Abstract

This article discusses the way in which processes of continuing in-service or distance education have been implemented in the context of educational policies developed by the Union, states and municipalities in the last decade in Brazil. It presents the multiplicity of initiatives developed employing different methodologies and offering diverse kinds of training, with a focus on teachers in different levels and teaching specialties. It situates the question in the international context by means of an analysis of documents produced by different international organisations. It discusses the role of Brazilian legislation, the impulse which favoured initiatives of continuing education in Brazil, the problems which emerged and the emerging new legislation.

Keywords

continuing education; educational policy; educational legislation; training of teachers; distance education