


EDUCATIONAL POLICIES, MANAGEMENT AND PARTICIPATION:  
DIALOGUES AND ACTIONS

*POLÍTICAS EDUCATIVAS, GESTÃO E PARTICIPAÇÃO: DIÁLOGOS E AÇÕES*

*POLÍTICAS EDUCATIVAS, GESTIÓN Y PARTICIPACIÓN: DIÁLOGOS Y ACCIONES*

 Ana Claudia Dantas CAVALCANTI  
Federal University of Grande Dourados  
e-mail: [anacavalcanti@ufgd.edu.br](mailto:anacavalcanti@ufgd.edu.br)

| 1



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Contemporaneity presents itself in a phase of readjustment of values. The transition to the 21st century prompts us in a nostalgic way to think: Where is today the meaning of place de Grève or Place de la République in France? At what point to find the sense of solidarity and cohesion of the old social movements of the 1980s? In what locality do we restore the meaning of May 1st?

The globe: north, south, east, west, currently lives in the paradise of the market, with very few exceptions. In company the era of marketization (including state) - we identified the predominance of technologies, financial markets and new means of communication and information. In view of this picture, we reflect: What was solid turned flexible? The union mobilization surrendered to the union force – in the semantic adequacy of the term – in partnership with the capital? Is today's struggle boiling down to being exploited alive?

Eastern Europe has succumbed to the attacks of transition to a post-model of development or 'new model of development', far from the capitalist mode of production, and today the scenario is cohesion for the rich and, at the other end, flexibility for those who work. We are many percentages (%) global that produce the wealth for the few percentages (%) global that enjoy it. This is nothing new, but the distance between both percentages has increased considerably in these modern times! The crisis of capital installed at the end of the 20th century, when planning reproduction and maintenance of its bases, justifies actions to maintain the extremities between rich and poor with strategic action in the education sector between the 20th and 21st centuries, with a view to maintaining its bases of exploitation and maintaining the subsistence of the said development model.

The famous Era of the 1990s in Brazil, initiated by Collor de Melo, continued by Fernando Henrique Cardoso to date, presents its adaptation to global ideas, which deepen the ideals of capitalist aggressiveness. In this period, we highlight the reign of the Toucan professor, who initiated the process of mummification of citizenship, based on the decisions of popular voices, of the 1980s.

Time of financialization of the state, the flexibilization of work, supported by the new structuring of capital and by international organizations that, under the tripod of the injection of resources, change of curriculum and teacher training, established the new meanings of the educational structure to meet market ideals.

As much as contradictory forces face themselves in this set of conceptions, the 'pointer' tends to indicate neo-liberal neoconservative ideas conceived worldwide, and specifically in Brazil, supported by the presidential tutelage of the management state. It is important to emphasize the fact of the model of the management state in Brazil, because this model has

welcomed different governments, since the 1990s, whether neoconservative governments, progressive governments and/or socialist so-called.

From a social point of view, we have urban movements included in the vast wave of *shopping center* consumption, fighting a depoliticized guerrilla of 'all against all' on the battlefield of the 'nothing'. A true campaign of trivialization of cultural, historical, creative, artistic values of culture and popular organization.

From the political perspective, a complete allegory to the global values of citizenship and human rights based on the liberal bases of competition, merit, individualism, efficiency, effectiveness and the disposition of cognitive, behavioral, collective and leadership work, present in the discourses of quality education in favor of productive forces, among others, focusing on the citizen/consumer customer classified.

In these aspects, education has a fundamental role, whether in the reinforcement of such modern ideals or of a post-development model, not yet outdated because history is not yet over, but it exists and resists in time. Educational dialogues require a clash in this global and borderless world. Actions demand public and political field, which seek the style of the voices claiming the Place de Gréve and place de la République. The moment is not to pin idealizations and projects of rupture, which are in the same field of idealizations, but to strengthen the processes of democracy and citizen participation, through which the bases and accesses of the materialization of such project will be strengthened.

