP Resolution No. 4, of May 29, 2024 (Brazil, 2024).

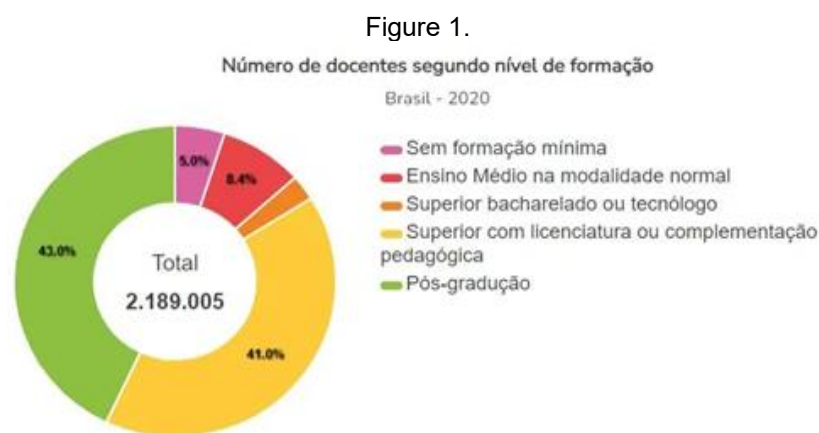
In view of the Laws that determine the obligation of the public power to provide quality training for teachers, in order to know the level of teacher training, the following problem was investigated: is initial and continuing education accessible to all teachers of Basic Education in full exercise in Brazil? To this end, the study is organized as follows: first chapter presents the introduction, the second chapter contemplates the methodology, third chapter demonstrates the results, fourth chapter the discussions. And finally, the final conclusions of the work are reached, where a brief comment is made analyzing the findings of the research.

## METHODOLOGY

The study used documentary research, through the search for documents related to the Census of Basic Education in Brazil on the website of the Ministry of Education of Education-MEC and the National Institute of Educational Studies and Research Anísio Teixeira-INEP, released in the years 2020 and 2023. And 02 documents were found containing the technical summary of the Basic Education Census, referring to the years 2020 and 2023. And in these we researched the level of training of Basic Education teachers in Brazil, and these data are described in the results.

## RESULTS

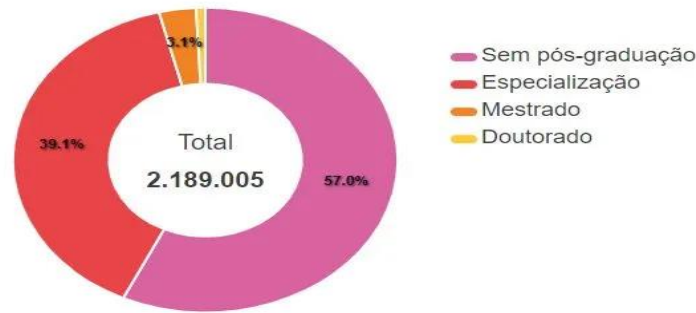
In this chapter, the results of the research are presented, demonstrating the data found in 02 documents containing the technical summary of the Census of basic education in Brazil, referring to the years 2020 and 2023, on initial and continuing teacher training, aiming to demonstrate the level of training of Basic Education teachers in Brazil. Thus, we begin by presenting data on the number of teachers according to the level of training in figures 1 and 2.



Source: Prepared by the Educational Data Laboratory of the Teacher Training Mapping Platform - MAPFOR - Federal University of Paraná (UFPR), based on Microdata from the Basic Education Census / INEP (Brazil, 2020).

When analyzing the data found in the Basic Education Census for the year 2020, the results of the research are shown in graph 1, regarding the number of teachers according to the level of training in a total of 2,189,005 teachers, with no minimum training 5.0%, High School in the normal modality 8.4%, Higher education with a degree or pedagogical complementation 41.0%, Postgraduate 43.0%.

Figure 2.  
Número de docentes segundo nível de formação  
Brasil - 2020



Fonte: Elaborado pelo Laboratório de Dados Educacionais a partir dos Microdados do Censo da Educação Básica, 2020.

Source: Prepared by the Educational Data Laboratory of the Teacher Training Mapping Platform - MAPFOR - Federal University of Paraná (UFPR), based on Microdata from the Basic Education Census / INEP (Brazil, 2020).

