DEMOCRATIC SCHOOL MANAGEMENT:POSSIBILITIES AND CHALLENGES IN A NEOLIBERAL SYSTEM IN EXPERIENCE IN BRAZIL.

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SUMMARY
The main objective of this work was to analyze possibilities and challenges in consolidating democratic management in Brazil, a capitalist country. The study, based on bibliographical analysis and field research, was organized into three chapters, which will be presented to understand the challenges and possibilities for action on democratic management in schools. Within this perspective, we analyze the neoliberal capitalist system and its implications for the educational context. We also reflect on the Brazilian economic and social system, in order to understand its interrelationship with Brazilian education. It was also necessary to carry out a study on the democratic school management of public schools. To this end, a visit was made to a school, where we were able to observe the management. We studied its political pedagogical project, observed the actions carried out in the management of the school and carried out interviews in order to understand the organization of the management of this school. Theoretically, we rely on Libâneo (2009), Saviani (2002), Frigotto (2003), Paro (2001) Dourado (2001) and Sapelli (2004), among other scholars, this study proved to be important for not only understanding the challenges imposed by the economic system for education as well as to point out possibilities for action in the face of these challenges. Its importance also lies in the possibility of indicating a transformative bias for the performance and implementation of democratic management in public schools in the state of Paraná.

 Key words: Democratic management. Education. Neoliberalism. Public school.

1   INTRODUCTION

The reason for the research is anchored in my study and work trajectory, in which I identified some problems, difficulties, or even contradictions inherent to the economic, political and social context. With this, I was able to recognize that the political dimension has a strong influence on the organization of society, especially in a society whose economy is based on the capitalist mode of production, as is the Brazilian case.

With this personal analysis, combined with my experience as a student in the Pedagogy course at the State University of Londrina, I believe that this research is important, as I identify a contradiction when discussing democratic management centered on public schools and their articulation with the neoliberal capitalist context in force in the country, which makes the school responsible for initiatives to plan, organize and evaluate pedagogical work without the effective action of responsibility from the State.

This study will seek to understand how the democratic management of education takes place in a public school in Londrina, given that it is inserted in a society in which the capitalist economic system predominates, supported by neoliberal guidelines. This work may enable the understanding of how the process of implementing democratic management occurs, pointing out possible contradictions between the capitalist economic system and the democratic management present in everyday school life.

A bibliographic and documentary study related to the chosen theme and research in a public school, carried out with the aim of understanding, through observation and interviews with its director, how the management of this space is effective, will be presented in this study, which will be based on the ideas of Libâneo (2009), Saviani (2002), Frigotto (2003), Paro (2001), among others. Furthermore, it will be analyzed documents that support the pedagogical actions carried out at the school, such as the Pedagogical Political Project and the Internal Regulations.

This work will be organized into three chapters, in order to cover the objectives that were thus defined: analyze the political, economic and social system in Brazil today; understand the principles of democratic management and their meaning for the organization of public schools; and, finally, understand the contradictions that are revealed in school management, as it is a social practice. Withbased on these objectives, we will look for respond to the following problem: What are the possibilities for action and the challenges to consolidate

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democratic management in public schools in a capitalist country?

I believe that the topic addressed will make a great contribution to my professional training as a pedagogue, as it will provide the critical theoretical foundation necessary to act and value concrete actions that respect teachers' initiative, autonomy and participation. Such actions reflect the conception of school as a social practice, constituted as a space for training and learning and articulated with the public interest of education. Based on these fundamentals, I will be better able to face the difficulties that exist in schools due to their articulation with the capitalist economic system.

I believe that an education professional, in addition to having good theoretical-practical training, anchored in epistemological assumptions, must be aware of the political, economic and social issues that directly or indirectly interfere in the organization of Brazilian education. In other words, this professional should not be just a piece of manipulation and maintenance of the economic order in the educational space, responsible for the harmful results achieved, we have seen the school organize itself only as a space for meeting goals and measuring indices of statistics. It is also noted the centralization in the school of planning, organizing and evaluating its actions and, consequently, the lack of responsibility and commitment from the State.

For Gomide (2013), the pedagogue must be a professional with mastery of specific knowledge in their area, of epistemological quality, articulated with the theoretical, practical and investigative dimensions. The author also argues that this professional is aware of their political rights and duties, and, therefore, can carry out their work of training omnilateral citizens, aware that their political action will contribute to social maintenance or transformation.

two BRAZIL TODAY: UNDERSTANDING ITS POLITICAL CONTEXT, ECONOMIC AND SOCIAL

The objective of this chapter is to analyze the capitalist economic system, establishing possible relationships with the political and social context in Brazil. In the economic sphere, we will emphasize the neoliberal perspective, seeking its meanings and the implications of its assumptions for education and school management. We believe that, to understand the educational reality and issues relating to school management, it is necessary to articulate this with the political, economic, historical, social and educational context of Brazil.

I emphasize that it will be impossible to cover the entire historical, educational and social context of Brazil, because this is also not our objective in this work. We delimited our study in the historical path, from 1990 to the present day, with a view to identifying how democratic management implemented in schools is defined and effective. Since it is impossible to analyze all the schools in the city of Londrina, I will focus this research on the one in which I carried out the school management internship in the second half of 2013.

2.1 THE CAPITALIST SYSTEM AND ITS EDUCATIONAL IMPLICATIONS

As a first analysis, we will seek to understand the capitalist system, aware that it economically regulates our society. For Saviani (2002), it is not possible to understand the history of contemporary education by understanding the movement of capital and analyzing the relationship between capitalism and education.

Thus, it is appropriate to consider the Marxist conception of man, based on Saviani (2005), who discusses education as "[...] a specifically human activity whose origin coincides with the origin of man himself, is in the understanding of reality human nature that we must seek to understand education [...]" (SAVIANI, 2005, p.224) The author indicates that, "In the economic – philosophical Manuscripts, written in 1844, Marx seeks to understand the human essence" (SAVIANI, 2005 , p. 225). In this analysis, Saviani highlights that, for Marx, the essence of man is located in work, stating that human existence does not occur through nature, but by men themselves. It is necessary for man to act on his nature, transforming it and adapting it to your needs. "[...] And this act of acting on nature, transforming it, is what is called work. Therefore, it is through work that men produce themselves. Therefore, what man is is through work. Work is, therefore, the human essence. [...]" (SAVIANI, 2005, p.225).