For this purpose, this dossier of the Journal *Educação & Fronteiras*, under the title: 'Educational Policies, Management and Participation: dialogues and actions' proposes to reflect on the current moment of education in this context, eliminating our borders, dialoguing with dimensions capable of an educational action of pronouncement. Educational policies, management and citizen participation, guided in the context of dialogue and action, will affirm bases that include the autonomy of the subject as a protagonist of quality life. It is time to affirm and reaffirm affirming! The rational dialogical conception, based on dialogue and autonomy, will support the aspects of an action capable of potentiating development. The Dossier results from reflections and research on politics, participation and management of education and in ways of creating perspectives of dialogues and actions in the educational field.

We start from the critical view of Ruben Marreiro, Ana Claudia Dantas Cavalcanti, Sara Saraiva and Carmen Cavaco who investigate the space of education in political action, seen from the perspective of the proposals of governments in Brazil and Portugal, delimiting the last presidential elections in these countries. The research seeks to understand the place that Adult Education takes in the government plans of the political parties of Brazil and Portugal. Do the

proposals are in agreement with the international and local reality? What are the purposes of these programs for Youth and Adult Education? Is this debate central to public education policies? And in this line of investigation, the unfolding in the search for answers, comms, the intentionality of the parties that intend to assume the greater position of chief executive of the countries investigated.

In the course of this, the studies and analyses of Assis Leão and Maria Dayanne highlight the discussion of the importance of citizen education, from the perspective of social control and youth protagonism. The reflections range from the recognition of the juvenile potential for participation in processes in decision-making instances, evidencing, on the other hand, the absence of spaces for training and action for these issues. Would it be unfair to think that the absence of such institutional spaces for the exercise of citizenship is part of the state project under the foundations of management conception?

Ana Paula Romão Ferreira and Ancelmo R. da Silva discuss the role of the quilombola community in the process of decolonization of school management. Thus, management instruments such as the Political-Pedagogical Project from the perspective of the collective construction of formal school educational processes and, on the other hand, the direct participation of the school community in democratic management have had a positive impact on educational quality? Such local experiences contribute to the dialogue around educational practices based on collective participation in the educational management process. In this perspective, we will reflect under the processes of decolonization of school management to subsidize an insurrection of ideas in the field of education, from the example of the protagonism of the quilombola school community.

In continuity, Pollyanna N. de Oliveira and Alice Botler discuss the conception of literacy in research in educational policies. In this space, the authors reflect on the democratization in the acquisition of the language of the student public, identifying the local space as a complex and creative factor in the qualification of educational processes. Language at the basis of the democratic field of learning and knowledge is the path that leads to the strengthening and maturation of participation practices and democracy in the sociocultural sphere of society.

Following the reflections of the formation under the aspect of the policy of continuing teacher education, Áurea Augusta R. da Mata reflects the national policy focusing on the actions of the state taking for example the state of Pernambuco. How is the ordering of these policies from the legal and curricular point of view? What is the logic that permeates the conduct of teacher training in the state? Are they willing in the perspective of strengthening the teaching

work? These questions go through the research work reaffirming the need of the science of education to explore these issues and point out paths that lead to dialogue.

The perspective of the dossier, by inviting researchers from different countries and states, comes with the aim of dialogue that goes beyond and paradoxically political borders in the global space. Add the objective of the development of actions that will strengthen the critical debate in the consolidation of policies and the management of education.

In this objectification, Luiz de Souza Júnior, Damião de Lima and Sérgio Andrade de Moura, present the discussion on the effectiveness of the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals - FUNDEB, in the state of Paraíba in the period 2007/2019. The authors analyze this effectiveness from the perspective of presenting objective results, with regard to the attendance of the development of basic education. In addition to this perspective, they align the reflection with the constitutional right of basic education. Despite the regular flow and its legal support, has FUNDEB in the state been able to contribute to the advancement and improvement of the education system? Does the effective presence of resources imply the provision of education from the normative perspective of the constitutional right of education for all? These questions are the basis of the investigative look of the authors' research, which, by extrapolating the limits of national borders, provide elements of debate and organization of civil and political societies. May the paths of debate be public and in public spaces.

