



PARTICIPATORY STRATEGIC PLANNING:

The Experience of the Teófilo Otoni Campus of the Federal Institute of Northern Minas Gerais (IFNMG)

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Abstract: This study aimed to demonstrate the application and results of a methodological proposal for participatory strategic planning in the context of federal public administration, implemented at the Teófilo Otoni Campus of the Federal Institute of Northern Minas Gerais (IFNMG). It is a Technical-Technological Product developed in the Professional Master's Program in Public Administration at UFVJM. The participatory strategic planning methodology sought to align the courses and vacancies offered by the Teófilo Otoni Campus of the IFNMG with the demands of local society, emphasizing, in its stages and strategic management tools, the involvement and participation of the academic community, organized civil society, and other interested parties. As a result, the Teófilo Otoni Campus Course and Vacancy Offer Plan was developed, which became part of the IFNMG's 2024–2028 Institutional Development Plan (PDI).

Keywords: Planning Methodology; Participatory Planning; IFNMG; Campus Teófilo Otoni.

Introduction

Strategic planning in the public sector ultimately involves the provision and availability of public services that meet citizens' needs, aimed at improving quality of life and, in some cases, ensuring access to social rights. In this sense, as it is linked to the purposes of public agencies and entities, strategic planning acquires the status of an enabler of public policies.

In the case of public Higher Education Institutions (HEIs), strategic planning — whose main product is the Institutional Development Plan (PDI) — is the strategic management tool applied to the design and delivery of educational public policies. To this end, it addresses the





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organizational objectives of HEIs, namely: “the production of scientific knowledge and its transmission through the training and professional and civic qualification of students, as well as meeting the various demands of the local society through the development of the relationship between teaching, research, and university extension” (Costa, 2024, p. 63).

As part of the Government’s organizational structure, and linked to the Ministry of Education (MEC), public HEIs must reflect in their strategic planning the principles of efficient management and the concern for providing quality public services to the population, paying attention to their needs and participation through the incorporation of managerial and financial instruments and tools. Likewise, current topics related to governmental planning include: citizens’ political and democratic participation; social monitoring and control; accountability; and responsibility for governmental actions.

Strategic planning is the management tool for exercising public governance, which has as one of its guidelines the direction of actions aimed at achieving results for society through modern, evidence-based, and participatory management. This approach seeks to expand public policies offered, finding timely and innovative solutions, monitoring and tracking the results of its actions, and maintaining open access to the public (Brazil, 2017).

In this context, this article aims to demonstrate the application and outcome of the participatory strategic planning process at the Teófilo Otoni Campus of the Federal Institute of Northern Minas Gerais (IFNMG) in the construction of the PDI 2024–2028. The set of practices applied in the development of the PDI 2024–2028—with an emphasis on offering courses that integrate Professional and Technological Education as well as Higher Education—was guided by the involvement, participation, collaboration, and engagement of the academic community and the external community of the Teófilo Otoni Campus of IFNMG.

The participatory strategic planning methodology described was proposed and developed at the Teófilo Otoni Campus of the Federal Institute of Northern Minas Gerais (IFNMG) as a result of the Technical-Technological Product linked to the Professional Master’s Program in Public Administration at the Federal University of the Jequitinhonha and Mucuri Valleys (UFVJM). The study is part of the master’s thesis entitled “*Strategic Thinking: a study on the implementation of the Institutional Development Plan (PDI) of the Federal Institute of Northern Minas Gerais (IFNMG)*” (Costa, 2024).

To understand the conceptual aspects and context of the IFNMG PDI 2024–2028, and how the participation of the Teófilo Otoni Campus fits into the preparation of that document, as



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well as the 11 Administrative Units linked to the institution, these will be defined in the following section.

The Preparation of the IFNMG PDI 2024–2028

Established by MEC and mandated for HEIs (Costa et al., 2022), the PDI is the product of strategic planning. Both are associated with Federal Government regulations, most notably Normative Instruction No. 24 of April 3, 2020, which provides for the preparation, evaluation, and revision of strategic planning in federal public administration bodies and entities that are part of SIORG; and Decree No. 9,235 of December 15, 2017, which regulates the evaluations of Higher Education Institutions and undergraduate and graduate programs within the federal education system.