Analyzing the concept of man, it highlights the relationship between education and work, with the two being complementary. Thus we seek to understand the capitalist production process in which our society is organized. According to Libâneo, Oliveira and Toshi (2003), capitalism means a mode of production on which the relationship between wage labor and social production is based, meaning private property. Its origins date back to the 15th and 18th centuries. According to the authors, it is characterized by:

- appropriation, by the capitalist, of the value produced by the worker beyond work labor necessary for subsistence (surplus value);
- production for sale;
- existence of a market in which labor power is freely bought and sold; exploitation of living labor in production and on the market (labor control);
- universal mediation of exchanges through the use of money;
- control, by the capitalist, of the production process and financial decisions;
- competition between capitals (fight for markets), forcing the capitalist to adopt new scientific-technological techniques and practices in search of growth and profit. Therefore, capitalism becomes technologically and organizationally dynamic;
- tendency towards concentration of capital in large companies (monopolies, cartels and conglomerates/corporations); (LIBÂNEO; OLIVEIRA; TOSHI, 2003, p. 71)

According to Marx (1997), "the immediate process of production of capital is its process of work and valorization. Its result is the commodity-product and the determining reason is the production of surplus value" (p. 375). Still according to the author, the broad process of capital encompasses this immediate process of production in addition to two phases of its circulation process, "[...] that is, the entire cycle, which, as a periodic process - constantly renewing itself in certain periods - constitutes the rotation of capital." (Marx, 1997, p.375) Therefore, "[...] the constantly renewed production process is in turn the condition of metamorphoses because capital is continually passing through the sphere of circulation, sometimes appearing as money-capital sometimes as commodity capital." (Marx, 1997, p. 376)

> However, each capital separately is nothing more than an autonomous fraction, endowed, so to speak, with individual life, but a component of the whole of social capital, in the same way that each isolated capitalist is only an individual element of the capitalist class. The movement of social capital consists of the totality of the movements of its fractions endowed with autonomy, in the totality of the rotations of individual capitals. The metamorphosis of each commodity is an element of the series of metamorphoses of the world of commodities, of the circulation of commodities, and in the same way the metamorphosis of individual capital, its rotation, constitutes an element of the cycle of social capital. (Marx, 1997, p.376)

Through the transformations of capitalism, Saviani (2002) points out that, in Marx's time, respective crises of capitalism would be possible that would end up giving rise to concrete conditions, facilitating proletarian revolutions. Furthermore, Saviani comments on Marx's intention in writing about supposed crises of capitalism.

> Along the same lines, Lenin's position is presented in the first two decades of the 20th century. For him, the general crisis was also approaching and the advance of the labor movement in the main capitalist countries indicated that the Russian revolution would be the first link in a chain that would be followed by the proletarian revolution in other countries, acquiring a universal character in a context of general crisis in the world. capitalism [...]. (Saviani, 2002, p. 19)

As a result of this excerpt, the author makes reference to the crisis that occurred in 1929 and quotes Keynes who recognized the "central importance of the State in the rational planning of economic activities" (Saviani, 2002, p. 19). Combining the regulation of the State economy with the functioning of the market economy oriented towards private property, he also cites Gilson Schwartz (1984), when arguing that:

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> [...] Keynes' intention was to "reform capitalism before it completely destroys itself". It would be said that Keynes appropriated Marx's analyses, in which he explains the contradictory movement of capital that leads to cyclical crises. But, Keynes, unlike Marx, and as a good representative of the bourgeoisie, instead of seeing in these crises the need to overcome capitalism, sought to find antidotes, that is, mechanisms that, if they did not prevent crises, could, at least least, keep them under control. He further believed that, through appropriate government policies, it would be possible to contain the cyclical crises of capitalism and guarantee full employment and continuous rates of growth, if not forever, at least for long periods. (SAVIANI, 2002, p. 20)

Saviani (2002) mentions Hayek's position, which also seeks explanations for the cyclical crises of capitalism and, unlike Keynes, is opposed to State intervention in the economy. However, at this time, one fact proved Keynes right: the economic growth in which the State effectively participated after the Second World War.

Lucena (2005) states that these changes occurring in capitalism are the result of industrialization and also highlights that it provokes discussions that should not be disregarded. She states that: [...] "capitalism, as a mode of production that expresses irreconcilable contradictions, is the target of discussions that point to its rupture or continuity, limits or possibilities, among other issues." (LUCENA, 2005, p. 181) The author also makes an important reference about capitalism, highlighting:

> [...] that capitalism is based on contradictions that materialize in the irreconcilable antagonism between capital and labor, contradictions that manifest themselves in the relations between production and control; production and consumption; production and circulation; competition and monopoly; development and underdevelopment; production and destruction; dominance and dependence on living work; production and denial of free time; authoritarianism and consensus in decision-making; employment and unemployment; economy and waste of human and material resources; production growth and environmental destruction; economic regulation and surplus value extraction policy, etc. (MÉSZAROS apud LUCENA, 2005, p. 181-182).

Saviani (2002) indicates that, with the economic recovery after the 1930s, extending until the 1970s, the production process and the organization of work are still organized under the influence of Taylorism-Fordism. "However, at the end of this cycle, with the crisis that occurred in the 1970s, the position of Hayek, awarded the Nobel Prize in Economics in 1974, was highlighted. [...]" (SAVIANI, 2002, p.20).

To reinforce the idea about Hayek's position, Ruiz (2013) adds that he seeks a restructuring of capitalism, with the intention of attacking the State for limiting the market, based on neoliberalism, a structure whose first creator is Hayek. In this way, neoliberalism gained momentum with the global capitalist crisis of the 1970s.

Analyzing the context of the 70s, Borges highlights that:

> The crisis of capitalism at the end of the 1970s resulted in an extremely aggravated crisis in peripheral countries, as the rise in interest rates and the recession in the USA caused a drop in credit for the entire dependent world. In addition to the decline in Brazilian credit on the international market, there is the heavy legacy of the country's internal economic crisis. Military regime. (BORGES, 2009, p.43)

The consequence of this capitalist crisis, according to Costa (1995), is that the idea of redemocratization in third world countries in the 1980s is linked "[...] with the intensification of a global crisis of very serious contours and which has already manifested in the mid-70s." (COSTA,1995, p.49) In this sense, the author makes reference to the debt of third world countries, in addition to default.

