

## For a continuing education project in educational policy/management with a historical-critical premise<sup>1</sup>

*Por um projeto de formação continuada em política/gestão educacional com pressuposto histórico-crítico*

*Para un proyecto de formación continua en política/gestión educativa con una premisa histórico-crítica*

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**Abstract:** The article addresses the topic of continuing education in educational policy/management as a result of research into the continuing education in educational policy/management developed in the Program for the Institutionalization and Management of Municipal Teaching Systems/Municipal Education (PRISME), starting in 2022, as an extension action of the Federal University of Tocantins, with 117 municipalities in Tocantins. It problematizes training in PRISME, with the aim of understanding the theoretical-epistemological assumption that gives rise to the elaboration of the theoretical-practical forms of the Program and the theoretical-epistemological coherence in its documents and the level of consistency of its actions. It is based on dialectical historical materialism with theoretical and documentary sources. The results show that the training movement in question, which brings together continuing training, training follow-up, monitoring and evaluation, has a theoretical-epistemological scope and political action in the fight for social quality education, based on the historical-critical assumption. There is an organic training movement and a vast set of technical, technological and scientific productions specific to and for the training movement, which have theoretical-epistemological coherence in their documents and a significant level of consistency in their actions. It is a fertile field for the debate on the autonomy of municipalities in the field of education because, without losing sight of the structural and cyclical challenges, it tackles the epistemological and political discussion of municipal educational contexts in order to counter the hegemonic way of thinking about education and its policy/management. With a counter-hegemonic character, its horizon is substantive, omnilateral education.

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**Keywords:** Democratic education; Municipal education; Educational policy and management; PRISME; Education system.

**Resumo:** O artigo aborda o tema formação continuada em política/gestão educacional, como resultado de pesquisa sobre a formação continuada em política/gestão educacional desenvolvida no Programa de Institucionalização e Gestão dos Sistemas Municipais de Ensino/Educação Municipal (PRISME), a partir do ano de 2022, como ação de extensão da Universidade Federal do Tocantins, junto a 117 Municípios do Tocantins. Problematiza a formação no PRISME, tendo por objetivo compreender o pressuposto teórico-epistemológico que dá origem à elaboração das formas teórico-práticas do Programa e a coerência teórico-epistemológica em seus documentos e o nível de consistência de suas ações. Assenta-se no materialismo histórico dialético, com fontes teórico-documentais. Os resultados assinalam que o movimento formativo em questão, que agrega formação continuada, acompanhamento formativo, monitoramento e avaliação, apresenta envergadura teórico-epistemológica e de ação política na luta por uma educação de qualidade social, tem por referência o pressuposto histórico-crítico. Apreende-se um orgânico movimento formativo e um vasto conjunto de produções técnicas, tecnológicas e científicas específicas dae para o movimento formativo que guardam coerência teórico-epistemológica em seus documentos e nível significativo de consistência de suas ações. Constitui-se em um campo fértil para o debate sobre a autonomia dos Municípios no campo da educação, pois, sem perder de vista os desafios estruturais e conjunturais, enfrenta a discussão epistemológica e política dos contextos educacionais municipais para contrapor-se ao modo hegemônico de pensar a educação e sua política/gestão. Tendo caráter contra-hegemônico, seu horizonte é uma formação substantiva, de cunho omnilateral.

**Palavras-chave:** Educação democrática; Educação municipal; Política e gestão educacional; PRISME; Sistema na educação.