The PDI serves to identify HEIs in terms of their work philosophies, organizational mission statement, and pedagogical guidelines. It highlights physical and organizational capacity, as well as academic activities carried out, in addition to others to be implemented by HEIs over a five-year period (Sant’Ana et al., 2017). As a strategic management tool, the PDI enables the monitoring of actions, goals, and indicators of strategic objectives, contributing to the improvement of organizational processes, task standardization, and financial management (Costa, 2024).

Furthermore, public HEIs rely on the PDI as the driver of educational public policies set forth in Law No. 14,802 of January 10, 2024, which established the Union’s Multi-Year Plan (PPA) for the period 2024–2027; in Law No. 13,005 of June 25, 2014, which approved the National Education Plan (PNE); and, in the case of the Federal Network of Professional, Scientific, and Technological Education, in Law No. 11,892 of December 29, 2008, which defined the purposes and characteristics of Federal Institutes, among other provisions.

At IFNMG, the PDI is the guiding document for strategic actions to be developed within the Administrative Units, namely: the Rectory, with its Pro-Rectories and Directorates; the 11 campuses; and the Reference Center for Training and Distance Education (CEAD). Its construction, therefore, is collective and values the participation of representatives from the Administrative Units and their respective academic communities.

Reflecting specific political, social, economic, and learning aspects — depending on the experience and approach of the Administrative Unit managers in charge of the process — the

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PDI has shown varying degrees of strategic and democratic focus over the years. Since the creation of IFNMG, the institution has recorded the following plans: PDI 2009–2013, focused on the implementation and expansion of IFNMG; PDI 2014–2018, which maintained the focus on expansion and the provision of distance education; PDI 2019–2023, oriented toward improving strategic management and implementing public governance principles; and PDI 2024–2028, aimed at aligning internal capacities with meeting community demands, seeking to fulfill its transformative role in the development of local, social, and cultural productive arrangements within its area of operation.

Linked to the IFNMG Pro-Rectorate of Administration, the Institutional Development Directorate (DDI) was responsible for coordinating the PDI 2024–2028 process. In general, and based on the logic of the Balanced Scorecard (BSC) strategic management tool (Kaplan & Norton, 1997), the DDI developed the IFNMG PDI 2024–2028 Preparation Manual, outlining the procedural phases and respecting internal particularities related to the Administrative Units, as illustrated in Figure 1.

Figure 1: Phases of the preparation of the IFNMG PDI 2024–2028



Source: prepared by the authors based on the IFNMG PDI Preparation Manual



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In Phase 1, after the IFNMG Superior Council approved the PDI 2024–2028 Preparation Manual (IFNMG, 2025), the Working Committees were established through a Rector’s Ordinance. These committees included the participation of Administrative Units and collegiate bodies, namely: Extension and Culture Committee (Coexc), Research Committee (Coppi), Administration Committee (Coad), Teaching Committee (Coen), course councils, Structuring Teaching Core (NDE), among others.

The role of the Working Committees, as well as their activities and composition, can be found in Table 1.

Table 1: Working Committees for the Preparation of the IFNMG PDI 2024–2028

Committee	Composition	Role	Proposed Activities
Strategic	Rector of IFNMG, Pro-Rectors, Directors linked to the Rectory, General Directors and Advanced Campus Directors, Chair of CIS/PCCTAE, CPPD, Student Union, and Representative of the Academic Directory.	Supervise the process of drafting the PDI.	<ul style="list-style-type: none"> • Establish the committees and approve the schedule for drafting the PDI; • Coordinate, guide, and monitor the work carried out in partnership with other committees; • Provide the necessary conditions for the committees to operate; • Raise awareness and mobilize the internal and external academic community; • Review the partial drafts produced by the committees; • Review the final document and forward it for approval by the Higher Council.
Executive	Representatives of the Pro-Rectorships and Directorates linked to the Rectory; and Audit Office.	Discuss and propose content for preparing the PDI draft.	<ul style="list-style-type: none"> • Guide, monitor, and oversee the actions, events, and general stages of the PDI drafting process; • Discuss topics related to the area of operation with committees and local commissions; • Draft, revise, and propose content for the PDI.
Logistical	Directorate of Institutional Development (DDI).	Coordinate and guide the	<ul style="list-style-type: none"> • Hold meetings and training workshops for drafting the PDI;



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		process of drafting the PDI.	<ul style="list-style-type: none"> • Guide and monitor the PDI drafting schedule; • Consolidate contributions received from the committees.
Local	General Director/Advanced Campus General Director, Heads of Teaching, Research, Extension, Administration and Planning, Chair of CPA, CPPD, CIS/PCCTAE, Student Union, and Academic Directory.	Articulate, enable, and support the actions, events, and stages of the PDI drafting process.	<ul style="list-style-type: none"> • Conduct thematic workshops to discuss the PDI; • Perform a situational diagnosis of the Campus regarding the proposal for offering new courses, physical and technological infrastructure, personnel, among others; • Discuss proposals presented by the committee and the community; • Propose suggestions for the PDI and forward them for review by the Campus Management Council.