Regarding such indebtedness, Costa (1995) also points out that, "[...] The strength with which international financial organizations, essentially devices under the control of creditors, begin to draw up guidelines or even intervene in the internal politics of countries increases. indebted" (COSTA, 1995, p.50).

Saviani (2002) highlights the presence of international organizations in managing capitalist development and its crises. "In the first case, the Organization for Cooperation and Development stood out Economic and, in the second, the Trilateral Commission succeeded by the IMF and the World Bank" (SAVIANI, 2002, p. 20). It also indicates the social transformation that occurred at this time when

> [...] economies of scale and mass production for mass consumption imply the use of a large contingent of workers, which facilitated both union organization and state regulation. Thus, the so-called "Welfare State" translated a certain degree of commitment between the State, companies and workers' unions which, in a phase of economic growth, ensured a relative social balance and significantly boosted the development of capitalist productive forces, whose result materialized

in a technological advance of such proportion that it gave rise to a new "industrial revolution": the microelectronic revolution, also called "informatics revolution" or "revolution of automation." (SAVIANI, 2002, p. 20-21).

Saviani (2002) states that this new industrial revolution causes manual work to be transferred to machines and, as a result, man is freed from certain jobs, which would give him free time to enjoy the arts, sciences, among other things. that give you pleasure. The advancement of technology changed the production pattern and introduced flexible accumulation which, according to Harvey,

[...] is marked by a direct confrontation with the rigidity of Fordism. It is based on the flexibility of work processes, labor markets, products and consumption patterns. It is characterized by the emergence of entirely new production sectors, new ways of providing financial services, new markets and, above all, highly intensified rates of commercial, technological and organizational innovation. [...] (HARVEY apud TUMOLO, 1997, p.342)

Saviani (2002) points out the replacement of Taylorism-Fordism byToyotism, which transfers the role of control to companies, leaving the role of unions and the State in the background.

According to Libâneo (2009), at the end of the 20th century, a process of reorganization and integration of the economy took place, which gave space to technical-scientific progress in the areas of telecommunications, opening the field for the privatization of state sectors, in the search for efficiency, competitiveness and the deregulation of trade between countries. Libâneo (2009) also highlights that globalization brings together several political, economic and social factors and highlights the phase of global capitalist development.

According to Saviani (2002), education that could be privileged with technological transformations in order to universalize a unitary school and maximize the capabilities of individuals, is inversely placed under the control of the capitalist market.

Libâneo shows that current world events affect school education in several ways, such as:

The) require a new type of worker, that is, more flexible and versatile, which causes a certain appreciation of education that forms new cognitive skills and social and personal skills;
b) lead capitalism to establish, for schools, purposes that are more compatible with the interests of the market;
c) modify the school's objectives and priorities;
d) produce changes in school interests, needs and values;

It is) force the school to change its practices because of technological advances in means of communication and the introduction of information technology;
f) induce changes in the teacher's attitude and teaching work, since the media and other technological resources are very motivating.
(LIBÂNEO, 2009, p. 52)

With this summary of capitalism, it is possible to observe its contradictions and also its consequences for the educational sphere. As the capitalist system and its social and educational implications is a topic of wide debate, we know that this discussion is unlikely to be exhausted, but, focusing on research, we consider the importance of analyzing a little the social and educational context of Brazil.

2.2 THE BRAZILIAN EDUCATIONAL AND SOCIAL CONTEXT

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In the previous analysis, we pointed out the interference of the economic system on education, reinforcing the idea of how closely it is related to the country's economy. Frigotto (2003) refers to education in terms of determinations and relationships as a field of dispute in which resides the articulation of conceptions, organization of school content that largely corresponds to class interests.

For Frigotto (2003), unlike the dominant class, for the working class, education has

technical skill is the purpose, that is, education becomes subordinate to capital due to its mercantile function. The author also emphasizes that the production process and educational practices from the classical liberal to the neoliberal perspective are explained by the conception of society built by factors from a certain period and, as factors, the following stand out: economy, politics and religion. In this way, education and human training are defined according to the demands of the process of production and accumulation of capital, subordinated to privatization.

He also indicates that, despite this mode of education from a mercantilist perspective, we need to consider that, for human formation, "[...] physical, mental, affective, aesthetic and playful conditions of the human being are necessary (omnilateral conditions) capable of to expand the work capacity in the production of use values   in general as a condition of the multiple needs of human beings in their historical development" (Frigotto, 2003, pg.31-32).

Libâneo (2009) observes that countries that have a good economy have also reformed education, making schools submit to the job market. "The multilateral organizations linked to capitalism, in turn, tried to outline an educational policy for poor countries." (LIBÂNEO, 2009, p.54)

> The economic recomposition of capitalism, that is, the recomposition of profit rates, occurs through the radicalization of neoconservatism where the market constitutes the "god" that regulates social relations. This return, in the context of capitalism in the 1990s and its crisis, as countless analyzes show, can only occur through the exclusion of the majority from the right to a dignified life through the expansion of structural unemployment, the creation of economic deserts and the return to processes of marginalization, within the so-called First World,
> as shown by Chomsky (1993), among others. (GENTILI, 2001, p. 82-83)

Regarding the Brazilian social situation, Ruiz (2013) states that Brazil began to implement neoliberal policies in the 90s, when Collor arrived in government and began the privatization program, opening the national market to imports. In 1992, a time when the student movement had great political influence, the president was impeached and prevented from continuing his government due to accusations of corruption. With this, the vice-president, Itamar Franco, takes office and continues to implement neoliberal policies in the country. Itamar Franco's successor is Fernando Henrique Cardoso, who wins the elections in 1994.

Ruiz (2013) highlights that, according to Frigotto and Ciavatta, after his inauguration, President Fernando Henrique Cardoso continues to follow the neoliberal assumptions that previous presidents were implementing in the country. We can identify this as a period in which the government worked to make the country safe for capital. The idea was spread that Brazil needed to adjust to the new concept of globalization and competitive modernity. For this to happen, the State needed to abandon protectionist policies, which would guarantee social well-being, and organize itself, following the laws of the globalized market and neoliberal dictates.