In the second graph figure 2, there is no Lato Sensu Graduate 57.0, with Specialization 39.1%, and with Stricto Sensu-Graduate Degree-Master's or Doctorate only 3.1%.

The results of the Basic Education Census regarding the level of teacher training in Brazil, year 2023, are shown in table 1.

Table 1. Basic Education Census-( Brazil-2023). School Levels of Basic Education and levels of teacher training.

School Levels of Basic Education	Only high school level or inferior	High school only normal/magistry.	Complete Higher Education	Lato sensu post-graduation, with specialization	Postgraduate- Stricto Sensu- Master's or Doctorate	Total number of professors working
Early Childhood Education	8,4%	11%	80,7%	Not informed	Not informed	685 thousand teachers
Early Years of Elementary School	4,9%	7,8%	87,3%	Not informed	Not informed	769,366 teachers
Final years of elementary school	Not informed	Not informed	92,0%	Not informed	Not informed	774,395 teachers
Middle school	4,0%	Not informed	96,0%	Not informed	Not informed	538.781 teachers

Source: Prepared by the author, according to the technical summary of the Census (Brazil-2023).

According to the technical summary of the Basic Education Census (Brazil, 2023), it is stated that: Early Childhood Education had a growth in the percentage of graduated teachers with a degree working in early childhood education, from 73.3% in 2019 to 79.5% in 2023. In elementary education – Final years, the percentage of teachers with higher education in licensure increased by 3.7% between 2019 and 2023. As for secondary



education, considering the general indicators by Federation Unit, the five highest percentages are observed in states of the five major regions of the country: Federal District (86.3%), Amapá (84.8%), Espírito Santo (84.1%), Paraná (83.3%) and Rio Grande do Norte (79.9%). (Brazil, 2023).

In an overview, the percentage of professors with graduate degrees rose from 41.3% in 2019 to 47.7% in 2023. And the percentage of teachers with continuing education also increased, from 38.3% in 2019 to 41.3% in 2023 (Brasil, 2023).

## DISCUSSION

In view of the above, we are faced with a worrying reality and making a brief reflection it is possible to observe a certain degree of educational inequality with regard to teacher training in Brazil. And the results obtained answer the problem of the research that refers to the question: is initial and continuing education accessible to all teachers of Basic Education in full exercise in Brazil? No, because according to the data from the technical summaries of the Censuses of the years surveyed, there are still teachers without minimum training.

Thus, it is noticeable that initial and continuing education, especially at the Lato Sensu and Stricto Sensu levels, are not accessible to all Basic Education teachers working in Brazil. Because the results of the 2020 Census reveal that 57. % of the professors did not have a Lato Sensu Graduate Program and only 3.1% had a Stricto Sensu Degree, that is, they were Masters or Doctors. In 2019, the data regarding the number of teachers with continuing education at Lato Sensu level was 41.3% and rose to 47.7% in 2023. (Brazil, 2023). However, the number of teachers with continuing education at the Stricto Sensu level in 2023 was not located.

## CONCLUSION

In view of this, it is noticeable that it is necessary to promote initial and continuing training for teachers of Basic Education in Brazil, because without qualification there is no way for the education professional to prepare himself to perform multiple tasks simultaneously in practical pedagogical contexts and although free training is a right guaranteed to the teacher by force of law, these are sometimes denied to them, so seeking to train themselves to face the various daily challenges, some teachers in Brazil invest their own financial resources in Continuing Education courses, promoted by private institutions, especially training at the Stricto Sensu level. Therefore, even supported by the laws, some teachers do not have as much access to initial and continuing education as they should.



Therefore, in order to mitigate these neglects of teachers, it is necessary that public policies for teacher training, both initial and continued, be fully complied with, with respect for society as a whole, aiming at the quality of education in Brazil. Therefore, to follow the evolution of this process, it is necessary in the future to carry out a new study to verify if there have been changes in the educational scenario.