Source: PDI 2024–2028 Preparation Manual (2025).

In parallel with Phase 1, the Institutional Development Directorate (DDI) carried out an action to mobilize the interested community, aiming to encourage participation and collaboration in the construction of IFNMG’s Strategic Guidelines (Mission, Vision, and Values). To this end, an electronic form (Google Forms) was made available to students, faculty, technical-administrative staff, and members of the external community, with the purpose of collecting opinions, suggestions, and/or criticisms regarding the development of the Strategic Guidelines. The contributions from the 84 respondents were later consolidated, adjusted, and validated by the DDI, resulting in IFNMG’s Strategic Guidelines, as presented in Figure 2.

The discussion on the contributions of the internal and external community in defining the Strategic Guidelines took place during the 1st IFNMG Strategic Planning Workshop. The event included the participation of the Executive Committee and also aimed to analyze and discuss documents and management, evaluation, and monitoring instruments for institutional actions. As a result, an institutional diagnosis was prepared based on the application of the SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). The workshop was held on May 3 and 18, 2023, and June 21, 2023, following the committees’ work schedule.

Figure 2: IFNMG Strategic Guidelines



Source: adapted from PDI 2024–2028.

In Phase 2, the alignment of activities to be carried out by the PDI Working Committees was conducted under the responsibility of the Logistics Committee and its members, in compliance with the deadlines established in the previously approved schedule. In addition, the Executive Committee held a meeting with the Committees and Local Commissions to address the Strategic Themes and the strategic actions to be developed within IFNMG’s Administrative Units and their respective communities. The Strategic Themes were organized as presented in Table 2.

Table 2 – Strategic Themes of the IFNMG PDI 2024–2028

INSTITUTIONAL PLANNING, DEVELOPMENT, AND ASSESSMENT
<ul style="list-style-type: none"> • Institutional Profile • Strategic Planning • Administrative Organization • Institutional Assessment and Development
ACADEMIC POLICIES
<ul style="list-style-type: none"> • Institutional Pedagogical Project • Course and Enrollment Offer Plan • Student Support Policy
MANAGEMENT POLICIES
<ul style="list-style-type: none"> • Communication Policy • Information Technology Management Policy • Internationalization Policy • Governance, Risk Management, and Integrity Policy



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<ul style="list-style-type: none">• Access to Information Policy• Internal Control Policy• Personnel Organization and Management• Financial Capacity and Sustainability
INFRASTRUCTURE
<ul style="list-style-type: none">• Physical Infrastructure Plan• Library Collection

Source: prepared by the authors based on the PDI 2024–2028 Preparation Manual

In Phase 3, discussions were held along with the different methodologies adopted by IFNMG’s Administrative Units in addressing the Strategic Themes—common to all units—and in defining the corresponding strategic actions, which were the responsibility of the Local Committees. Since these are contextual issues, that is, particularities related to the local and regional conditions in which the Administrative Units operate, and considering their autonomy in conducting their strategies, both the preparation of the situational diagnosis and the definition of actions compatible with the Strategic Themes are likewise exclusive. This phase therefore reflects the capacity of the Administrative Units to conduct the internal process of preparing the PDI 2024–2028.

Due to the legal nature of the PDI, the Strategic Themes discussed are supported by Article 21 of Decree No. 9,235/2017, which establishes the minimum elements to be observed by HEI managers; by Law No. 10,861 of April 14, 2004, which institutes the National Higher Education Assessment System (SINAES); as well as other previously mentioned legal instruments and others directly related to the Strategic Themes.

In Phase 4, after receiving the contributions planned by the Local Committees, the Executive Committee began organizing, reviewing, consolidating, and submitting the draft of the PDI 2024–2028 for consideration in the following order: by the Teaching, Research, and Extension Chamber; by the College of Directors; and finally, by the IFNMG Superior Council. This stage was conducted by the Logistics Committee, specifically by the Institutional Development Directorate (DDI). At this stage, contributions from the external community and other stakeholders were also incorporated through the “Participe!” Platform.