Libâneo, Oliveira and Toshi (2003) point out the presence of multilateral organizations such as the World Bank, UNESCO and the Economic Commission for Latin America (CEPAL), in defining the directions to be taken by educational policies in the country after 1990. These organizations disseminated, in documents, guidelines for educational policies, showing a new educational thought, consistent with the economic and neoliberal assumptions that linked the production of knowledge to a new production process. According to the authors:

> [...] The expansion of education and knowledge, necessary for capital and the globalized technological society, is based on concepts such as modernization, diversity, flexibility, competitiveness, excellence, performance, efficiency, decentralization, integration, autonomy, equity, etc. These concepts and values   are based, above all, from the perspective of the private sphere, having to do with business logic and the new world economic order.
> (LIBÂNEO; OLIVEIRA; TOSHI, 2003, p. 94-95)

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In this sense, Sapelli (2004) argues that, in the 1990s, there is interference from multilateral organizations on educational and, this way, you can see, as a central objective, the control and unilateral formation of the subject, subordinate to the capitalist system in general. As an example, Sapelli (2004) highlights some strategies used that explain the intention of control "[...] centralized in the process of constructing the National Curricular Parameters; control over the choice and distribution of

Textbook [...]".(SAPELLI, 2004, p. 34).

On the other hand, Sapelli (2004) points out that, despite this stance of school management being trapped and submissive to the interests of the market, there are educators willing to face the dominant model and position themselves contrary to it, seeking, at school, spaces of contradiction, in order to reveal class society and the inequality that arises from it. Based on Sapelli's considerations, it is observed that, although the country's economic system interferes with education, we also have the side of those who fight for improvements in educational quality.

Going through the 1990s, marked by neoliberal guidelines Libâneo, Oliveira and Toschi make reference to the Lula Government's education program, whose proposal was to analyze some vetoes from the previous government, creating measures to increase public spending on education, reaching a minimum of 7% of GDP for ten years. The Lula government also sought the quality of education, the democratization of access and school retention, a regime of collaboration and democratic management, among other proposals.

Considering that democratic management is part of political proposals that guide schools, it is important to understand the concept of democratic management at school level. In view of this, the next chapter will seek to understand this model of school organization.

3   EDUCATION AND DEMOCRATIC MANAGEMENT: MAINTENANCE OR TRANSFORMATION FROM SCHOOL?

By analyzing Brazil's economic system and observing its implications in the educational sphere, it was possible to identify how marked the relationship between the economic system and education is. Aware of this, the way the school is being organized is considered important. Based on legal and epistemological assumptions that support education management, we point out that the predominant conception is democratic management. Therefore, our intention, in this second chapter, is to analyze democratic management within the scope of public schools, making a historical review of its constitution in order to understand the implications of this management model for public schools. Our intention is also to understand the role of the school, in order to verify whether it is transformed through democratic management, or whether this way of managing only fulfills the role of keeping it articulated and integrated with the interests of the neoliberal capitalist system.

By analyzing education and democratic management it is possible to understand democracy, as it is part of the democratic management plan and the neoliberal mode of production. Dewey (1979) states that, for democracy to exist, two elements are necessary: the existence of a common interest among people and free cooperation. He also highlights that democracy only exists if there is education, as it is responsible for social guidance, thus stating that a government is only efficient if the people who elect their social representatives are instructed to do so. Bianchetti (2001) states that democracy is something that is not very viable for neoliberals, as he understands that this is everyone's will, so,

> [...] the government's actions towards "social justice" will be arbitrary and unpredictable, since public policies are exposed to pressure from different interest groups and, therefore, the balance that the State must have as an arbitrator falls given the "political need for negotiation". (BIANCHETTI, 2001, pages 91-92).

Understanding that democracy in the neoliberal system is something contradictory, we also observe the political relationship of education. Paro (2001) indicates that political practice is related to the struggle for power, and, if the school is a space where there is historically produced knowledge, thus being something that the working class can appropriate, it is possible to confirm that, in the space school, there is a political position. Within the educational political space, we place educational policies, which, according to Bianchetti (2001), are regulated, according to the economic system in which it is inserted and, thus, regulate school bodies.

Paro (2001) addresses the need for the working class to integrate political practices into the daily life of the school, so that, from this, there is everyone's participation in school decisions. As ways of implementing the democratization of school relations, the author highlights the School Council, the choice of directors, the Student Union, the Association of Parents, Teachers and Employees, etc. He also warns that "in the absence of these mechanisms of pressure and political control over the State, public schools can only be what they are today: a mystification, a denial of the right to education". (PARO, 2001, p. 80).

The importance of school democratization is well-known, but it is also important to understand some historical consequences in favor of the democratization of public schools, since we are unable to analyze the

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present situation, without considering historical facts that are reflected in the current situation.

Libâneo (1985) observes a possible historical division in favor of public schools, highlighting four periods, namely: the first corresponds to the clash between Catholics and liberal-escolanovistas that lasts from 1931 to 1937; the second refers to the struggle between public schools and private schools that occurred in the 1950s. The third period is characterized by the emergence of movements in favor of popular education originating in the 1960s; and, finally, in the 1980s, the moment marked by social mobilizations aimed at the universalization of school. As this historical review is succinct, we seek to revisit some highlights, from the 1960s onwards, about the changes in public schools. According to this author, in this decade, some movements were launched in defense of public schools, so that there was a democratization of education and the layers of workers could also have access to education.

In the second half of the 1970s, some educators emerged who began to challenge the liberal pedagogy model. Highlighting Libâneo's idea, Borges (2009) also refers to the role of educators at this time, as they were committed to establishing dialogue between education and redemocratization. He also highlights that, at the end of this decade, several conferences were organized - ANDES, CNTE, ANPed, SBPC - and associations and periodicals were created, such as: Educação e Sociedade magazine and CadernosYou give in.

Borges (2009) also reports that these educators were fighting at that time for an organic National Education System, in which it was the State's duty to guarantee public education, eradicate illiteracy, universalize education, critically train the subject, offer civic education and ensure that public investments being applied only to public schools.