**Resumen:** El artículo aborda el tema de la formación continua en política/gestión educativa, como resultado de una investigación sobre la formación continua en política/gestión educativa desarrollada en el Programa de Institucionalización y Gestión de los Sistemas Municipales de Enseñanza/Educación Municipal (PRISME), a partir de 2022, como acción de extensión de la Universidad Federal de Tocantins, con 117 municipios de Tocantins. Discute la formación en el PRISME, con el objetivo de comprender el supuesto teórico-epistemológico que da origen a la elaboración de las formas teórico-prácticas del Programa y la coherencia teórico-epistemológica en sus documentos y el nivel de consistencia de sus acciones. Se basa en el materialismo histórico dialéctico, con fuentes teóricas y documentales. Los resultados muestran que el movimiento de formación en cuestión, que reúne la formación continua, el seguimiento de la formación, el control y la evaluación, tiene un alcance teórico-epistemológico y una acción política en la lucha por una educación social de calidad, basada en el supuesto histórico-crítico. Existe un movimiento orgánico de formación y un vasto conjunto de producciones técnicas, tecnológicas y científicas propias y para el movimiento de formación, que tienen coherencia teórico-epistemológica en sus documentos y un significativo nivel de consistencia en sus acciones. Es un campo fértil para el debate sobre la autonomía municipal en el campo de la educación porque, sin perder de vista los desafíos estructurales y coyunturales, aborda la discusión epistemológica y política de los contextos educativos municipales para contrarrestar el modo hegemónico de pensar la educación y su política/gestión. Con carácter contrahegemónico, su horizonte es la educación sustantiva y omnilateral.

**Palabras clave:** Educación democrática; Educación municipal; Política y gestión educativa; PRISME; Sistema educativo.

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## Introduction

This article deals with the topic of continuing education in educational policy/management, as a result of research into the continuing education in educational policy/management developed in the Program for the Institutionalization and Management of Municipal Education Systems/Municipal Education (PRISME<sup>6</sup>), starting in 2022, as an extension action of the Federal University of Tocantins (UFT), with 117 municipalities in Tocantins adherent to the work<sup>7</sup>.

The aim is to understand the theoretical and epistemological presuppositions that give rise to the development of the program's theoretical and practical forms, the theoretical and epistemological coherence of its documents and the level of consistency of its actions.

This study is justified, initially, given the importance of the municipality in Brazilian federalism, implying inter dependence between the spheres of government and, at the same time, autonomy for local interventions and regulations, with their own responsibilities and duties, as in the case of the institutionalization of municipal systems in education (LAGARES, 2008).

It is also plausible that continuing education in educational policy/management, developed at public universities, be an opportunity to reflect on the possibilities of counter-hegemony in a context of privatization of public education (ADRIÃO, 2022).

It is also justified by the mobilization of a group of management professionals and members of the municipal education collegiate bodies to discuss educational policy/management, given the importance of management processes in the training required in the different stages (early childhood education, primary education and secondary education) and modalities of basic education.

Based on dialectical historical materialism (LOMBARDI; MAGALHÃES; SANTOS, 2013), with theoretical-documentary sources, this text analyzes bibliographic production related to the subject and Program documents, including the Pedagogical Project (PRISME, 2022), the Final Activities Report (PRISME, 2023) and the transcript of the Program's final evaluation meeting (PRISME, 2023).

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<sup>6</sup>PRISME is part of the Tocantins Collaboration Network (RCT), made up of six collaborating institutions: the Ministry of Education/National Education Development Fund, the National Union of Municipal Education Directors, the Federal University of Tocantins, the Tocantins Public Prosecutor's Office, the State Department of Education and the Tocantins Association of Municipalities.

<sup>7</sup> In Tocantins, there are 139 municipalities and, in this program, the municipalities make it up by adherence.

In order to fulfill its objective, in addition to this introduction and the final considerations, the article presents a section describing PRISME, addressing the theoretical-epistemological assumption of continuing training in educational policy/management for municipalities in Tocantins and in another section, it goes on to reflect on the theoretical-epistemological coherence of its documents and the level of consistency of its actions.

### **Theoretical-epistemological assumption of continuing education in PRISME**

The theoretical-epistemological assumption of PRISME's continuing training is referenced in its main documents, the Pedagogical Project (PRISME, 2022) and the Final Activity Report (PRISME, 2023), as well as in the statements of trainers at its final evaluation meeting (PRISME, 2023).