According to the PDI 2024–2028 activity schedule, its preparation began at the end of 2022 and extended until the end of 2023. As recommended by the College of Directors, the IFNMG PDI was initially approved through Resolution CONSUP No. 375 of December 26,

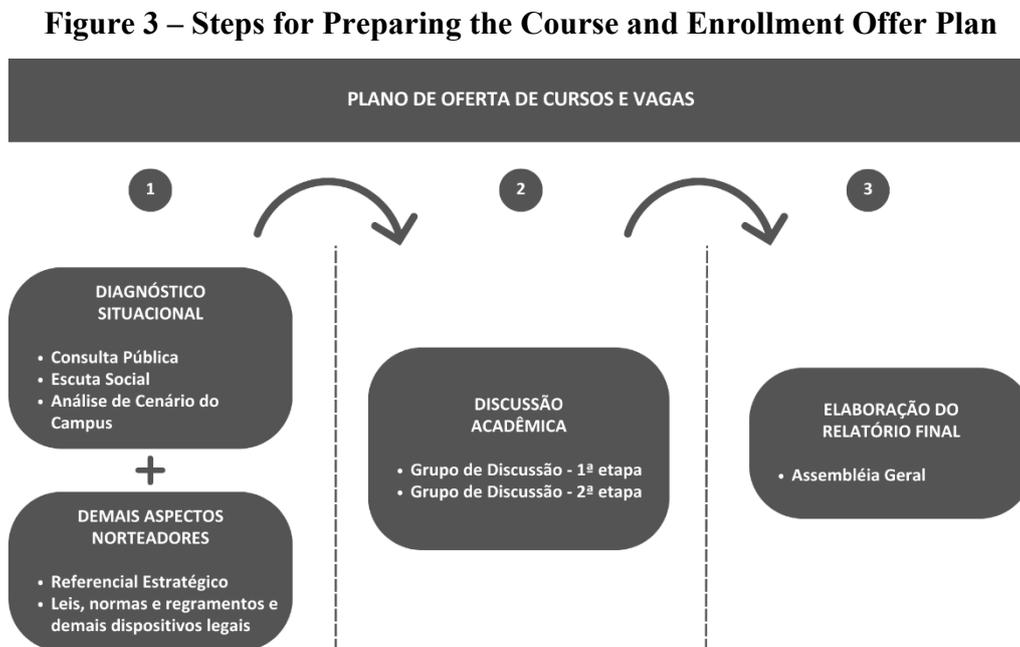
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2023, and later revoked and updated by Resolution CONSUP No. 390 of March 19, 2024. Its publication in the Official Gazette (DOU) took place on March 28, 2024.

Preparation of the Strategic Plan for the Teófilo Otoni Campus

In line with a democratic and participatory approach, the methodology adopted by the Teófilo Otoni Campus was based on the development of the Course and Enrollment Offer Plan, related to IFNMG’s Strategic Themes. The empirical practices adopted by the Campus Local Committee incorporated elements from various established techniques, such as SWOT Analysis, the PDCA cycle, the use of Group Dynamics or Discussion Groups, as well as strategies to stimulate creative thinking, such as brainstorming sessions.

The integration of these techniques proved relevant for the development of collective strategic thinking, encouraging the participation and commitment of those involved (Costa, 2024) in preparing the Course and Enrollment Offer Plan, which was incorporated into IFNMG’s PDI 2024–2028. The steps included in the specific method adopted by the Teófilo Otoni Campus are described in Figure 3.



Source: prepared by the authors (2025)

1st Stage – Situational Diagnosis and Other Guiding Aspects



The first stage in preparing the Course and Enrollment Offer Plan for the Teófilo Otoni Campus of IFNMG consisted of conducting a comprehensive situational diagnosis, covering internal and external aspects of the Institution, as well as the guiding elements of IFNMG's strategic planning. This initial phase included the implementation of a Public Consultation aimed at members of the internal and external community and, specifically, the conduction of a Social Listening process involving representative actors from society within the Campus's areas of influence. In addition, a detailed analysis of the institutional scenario was carried out, allowing the identification of strengths and weaknesses that would directly impact the offering of courses and enrollment slots.