Observing the struggle of these educators, the author groups their demands into five items:

> [...] 1) quality improvement: extending the student's stay at school; reduction in the age-grade gap; guarantee of assistance such as meals, transportation, school supplies; reduction in the number of students in the classroom; adequacy of facilities such as laboratories and libraries; curricular changes; overcoming narrow professional training (polytechnic education); methodological review; assessment review; changing textbooks; improvement of teacher training and fair salary; 2) professional qualification: unified job, career and salary plan; restructuring of teacher training; continuing training; 3) democratization of management: transparency and reorganization of public administration bodies; administrative and pedagogical decentralization; participatory management of education businesses; direct and secret election for school directors; autonomous municipal and state commissions to monitor and act on education policies; suppression of the Federal Education Council and school bodies elected by the community; 4) financing: expansion of public resources for public schools; transparency in resource management; 5) expansion of compulsory education: include basic education, daycare and pre-school and then high school.
> (BORGES, 2009, p. 44)

From this perspective of debate among educators, Libâneo (1985) comments that,in the 1980s, emerge those who, without forgetting the socio-political conditions of education, reveal the mechanistic characteristic of critical-reproductivist and,therefore,"[...] they advocate the possibilities of pedagogical-didactic work, not only valuing public schools, but also striving to improve school quality, as an instance of disseminating knowledge. (LIBÂNEO, 1985, p.115).

According to the author, the importance of schools for democratization lies in the implementation of their own function, which is the ability to transmit and assimilate elaborated knowledge. Assuming the importance of schooling the entire popular stratum, thus achieving the full development of the human being, making available to everyone, "[...] cultural contents that are more representative of the best that has been accumulated, historically, of universal knowledge, a necessary requirement to take part in the historical-social project of their human emancipation." (LIBÂNEO, 1985, p.75). In this sense, Neto (2012) reinforces the idea that, faced with these demands, the government's stance is necessary, which

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> In response to these demands from organized sectors, the government, mainly the last of the civil-military dictatorship, incorporates the discourse of democratic school management into official documents. One can cite, as an example, the formulations contained in the III National Development Plan (1980/1985) and the III Education and Culture Sector Plan relating to the same period. In both plans there are records

which express the government's intention to adopt mechanisms that favor society's participation in the definition and management of government policies. This tendency to incorporate the discourse of participation within the scope of government guidelines had already been implemented since the government of President Ernesto Geisel (1974/1979). [...] (NETO, 2012, p. 258-259).

Neto (2012) further describes that, through this context, democratic management has assumed centrality, while a crisis of the civil-military regime deepens, and, therefore, the need for civil society participation is consolidated, placing the emergency of organizing society with democratic principles.

Based on these positive aspects in relation to democratic management, it is important to mention the 1988 Constitution, which brings positive aspects in relation to management. We refer first to articles 205 and 206. The first highlights that education is a right for everyone, being the duty of the State and the family and promoted and encouraged by society, with the aim of the subject's full development, preparing him for work. and compliance with citizenship. Article 206 defines which principles teaching must be based on. We pay attention to section IV, which establishes the democratic management of public education, in the form of law.

Another relevant document in relation to democratic management is the Law of Guidelines and Bases (LDB 9394/96), which privileges, in articles 14 and 15, the following guidelines:

> **Art. 14.** Education systems will define the standards for the democratic management of public education in basic education, according to their peculiarities and in accordance with the following principles: I – participation of education professionals in the preparation of the school's pedagogical project; II – participation of school and local communities in school councils or equivalent. **Art. 15.** The education systems will ensure progressive degrees of pedagogical and administrative autonomy and financial management to public basic education school units that integrate them, in compliance with the general rules of public financial law. (BRAZIL, LDB – National Education Guidelines and Bases Law).

Observing these LDB articles, we can see how important democratic management, considered a national requirement, is for education. In this sense, Cury (2013) highlights the importance of these articles, explaining that, through them, the school adopts democratic management in order to develop a quality pedagogical project, in the construction of which everyone collaborates, aiming to form citizens who participate in the construction Social.

Despite these advances, it is also necessary to consider that, together with educational transformations, we have changes in the role of the State. According to Lenardão and Santos (2009), in the 1990s the State was based on neoliberal ideology. Considering this issue, at this moment, management is based on the restructuring form of capital. In this way, the neoliberal conception begins to understand the school as a dimension of the economic system, demanding new thoughts and actions from those who are in charge of the schools, that is, the pedagogues, who begin "[...] to meet the demands of the trinomial: competitiveness, individuality, and effectiveness, proposed by the current phase of organization of the capitalist system." (LENARDÃO, SANTOS, 2009, p.36).

Lenardão and Santos (2009) also emphasize that educational policies indicate both implicitly and explicitly a productivist conception of education, so that it serves to develop the country's economic system.

It is therefore observed that it is necessary to think about the democratic management of public schools, and, according to Neto (2012) this management, now established in the legal sphere, is present in the schools' discourse. The focus of the discussion then becomes the way to make this process viable within the school, making it necessary to define of the Pedagogical Political Project, organization of School Councils and the Executing Unit that manages the decentralized resources. The author also states that, even with this, public schools are still having difficulty implementing democratic management and that, despite this, today no one questions the need for democratic management. This shows that, in theory, there has been some progress.

From this reflection, it is necessary to observe that the management model we refer to in the work has the following possibilities, according to Lenardão and Santos (2009), firstly,

> [...] the recognition of education as a social right for all people. Then, establish the public space as *locus* privileged to guarantee the interests of the majority

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excluded by the current capitalist globalization process. Another assumption is the defense of the school in its specificity, as a pedagogical institution that responds to the socialization of systematized knowledge and enables different ways of appropriating it as an instrument of transformation for the subjects who use it. (LENARDÃO, SANTOS, 2009, p. 38).

The same authors also reinforce the need for the State to maintain public schools. It is certain that education and democratic management move towards the objective of public schools and that contradictions arise in this context. Therefore, to deepen the research, we also sought to analyze the school as a space for this management.

3.1   PUBLIC SCHOOL: SPACE FOR DEMOCRATIC MANAGEMENT

In research and analysis of the history of democratic management, we observed that democratic management in public schools was inserted as a form of the law to which we referred previously, present in the 1988 Constitution and in LDB 9394/96.