## REFERENCES

1. Brasil. (1996). **\*\*Lei nº 9.394, de 20 de dezembro de 1996.\*\*** Lei de Diretrizes e Bases da Educação Nacional (LDB). Brasília-DF. Disponível em: [https://www.planalto.gov.br/ccivil\\_03/leis/l9394.htm](https://www.planalto.gov.br/ccivil_03/leis/l9394.htm). Acesso em: 01 nov. 2024.
2. Brasil. (1988). **\*\*Constituição da República Federativa do Brasil de 1988.\*\*** Disponível em: [https://www.planalto.gov.br/ccivil\\_03/constituicao/constituicao.htm](https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm). Acesso em: 01 nov. 2024.
3. Brasil. (2002). **\*\*Resolução CNE/CP nº 1, de 18 de fevereiro de 2002.\*\*** Diretrizes Curriculares Nacionais para a Formação de Professores da Educação Básica, em nível superior, curso de licenciatura, de graduação plena. Brasília: MEC. Disponível em: [http://portal.mec.gov.br/cne/arquivos/pdf/rcp01\\_02.pdf](http://portal.mec.gov.br/cne/arquivos/pdf/rcp01_02.pdf). Acesso em: 01 nov. 2024.
4. Brasil. (2015). **\*\*Resolução CNE/CP nº 2, de 1º de julho de 2015.\*\*** Diretrizes Curriculares Nacionais para a formação inicial em nível superior e formação continuada. Disponível em: <http://portal.mec.gov.br/escola-de-gestores-da-educacao-basica/323-secretarias-112877938/orgaos-vinculados-82187207/21028-resolucoes-do-conselho-pleno-2015>. Acesso em: 01 out. 2024.
5. Brasil. (2019). **\*\*Resolução CNE/CP nº 1, de 2 de julho de 2019.\*\*** Diretrizes Curriculares Nacionais para a formação inicial e continuada de professores. Disponível em: <http://portal.mec.gov.br/component/content/article?id=77781>. Acesso em: 01 nov. 2024.
6. Brasil. (2020). **\*\*Resolução CNE/CP nº 1, de 27 de outubro de 2020.\*\*** Diretrizes Curriculares Nacionais para a Formação Continuada de Professores da Educação Básica. Brasília-DF. Disponível em: <http://portal.mec.gov.br/docman/outubro-2020-pdf/164841-rcp001-20/file>. Acesso em: 01 nov. 2024.
7. Brasil. (2024). **\*\*Resolução CNE/CP nº 4, de 29 de maio de 2024.\*\*** Diretrizes Curriculares Nacionais para a Formação Inicial em Nível Superior de Profissionais do Magistério da Educação Básica. Brasília-DF. Disponível em: [http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&alias=258171-rcp004-24&category\\_slug=junho-2024&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=258171-rcp004-24&category_slug=junho-2024&Itemid=30192). Acesso em: 01 nov. 2024.
8. Brasil. (2023). **\*\*Resumo técnico do censo escolar 2020-2023.\*\*** Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep). Brasília: Inep. Disponível em: <https://www.gov.br/inep/pt-br/assuntos/noticias/censo-escolar/mec-e-inep-divulgam-resultados-do-censo-escolar-2023>. Acesso em: 01 nov. 2024.
9. Charlot, B. (2006). A pesquisa educacional entre conhecimentos, políticas e práticas: especificidades e desafios de uma área do saber. **\*\*Revista Brasileira de Educação\*\***, 11(31), 7-18.
10. Demo, P. (2000). Conhecimento e aprendizagem: atualidade de Paulo Freire. In C. Torres (Org.), **\*\*Paulo Freire e a Agenda da Educação Latino-Americana no Século XXI\*\***. Buenos Aires: CLACSO.
11. Freire, P. (1991). **\*\*A educação na cidade.\*\*** São Paulo: Cortez.
12. Garcia, A. V., & Hillesheim, J. (2023). Pobreza e desigualdades educacionais: uma análise com base nos Planos Nacionais de Educação e nos Planos Plurianuais





Federais. **\*\*Educar em Revista\*\***, Edição Especial(2), 131-147. Disponível em: <https://www.scielo.br/j/er/a/s4Z4xXszc389JhTJKvr7kXv/?format=pdf&lang=pt>. Acesso em: 01 nov. 2024.

13. Universidade Federal do Paraná (UFPR). (2023). **\*\*Mapeamento da Formação Docente - MAPFOR.\*\*** Paraná-PR. Disponível em: <https://dadoseducacionais.c3sl.ufpr.br/mapfor-brasil/>. Acesso em: 13 out. 2023.