From the analysis of the information contained in the documents, the historical- critical assumption can be seen from the very constitution and profile of its working group, in January and February 2022, with the proposal to build a Program that would constitute a political project of continuing education, mobilizing post-doctors, doctors, masters, post-graduate master's degree and doctorate in education and Pedagogy graduates from the Palmas Campus of the UFT [members of the Study, Research and Extension Group in Municipal Education (GepeEM); of the Observatory of Education Systems and Plans of Tocantins (ObSPE); of the Práxis Group<sup>8</sup>; and of the Pedagogy Course)].

In the first half of 2022, the Pedagogical Project was built and, in August, the training movement began with the 117 municipalities in Tocantins that joined the Program, for Municipal Education Managers/Secretaries, Technicians assigned to the Municipal Education Departments, Principals and School Secretaries of the municipal units and members of the municipal education collegiate bodies: Permanent Education Forums (FME), Municipal Education Councils (CME), Municipal Councils for Monitor in and Social Control of the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (CACS FUNDEB) and School Feeding Councils (CAE).

PRISME took as its starting point the continuing training for municipal education management developed in 2020 and 2021, with the scope of the Colaboração Tocantins Network, with the intention of supporting municipalities in setting up actions and strategies to face the challenges generated by the Coronavirus / Covid-19

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<sup>8</sup>These groups make up the Center for Study, Research and Extension in Education Policy/Management and the School of the UFT.

pandemic, with the collaboration of several institutions, including the Ministry of Education / National Fund for the Development of Education (MEC / FNDE) (with the financial support of the Program); the National Union of Municipal Education Directors (Undime), the Tocantins Public Prosecutor's Office (MPTO) and the Tocantins Association of Municipalities (ATM) (with support); and the UFT and the State Department of Education (Seduc)<sup>9</sup>(with the planning and execution of the Program) (DOSSIÊ/RBEC, 2021).

According to the Pedagogical Project (PRISME,2022), the Program seeks to discuss the knowledge necessary for the democratic management of education, the effective institutionalization of the municipal education/teaching system and the constitution of municipal autonomy, using continuing education, monitoring, follow-up and evaluation as a method, through a virtual environment structured specifically to meet its demands:

Ensuring ongoing training and the creation of an Interactive Virtual Educational Environment (AVNEI), for continuous monitoring and follow-up of the elements that make up the Municipal Teaching/Education System (SME) and periodic evaluation of the subjects of the training movement [course participants], supporting the effective process of institutionalization and management of the SME, with the intention that the municipalities constitute autonomy and fulfill their educational duties, integrating with the policies and plans of the Union and the State, having as axes the Municipal Education Plan(PME) and the Plan of Articulated Actions(PAR) as articulators of the system (PRISME,2022,p.6).

In the document, its historical-critical perspective on education is explicit, with education as a social practice:

[...] is based on the **concept of education** understood as a social practice that goes beyond the school environment and includes the set of social processes that are part of human actions relating to the production and reproduction of life in contemporary society (GRAMSCI, 2006; MANACORDA,2001; SAVIANI,1999;2012). This conception of education, although not unknown, goes beyond the understanding of education that redeems society or that simply reproduces society's hegemonic and domineering structure (p. 19-20).

Based on the assumption that understanding the local reality and its particularities is an essential task, the diagnosis is understood to go beyond the survey of problems and/or a one-off action. In this sense, it consists of successive approaches to reality through all asynchronous activities:

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<sup>9</sup>Seduc-TO took over the collaboration with the Network from 2022.

The understanding of diagnosis with the scope of PRISME has the meaning of continuous, participatory knowledge with the theoretical and practical depth, by means of successive approaches, seeking to identify the challenges and the needs and possibilities for the institutionalization and management of EMS, explaining the tension between the causes and effects that favor or hinder the effectiveness of municipal education management, and recognizing the right to difference between municipalities (PRISME,2022,p.28).