Paro (2001) considers that civil society group organizations, mainly educators, pressured constituents in 1988 to write in the Magna Carta the educational principle of democratic management and where they considered important the founding of schools based on democratic principles, which would overturn the hierarchical and authoritarian structure, which suppressed the exercise of originally pedagogical relationships. The author also recognizes that, due to new movements of political openness regarding ideas of democratization in the country, the current school councils emerged in the 1980s and raised hopes of implementing true democratization within public schools.

It is important to consider, however, that, according to Dourado (2001), in research completed at the beginning of the 1990s, some topics were found, as proposals used in public schools under democratic management in the 1980s, that should be highlighted, such as:

> [...] 1) director freely appointed by public authorities (states and municipalities); 2) career director; 3) director approved in a public competition; 4) director appointed by triple or sixfold lists; and 5) direct election for director. (DOURADO, 2001, p. 83)

This confirms how difficult it is to implement democratic management in public schools, even if it is legal. Lenardão and Santos (2009) state, however, that the democratic management model has been gaining strength since the 1990s, and that this has resulted in initiatives that guarantee a participatory form in public schools.

Regarding this management model, Dourado highlights that:

> [...] democratic management is understood as a process of learning and political struggle that is not limited to the limits of educational practice but glimpses, in the specificities of this social practice and its relative autonomy, the possibility of creating channels of effective participation and learning the democratic "game" and, consequently, rethinking the structures of authoritarian power that permeate social relations and, within these, educational practices. (DOURADO, 2001, p. 79)

Dourado (2001) also highlights that education, from the perspective of social practice, should not just focus on schooling, already institutionalized, nor make the school submissive to the utilitarian logic linked to the demands of the production process. The public school, as a training space, must seek its political-institutional role, thus rescuing its transformative social function.

Knowing that there needs to be democratic management in public schools, it is necessary remember that education is everyone's right, as stated in the Brazilian Constitution. Cury (2013) states that school education is what establishes the right to citizen participation and allows everyone to enter social spaces, in addition to being able to insert qualified people into the world of work. He emphasizes that school education is a public right of its own nature, as it implies citizenship and its conscious exercise.

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Considering Cury's thought that the school must offer subjects means of participation, social action, Paro (2001) addresses the need for the working class to integrate political practices into the daily life of the school, so that, from this, there is everyone's participation in school decisions. As we pointed out previously, the School Council, the choice of leaders and the Student Union are facilitating channels for carrying out democratic school management, as, based on Paro (2001), we believe that the school must be democratic in its actions, as a service provider that considers the interests of those who use it, who they need to serve. In this aspect, Paro (2001) highlights that the lack of awareness of the public nature, revealed by teachers and employees of public schools, is often frightening, as they often mistreat people who come to schools, such as parents who are there to receive information. and not be mistreated or even humiliated. This is because it is also in these small actions that democracy occurs. It is not just about democratic attitudes in meetings, councils or member elections: democracy is implicit in all school actions.

The author's idea is relevant, as it considers democracy not only in a broad way, but in the various activities of the school, which reinforces the point that we need to adopt legal actions on democratic management in all types of activities carried out at school . Thus, according to Neto (2012), management must prioritize decentralization, autonomy and collective work, placing such conditions as necessary dimensions to the process of democratization of schools, because the school environment is the target of action of educational policies, which are recognized as an essential space in the development of actions that improve educational quality.

Considering the importance of developing collective and participatory work discussed by Neto (2012), considerations by Paro (2001) are necessary, which highlights Articles 12 and 13 of LDB 9394/96. Based on these legal articles, the The author explains the duty of schools to consider families and the community around them, so that, from this, they can integrate this into school activities. It also discusses not only the participation of teachers in the development of projects, but also the knowledge of parents about the school's pedagogical proposal. For Paro (2001), it is through these participations that democratic management occurs. Articles 64 and 67 are also highlighted by the author. In the first, Paro (2001) analyzes that this is little new in relation to previous legislation and explains that:

> [...] The main problem with this Article 64 is the linking of the training of these professionals, at graduation, to the pedagogy course, prolonging the harmful association with qualifications. Heir to educational technicalism, this conception, with regard to the school director, insists on advocating for differentiated training for the occupant of this position as if all school educators should not be candidates for a possible management role in the school. At the same time, it ignores the specificity, complexity and importance of the political pedagogical nature of the functions performed by the school leader, reducing them to the technicality present in the so-called "principles and methods" of capitalist business administration. (PARO, 2001, p. 60).

According to Paro (2001), it would be correct for all educators to have the capacity to take on school management, but to do so, he highlights that graduates, in addition to the specific content of the degree, must have knowledge of the historical foundations of education, study of didactics and methodologies and knowledge of issues related to school management. public school.

Art. 67 of the LDB (1996) refers to the choice of school leaders. Paro (2001) notes something positive and teaching experience as a prerequisite for exercising the role of teaching. Another positive point is the establishment of the public examination as a norm for entering teaching. As there is already a public tender for this, . Paro (2001) states that there is no need for other proof for those who will assume a management position. Instead, the author suggests that "decision makers make efforts to devise elective systems for choosing leaders, capable of giving them the political legitimacy necessary to carry out their functions." (PARO, 2001, p.61).

The author highlights that directors need to be elected and commit to their duties in order to meet the needs of all school participants, both those who act directly and those who do so indirectly, but states that democratic management is not reduced to the condition of electing directors.

Observing the issues analyzed by Paro (2001) and other authors, it becomes clear how much There is an effort to democratize public schools. It is also clear that some difficulties

of implementing this management in this space, but, not just reducing it to difficulties, we seek, in the next chapter, to look beyond them and seek to find possibilities that can support the construction and consolidation of democratic management in public schools in Brazil.

4   DEMOCRATIC MANAGEMENT: POSSIBILITIES AND CHALLENGES IN THE SOCIETY CONTEXT BRAZILIAN CIAL.

If in the previous chapter we sought to understand the mechanisms of democratic management in public schools, in this item, we intend to analyze the challenges of this management in the Brazilian social context and also the possibilities for action in the face of this.