For the Public Consultation, the Local Committee prepared and made available a questionnaire with questions related to the offering of courses by Technological Axes, considering different teaching modalities, through the Google Forms platform. The dissemination was carried out via an article published on the Institution's website, inviting internal and external members of the Campus, as well as other interested parties, to respond to the questionnaire within a defined period. In total, 506 responses were collected, along with other course suggestions.

After organizing the responses, the Local Committee held a meeting with representatives of civil society entities and regional productive arrangements. On this occasion, the Public Consultation data were presented, and space was opened for expressing expectations—characterizing the Social Listening process. Participants included: the Commercial and Industrial Association of Teófilo Otoni/MG, the Chamber of Shop Managers (CDL) of Teófilo Otoni/MG, the Regional Council of Engineering and Agronomy of Minas Gerais (CREA/MG), the Rural Producers' Union of Teófilo Otoni/MG, the Municipal Education Secretariats of Itaipé/MG, Governador Valadares/MG, Nanuque/MG, and Teófilo Otoni/MG, other departments of the Teófilo Otoni City Hall, representatives of quilombola communities, among others.

The Social Listening session was held on June 14, 2023, in the CDL auditorium in Teófilo Otoni/MG. It was conducted by the Teaching Director and the General Director of the Teófilo Otoni Campus, who presented the results of the Public Consultation and addressed the social role of the Campus, the courses currently offered, its infrastructure, and its faculty and technical-administrative staff. The types and modalities of education and their application in community



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training and/or qualification were also clarified. The comments, expectations, and aspirations of the Social Listening participants were systematized in a detailed report delivered to the Local Committee.

The current scenario of the Campus was defined based on SWOT Analysis, a strategic tool created in the 1960s and widely used in organizational strategic planning (Souza; Silva; Oliveira, 2013; Leite; Gasparatto, 2018). Members of the Local Committee participated in this analysis, identifying the Institution's strengths and weaknesses, as well as opportunities and threats, through brainstorming, enabling a critical analysis of internal and external factors.

Among the factors considered by the Local Committee in the analysis were: the PDI 2019–2023 and its strategic objectives; current prospects for resource allocation and investments by the Federal Government; projections for the occupation of physical spaces and staffing through public tenders; the possibility of receiving parliamentary amendments; articulations between Technical and Common Core Units for offering new courses; and the Campus's installed capacity, especially regarding teaching areas.

This Situational Diagnosis stage contributed to the evaluation of the strategic actions outlined in the Course and Enrollment Offer Plan of the PDI 2019–2023. In other words, by integrating the final stages of the PDCA Cycle (Plan, Do, Check, Act), the Situational Diagnosis provided guidelines for the beginning of a new planning phase, oriented by the logic of continuous improvement, as proposed by this management tool (Oliveira; Silva; Brandão, 2022).

The report produced from the Public Consultation and Social Listening, together with the one resulting from the SWOT Analysis, had their considerations harmonized for the preparation of the new Course and Enrollment Offer Plan, in light of the guiding aspects, namely: the Strategic Guidelines and Law No. 11,892/2008. According to Oliveira (2022), the Strategic Guidelines guide the definition and support of strategies to be adopted by organizations in the context of strategic planning, that is, they direct choices and resulting actions.

Additionally, Law No. 11,892/2008, which established the Federal Network of Professional, Scientific, and Technological Education, creating the Federal Institutes and setting their objectives and goals for offering courses and enrollment slots, in line with IFNMG's Strategic Guidelines, also guided the preparation of the Plan. Other documents and regulations considered in concluding the first phase of the Plan included: the External Institutional



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Evaluation (both in-person and remote), the Undergraduate Course Evaluation, Decree No. 7,313/2010, and the Graduate Tracking Project for the years 2020 and 2021.

2nd Stage – Academic Discussion

The second stage of the process for preparing the Course and Enrollment Offer Plan for the Teófilo Otoni Campus followed an approach based on discussion group dynamics. These groups were organized and guided by the Local Committee, which, before starting the activities, held an open general meeting where the consolidated data and information from the reports generated in the first stage were presented.

After this contextualization and awareness session, the Local Committee explained the dynamics of the work to be carried out. The internal discussion proposal was structured in two moments: the first involved seven thematic groups organized by Technological Axes, Common Core subjects, and administrative areas (such as personnel and infrastructure); the second involved five mixed groups, each composed of at least one representative from each thematic group.