| 5

Luciana Marques and Iágrici M. de L. Maranhão bring to light the discussion of the centrality of the state management model in the context of the formation of managers in the State of Pernambuco, resulting from the State Reform, begun in the 1990s, with the then President Fernando Henrique Cardoso. They elucidate about the New Public Management and its objectives in bringing efficiency effectiveness and economic results to the State. The authors reflect on the perspective of the formation of school managers based on the culture of results and under the pillars placed on meritocracy and bonuses. For these findings, they are based on the Training Program of School Managers of Pernambuco - PROGEPE. What is the quality of education that was built in the public network in Pernambuco from the state managerial perspective? To what extent does management policy imply in the construction and elaboration of measurement of the quality of education from external evaluations and educational indexes in the state? Do these issues reverberate in the organization of school management?

The same line of research was taken by Luiz Alberto R. Rodrigues who researches the formation of the school manager in Pernambuco. The author limited his research from 2012 to 2019, in the analysis of management conceptions in the state of Pernambuco. Through the

Training Program of School Managers of Pernambuco - PROGEPE, the analysis reflects on the clashes between the concepts of democratic school management and the currents of managerialism, with the management by results adopted by the state. The author ponders this collision in the representation of the institutions that unite for the implementation of this project. If, on the one hand, the University of Pernambuco - UPE and other partner universities of this project intend to strengthen the critical concept of educational management, from the democratic perspective of management, on the other hand, the State of Pernambuco intends to reinforce the managerial logic of state. For this conceptual bump, what preponderate the formation of managers was the critical-conceptual academic field or the institutional instrumental? This analysis leads us to understand the field of the forces of management policy subsidized in the neoliberal sphere that go around national education.

It is interesting to note that the researches indicate factors that influence the quality of education: the plans and intentions of government, the way you act intersubjectively with the subjects involved in a democratic perspective in the context of collective decisions that affect educational processes, such as the curriculum, political projects- school education, democratic management, education funding, teacher training, managers, administrative technicians, among others. | 6

Ana Maria S. Pereira's research work culminates the debates in the discussion about the pedagogy of alternation and the curricularization of popular extension in teacher education. Does teacher education influence the conception of education? Do the principles of ethics and autonomy have direct consequences in teaching and citizenship practice in the interdisciplinary and planetary perspective? The analysis has as field the students of the field, within the scope of PRONERA, in a degree course in Geography of UPE / Campus Mata Norte. Education and culture were scientifically explored in settlement area and agrarian reform camp. How does the pedagogy of alternation articulate and dialogue with scientific, pedagogical knowledge from an intercultural perspective? Does this dialogue imply the improvement of the curricularization of the popular extension of initial teacher education? The strengthening of culturality and interculturality can be seen as a process of strengthening dialogue and actions in the process of developing social protagonism in these times.

The work of Andreia Vicência and Pamela Gimenes seizes the conception of democratic management from a literature review. The theme is of relevant importance in the present times, considering the need to explain the specificities of the management state model and its perspectives within the framework of the participation and democracy model.

Modern times signal that the process of globalization requires not only local responses,

but that they will include other local powers. Let's start venting with our twin cities. Mara Marques' work signals the need to reflect education from the perspective of the construction of its policies in border population. Thus, dealing with the policy of teacher education in the border between Brazil and Paraguay, for example and the focus of research, signals the need for dialogue for the construction of intercultural spaces – an important dimension for observing limits and overcoming challenges – in the perspective of conceiving the best forms of an education that builds autonomous subjects in the potentializing of the transformation action.

The dossier presents a proposal for the analysis of policies in dialogue with a view to constructing actions to address the issues that are adverse to us in this world without frontier, where capital lives. We must reflect on the transposition of an education that contemplates a neoliberal market logic, for an alternative education, of being a public, secular, quality management, centered on the tripod logic: human development, the subject's protagonism and participation for citizen education.

And finally, the dossier incorporates the review of the book *High School in reforms: work, policies, daily life* of Jean Mac Cole Tavares Santos, Elione Maria Nogueira Diogenes and Rosemeire Reis; by Camila Ferreira da Silva, entitled "What High School?"

| 7

May the reflections gathered in this dossier move social and political subjects, move an education that establishes, in dialogue, the significant source of action and execution.

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## About the author

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