To understand this mechanism, we need to observe the issue of liberal democracy which, according to Ruiz (2013), this democratic model is not something natural, but rather a phenomenon that was constructed historically, resulting from a process of interaction between subjects, located in a economic system. The author states that democracy is strongly related to the mode of production and that the model of liberal democracy and civil equality are related to social inequality. For her, democratic practice is restricted to representative democracy and this is how the school is configured, with the election of directors, in the school council with maximum representation. Ruiz (2013) also highlights that, in liberal democracy, laws and mechanisms of social interaction are created and legitimized both within the legislative and executive branches. Therefore, this democracy is restricted to state power.

Andrioli (2002) points out that education, from a neoliberal point of view, has a central place in society, so it needs to be encouraged. He emphasizes the two tasks of capital postulated for education according to the World Bank. The first is the expansion of the consumer market, which focuses on education as a generator of work, thus promoting consumption and citizenship, meaning the inclusion of subjects in the world of consumption. The second task is the generation of political stability in countries subordinated to educational processes with reproductive interests of capitalist social relations.

Considering what Andrioli (2002) argues, it is possible to see how much education is related to the mode of production. Therefore, it is necessary to know what form of management the school will carry out. Libâneo, Oliveira and Toschi (2003) point out two perspectives of school management. In the first, they demonstrate a management focused on neoliberalism, which places the school at the center of policies, removing responsibility from the State, making schools and the community responsible for decisions to organize and evaluate educational services. In the case of the other perspective, Libâneo, Oliveira and Toschi (2003) highlight a socio-critical perspective, a management model in which the decisions taken by the school are based on actions that value professionals, in pursuit of the interests of the public school, encouraging interactions that promote autonomy and participation, so as not to release the State.

Paro (2007) also seeks to understand the implementation of democratic management within schools and brings research carried out at the school level, which I consider relevant for analyzing democratic management within schools. In this study, Paro (2007) points out that the school environment reveals a certain tranquility in relation to the institution's authorities. Thus, educators, pedagogical coordinators and the director establish a good relationship. The author also indicates the director as a democratic person who is looking for this work, holding meetings that can guarantee everyone's participation. However, in the speech of a teacher, it is clear that, despite the principal seeking to carry out democratic work, democracy still needs to truly occur in the school. The complaint of the interviewed teacher is about bureaucratization. The educator analyzes that laws are most concerned with the interests of children, giving as an example the ECA - Statute of Children and Adolescents. Another point highlighted by the teacher is a letter he delivered to the management, where he suggested activities that would help to spark the interest of some students who are disinterested and have problems with violence. Despite this proposal made by him, his question is that there was no response from coordination.

Still in the research by Paro (2007), there is a report from another educator, who shows a certain optimism regarding democracy within the school. She does not agree, however, with the slowness of this process. The teacher discusses that the democratic process in the country is not something old, people are still looking for democracy. She highlights that, despite being a slow process, she seeks to work in this way and states that democracy is not something that is taught, but something that motivates , as people must participate in decisions. In her career as an educator, she states that, when she taught at a school in the city of Mauá, everyone's participation at school was greater than in São Paulo. She says it's strange how

conduct the work, she even feels uncomfortable due to the lack of this practice. The educator realizes that the school's projects are shelved, she doesn't observe much of the parents' participation in the school, but, despite this, she seeks to unclog these issues.projects. In relation to working with the community,says that this,for her,It's still something new, and there's a lot to learn, but it's still in the search.aeemphasizes that perhaps this is why there are conflicts between teachers, because the community, in your opinion,needs to work in schools, but not in cleaning services but in building the pedagogical proposal.

Based on this research by Paro (2007),one can see how difficult democratic work is within schools, but the importance of democratic management cannot be ignoredin the school space.Despiteof difficulties,It ispossiblethat educators know that there isit isaspect within the school context.

Knowing about the democratic school organization, during my career in the Pedagogy course,I had the opportunity to observe the management of a school,in the city of Londrina, and it was due to the work carried out during my internship that I returnedThesame school. This time,I went to conduct an interview with the school director,then,due to the accumulation of tasks,the pedagogues were unable to assist me.

I also emphasizethat, despite theidea of   researching just one school in the city of Londrina, the research proposal is to analyze the challenges and possibilities of democratic action at the school level.

In an interview with the school director,research target,firstly, I sought to understand his professional training and his timeinwork in the field of education. In her response, the manager said she was a pedagogue, working in the field of education for 25 years. In her conception, management means "being at the head of a process, where you delegate functions and interact with others, it is the development of collective work with the purpose of education" (Pedagogue A).

I asked himwhether it is possible to achieve democratic management inschool and how.In your opinion,is possible, since "the work of democratic management is carried out through collective work". The pedagogue adds that, when "guidelines arrive from SEED - State Department of Education or Regional Teaching Center, it iscarried outa meeting in which we debate the proposal, see if we can adapt the school, so we discuss issues of dates, even the day we will hold the June festival, in short, it is a work that everyone participates in". As an example of collective work,She mentioned the Cultural Fair held at the school, as,for "Developing this project requires discussion with everyone so that they can carry out quality work." His speech makes clear the school's relative autonomy in defining its own guidelines and its path, as it recognizes the need to adapt to guidelines coming from higher authorities, such as SEED. He is aware that "there are guidelines that come to us that we cannot change, as they are impositions for all schools, but there are those that we can adapt to and see if it is necessary and important for our curriculum". By pointing to the possibilities of adapting the guidelines to the school's reality, we recognize the transformative role in which this school finds itself, as it can consciously articulate such guidelines with the school's political pedagogical project.

Another highlighted point is the level of demand that the community expects from the school. In the director's opinion, as it is a school considered a reference in the quality of educational services, "there is greater involvement on the part of everyone". She also reports that "when teachers go to work at the school, they already know that it is committed to education, which is why they demand from educators, but at the same time that they require pedagogical guidance, they support the teachers' work" (Pedagogue A). Continuing her thoughts, the director argued that "when there is a problem with a teacher or student, we try to resolve it as soon as possible, parents are also very active, they like to know what is happening, they are often at school".

We also sought to inquire about the school's collegial bodies and how they contribute to the consolidation of management. The director pointed out the presence of APMF - Association of Parents, Teachers and Employees, which is responsible for managing the financial part of the institution. Another instance is the School Council, in which is evidenced by "the participation of parents, students, teachers, employees", whose actions "are responsible for guide the school", explained the director.