The activities of the thematic groups took place in the Institution's classrooms, using various materials such as flip charts, markers, desks, paper pads, computers, projectors, and pens. The desks were arranged in a semicircle format to facilitate interaction among participants and promote dynamic and collaborative debate. Each group had a mediator responsible for time management and guiding the discussions, which were oriented by four guiding questions:

- Where are we now?
- What needs to be prioritized to ensure excellence in what we already offer?
- Where do we want to be in the next five years?
- What changes are necessary to achieve this future?

The synthesis of the thematic groups' discussions, as well as suggestions for courses and enrollment slots by Technological Axes, was presented in a new open general meeting. Subsequently, the discussion stage by mixed groups began, following the same methodology used in the thematic groups. Each mixed group received the synthesis of previous discussions and was tasked with analyzing and consolidating it.



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The expected final product of each mixed group was the preparation of a proposal for the Course and Enrollment Offer Plan, based on a document template provided by the Local Committee, following the guidance of the Logistics Committee. Consequently, five distinct proposals for the Course and Enrollment Offer Plan were generated and delivered by the mixed groups to the Local Committee. Each proposal presented suggestions for courses and enrollment slots projected for the next five years, considering both the current scenario and future expectations for the Teófilo Otoni Campus.

3rd Stage – Preparation of the Final Report

The preparation of the Final Report by the Local Committee of the Teófilo Otoni Campus began after the work of the thematic and mixed groups, through a general assembly held at the Institution. The initiative aimed to enable the involvement and participation of the entire academic community and other stakeholders in the preparation of a single, representative document.

Conducted by the Local Committee, a representative from each mixed group presented their proposal for the Course and Enrollment Offer Plan for the Teófilo Otoni Campus. When presenting the justifications for each item of the proposed Plan, the Local Committee sought to identify existing consensus and bring divergent points to discussion, aiming to standardize positions.

The Final Report resulted in the perspective of consolidating the courses already implemented and expanding the number of enrollment slots at the Teófilo Otoni Campus, maintaining the offering of other technical and higher education courses that meet local and regional productive arrangements, accompanied by the number of faculty, technical-administrative staff, and the Institution's infrastructure conditions. The courses and enrollment slots, their implementation schedule, and the discontinuation of others are included in the Course and Enrollment Offer Plan for the Teófilo Otoni Campus (Table 3).

Upon completion of the third stage, the Local Committee forwarded the Final Report to the Management Council of the Teófilo Otoni Campus, the Institution's consultative and deliberative body, established in accordance with IFNMG's Internal Regulations, for review and consideration. The document, presented by representatives of the Local Committee, was



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approved and subsequently forwarded to the Logistics Committee, which, following its responsibilities, consolidated the information received into IFNMG's PDI 2024–2028.



Table 3 – Course and Vacancy Offer Plan of the Teófilo Otoni Campus (PART 1)

UNIDADE DE ENSINO: IFNMG – CAMPUS TEÓFILO OTONI											
Tipo	Nome do Curso	Carga Horária (em horas)	Duração do Curso	Subeixo tecnológico ou área do conhecimento	Modalidade	Turno	Número de Vagas				
							2024	2025	2026	2027	2028
Técnico Integrado	Técnico em Agropecuária Integrado ao Ensino Médio	3486:40:00	3 anos	Recursos Naturais	Presencial	Integral	40	80	80	80	80
Técnico Integrado	Técnico em Informática Integrado ao Ensino Médio	3166:40:00	3 anos	Informação e Comunicação	Presencial	Integral	40	35	70	70	70
Técnico Integrado	Técnico em Gestão em Saúde Integrado ao Ensino Médio	3166:00:00	3 anos	Ambiente e Saúde	Presencial	Integral	-	-	40	40	40
Técnico Integrado	Técnico em Gestão Empreendedora Integrado ao Ensino Médio	3300:00:00	3 anos	Gestão e Negócio	Presencial	Integral	40	40	40	40	40
Técnico Concomitante/ Subsequente	Técnico em Enfermagem	1800:00:00	2 anos	Ambiente e Saúde	Presencial	Integral	-	-	-	40	40
Técnico Concomitante/ Subsequente	Técnico em Gerência de Saúde	1200:00:00	1,5 ano	Ambiente e Saúde	Presencial	Noturno	-	-	-	40	40
Técnico Concomitante/ Subsequente	Técnico em Equipamentos Biomédicos	1220:00:00	2 anos	Ambiente e Saúde	Presencial	Noturno	0	0	0	0	0
Tecnologia	Tecnologia em Análise e Desenvolvimento de Sistemas	2500:00:00	3 anos	Informação e Comunicação	Presencial	Noturno	40	0	0	0	0





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Table 3 – Course and Vacancy Offer Plan of the Teófilo Otoni Campus (PART 2)

Tecnologia	Tecnologia em Análise e Desenvolvimento de Sistemas	2500:00:00	3 anos	Informação e Comunicação	Presencial	Integral	0	40	40	40	40
Tecnologia	Tecnologia em Gestão Empreendedora	2333:20:00	2,5 anos	Gestão e Negócio	Presencial	Noturno	40	40	40	40	40
Bacharel	Agronomia	-	4 anos	Ciências Agrárias	Presencial	Integral	0	0	0	0	40
Formação Inicial e Continuada	Agricultor Orgânico e Agroecológico	160:00:00	6 meses	Recursos Naturais	Presencial	Noturno	20	20	0	0	0
Formação Continuada	Robótica	160:00:00	6 meses	Informação e Comunicação	Presencial	Integral	-	-	-	40	40
Técnico Concomitante/ Subsequente	Técnico em Magistério	1600:00:00	1,5 ano	Educação	A Distância	Matutino	-	-	-	-	40
Formação Continuada	Agroecologia	360:00:00	1 ano	Recursos Naturais	Presencial	Noturno	-	-	-	-	40
Pós-Graduação Stricto Sensu – Mestrado	Mestrado em Empreendedorismo, Inovação e Tecnologia	-	2 anos	Ciências Sociais Aplicadas	A Distância	Noturno	-	-	-	-	40
Pós-graduação Lato Sensu	Ciências Humanas	-	2 anos	Humanidades	A Distância	Integral	-	-	-	-	40

Source: adapted by the authors from the Course and Vacancy Offer Plan (2023).



Final Considerations

The Institutional Development Plan (PDI) 2024–2028 is IFNMG’s strategic planning instrument that outlines the Institution’s profile, considering its strategic guidelines, pedagogical principles, organizational structure, and academic and administrative activities to be developed over five years. It is structured based on Decree No. 9,235/2017, Normative Instruction No. 24/2020, the ForPDI Book, and other successful experiences shared by the Federal Education Network.

Just like the Teófilo Otoni Campus, the other Administrative Units of IFNMG are responsible for developing and implementing educational policies compatible with the reality of the regions in which they operate. There are seventeen (17) Strategic Themes that make up the PDI 2024–2028 and serve as a reference for the Administrative Units in the preparation and execution of strategic actions aligned with the institution’s mission and vision.

At the Teófilo Otoni Campus, the Course and Enrollment Offer Plan is only one of the Strategic Themes discussed and defined within that Administrative Unit. This highlights the complexity of IFNMG’s strategic planning, which involves other Units and the interrelationships between the strategies adopted by each of them, directly influencing the Institution’s success (or failure) in delivering value to its audience. This logic extends to the levels of social participation and governance that the Administrative Units confer upon IFNMG.

Regarding the preparation of the Course and Enrollment Offer Plan for the Teófilo Otoni Campus, the dynamics of the Institution’s strategic planning process prove to be participatory, inclusive, and collaborative. In line with current trends in public planning, the strategic management tools adopted by the Campus Local Committee integrate the academic and external community into reflections on strategic issues, creating opportunities for joint solutions.

It is worth noting that the set of strategic management tools adopted by the Teófilo Otoni Campus Local Committee may vary in its results depending on the context and organizational structure. This reinforces that strategic planning is a management tool composed of multiple combinations of other managerial tools, whose application may vary according to the creativity and innovation of the strategic group or strategist. In other words, the experience of the Teófilo Otoni Campus exemplifies one of the many possible configurations of strategic planning in a public institution.





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Finally, it is emphasized that strategic planning requires constant monitoring of planned actions and activities, as well as the directions taken to achieve the intended results. In this sense, goals and indicators must be monitored. For example, conducting debriefings—with questions such as “What did we plan?”, “What did we do?”, “What did we learn?”, and “How can we improve?”—can contribute to this continuous and participatory process, involving all stakeholders in institutional planning.

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