To conclude the interview, we asked what challenges the school management faced in consolidating democratic management. According to the director, one of the "main challenges is the lack of human and financial resources and the impossibility of resolving these issues, as they are bureaucratic issues in which we depend on State approval to make improvements". As she explained, the management seeks to "do the best within our conditions, but we cannot ignore the fact that we needed more rooms, more teachers, and that we don't have a court. However,despite these difficulties,We care a lot about education,which is our main function, and this is how we seek to carry out work that

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become "round", said the director.

Analyzing these issues, we realize that in this school there is democratic organizational work, as the school community is consulted and called to participate. It reveals autonomy and the carrying out of collective work, in different instances. Although there are some difficulties in implementing democratic management, there are possibilities that make this work effective and still fulfill the main function of the school, which is to educate human beings. This is evident in the director's speech when she mentions that "this collective involvement has only one purpose: education".

We bring some measures pointed out by Libâneo (2004) that need to be taken to implement democratic school management, such as:

> The school is a social institution that presents unity in its objectives (sociopolitical and pedagogical), interdependence between the necessary rationality in the use of resources (material and conceptual) and the coordination of collective human effort. Any change in its structure or functions is projected as a beneficial or harmful influence on the institution. As it is a complex job, school organization and management requires knowledge and the adoption of some basic principles, the application of which must be subject to the specific conditions of each school. (LIBÂNEO, 2004, p. 141).

The following principles are proposed based on the concept of participatory democratic management: Autonomy of schools and educational community. In this principle, Libâneo (2004) highlights people's potential to make decisions and their ability to know which direction to take. The second principle is highlighted by the author as the organic relationship between management and the participation of school team members. In this, individual responsibility towards the collective is explicit, aware that everyone needs to know that their participation is important in the educational process and that they must take seriously what they do and represent. As a third principle, Libâneo (2004) highlights community involvement in the school process, referring to the importance of parents and the community participating in school actions such as the School Council and APMF. The fourth principle concerns task planning, and is justified due to the organizational and objective needs of schools. The fifth principle deals with continued training for the personal and professional development of members of the school community, which is justified by the importance of professional and personal improvement. Libâneo (2004) also points out the sixth principle, consisting of the use of concrete information and analysis of each problem in its various aspects, with broad democratization of information. This is important due to the search for relevant and safe data and information. Shared assessment, such as the evaluative monitoring of the development process and productive and creative human relationships, based on the search for common objectives, is considered, by the author, as the eighth and ninth principles, respectively. They demonstrate the importance of social relationships, which value individual and collective experience to manage the school from a democratic perspective.

Libâneo (2004) indicates possibilities of work action for democratic management and, in this way, I consider the importance of finding ways to achieve democratic management in public schools. On the other hand, Ferreira (2006) indicates that democratic management is constituted in practice, when decisions are made on the Pedagogical Political Project, on the organization of classes, pedagogical referrals, parental participation, finally when there is a collective organization of this process and the construction of the political pedagogical project is being carried out. Thus, it can be said that, in addition to knowing the possibilities for action, it is necessary to put this into practice, so that democratic management can actually be implemented..

FINAL CONSIDERATIONS

Upon completing the work, I recognize how complex education is, I believe that economic impacts are not the only reasons for educational challenges, but I consider them as one of the challenges to be overcome, which is why I listed them as a research topic. The topic addressed may still bring benefits to society, this being the highest priority of the study, contributing to those who benefit from education, providing increasingly better quality to educational work.

By analyzing democratic management in public schools, we were able to understand the characteristics of this mode of school organization and the legal assumptions that support it. Through this study, I was also able to understand that democratic management is not something that we can achieve without a

good development plan and without collective. When dealing with this management method, we have to give everyone a voice, so that we can achieve our objectives, which are based on the subject's education. This is the management that we have to implement in schools.

A management action restricted to the thought and power of the director will certainly not contemplate the legal principle of implementing democratic management in public schools. However, we cannot be so naive as to think that there are no difficulties. However, we need to believe that change occurs with education and that there are also possibilities in the face of these school challenges. With collective work, it is much easier to achieve satisfactory results, because, as is popularly pointed out, "two heads are better than one".

As a graduate of the Pedagogy Course, it is this logic that I rely on, as well as the idea that, with the collective work of everyone involved in the school, we can achieve an education of social quality. We educators have to fight, work and seek solutions to problems that arise in schools, instead of conforming to the impositions made by higher bodies. We must understand that democracy is complex and contradictory and that we are dealing with a diversity of opinions and theoretical references. The difficulty of debating and accepting such diversities can lead the pedagogue to think that it is easier to write a Pedagogical Political Project alone, without the interference of other colleagues. However, this same PPP will not have taken into account all the possibilities posed by democratic management. They did not even consider, collectively, the best way to carry out educational work with these students, nor did they even discuss the educational principle of the institution.

Schools need to believe in collective work, structuring and prioritizing the curriculum of the school with the specificities of those who participate directly or indirectly in schools. Through everyone's access, participation and involvement, we will be able to achieve beneficial results for education, whose objective is centered on the formation of a critical subject to the point of analyzing their surroundings, identifying the problems in their reality and finding solutions for them.

This is the training that we Pedagogues must defend. We cannot make students alienated people, educated only to serve the capitalist labor market, without any critical conscience. On the contrary, we must understand our work as a possibility for social transformation, and not as something just for survival, without understanding the political mechanisms around us. Democratic work within schools will not only give the subject the opportunity to act in the school context, but will also offer conditions to position themselves socially, knowing what their rights and duties are, and that is why I believe in the democratic management of public schools.

Ferreira (2006) emphasizes the importance of a collective action plan, as this is how we can have quality education. We need to reflect on the specificities of the school in which we work in the search for quality teaching and the right to education that everyone has. As Sapelli (2004) points out, often in schools, we are teaching to see only the river and not its contradictions. It is necessary to build among educators the perspective of looking beyond the river. It is necessary to understand the contradictions, know that they exist and that it is on them that we must develop collective work, from the perspective of transformation. After all, it is through collective action that we can observe contradictions and define the possibilities of democratic school management, aimed at human emancipation, in a more fair and socially egalitarian country.

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