The critical-dialectical theoretical approach to training, based on Marx, Lukács, Frankfurters, Gramsci and others, is explained in the PRISME Project (2022, p. 18, 20; emphasis in original): "The training process focuses on the development of **new syntheses in** the confrontation between thought and the real lived in the social context, in a critical and transformative process of nature and society. Unilateralism X formative Omnilateralism."

From a historical-critical perspective, substantive education requires intellectual and moral reform. As such, formative relationships occur around knowledge and in the way that Saviani (2012) advocates: social practice, as the starting point; problematization; instrumentalization; catharsis; social practice, as the end point.

With this understanding, the idea of the effective institutionalization of the education system goes beyond the organization of norms and procedures:

The process of effective institutionalization and management of EMS, from the perspective of PRISME, understands the dialectic of social relations and, in a critical tone, considering the existing contradictions, seeks the transformation of such practices through the democratization of society, the management of education/teaching systems and schools (CARVALHO; MANCIBO, 2019; CARVALHO; LAGARES; AGUIAR DE CARVALHO, 2020)(PRISME, 2022,p. 24).

From the analysis of the Activities Report (PRISME, 2023, p. 13), in the training materialized through three projects, the themes of the institutionalization of the system, municipal autonomy, democratic management and professional valorization attempted to encourage the development of organizational political awareness and the problematization/overcoming of the challenges imposed by the municipal educational reality, seeking unity in diversity (SAVIANI,2012):

PROJECT I: DIAGNOSIS OF THE MUNICIPAL EDUCATION SITUATION/INSTRUMENT FOR MONITORING, FOLLOWING UP AND EVALUATING THE MUNICIPAL EDUCATION PLAN (PME). Developments in training - based on the PNE 2014-2024, in Article 9, which states that "[...] municipalities must

approve specific laws for their education systems, regulating the democratic management of public education in their respective spheres of activity [...]” (BRASIL 2014).

PROJECT II: PME AND PAR AS ARTICULATORS OF THE SME AND DEFINERS OF PUBLIC POLICIES WITH A FOCUS ON

GOALS 18, 19 AND 20 OF THE PNEO. Developments in training - based on the PNE 2014-2024, in article 2, item IX, which states “[...] valuing education professionals [...]” (BRAZIL 2014).

PROJECT III: BASIC ELEMENTS OF SME AND VIRTUAL LEARNING ENVIRONMENT OF AN INTERACTIVE EDUCATIONAL NATURE (AVNEI).

These projects, with a view to the mobilization and theoretical-practical maturing of their work group and the subjects of the training movement, focused on successive approaches to the reality of the municipalities (diagnosis) through all the asynchronous activities; and the study of the themes of democratic management of education and schools (Goal 19 of the PNE and its strategies); valuing public basic education professionals/Career Plan/Salary Floor (Goal 18 of the PNE and its strategies); and financing education (Goal 20 of the PNE and some of its strategies). These are ways to comply and implement the National and Municipal Education Plans and, consequently, to institutionalization the municipal teaching/education system (PRISME, 2023).

As stated in the Program's general objective, training goes hand in hand with three other processes: "Organically articulated (GRAMSCI, 2006) are the **follow-up, monitoring and evaluation of both PRISME management and the institutionalization of the EMS and municipal education management**" (PRISME, 2022, p.6,50; emphasis in original).

These processes are based on the ideas of Brito, Sousa and Carvalho (2021, p. 9, 10):

Evaluation, monitoring and follow-up are closely related, but they are not confused in theoretical and practical terms. Evaluation, in its generic sense, is related to the idea of improving, learning and judging. We can see from the above that assessment perspectives are disputed by political, economic, scientific, and social in search of a certain hegemony. The hegemonic perspective of evaluation in 21st century capitalist society continues to be one that favor monitoring as the cut-off point for evaluations in order to improve the management of results, mainly by rigorously adjusting objectives to planned goals. Without disregarding the importance of monitoring in data collection, the organic link that the proposal [...] presents is between evaluation, from a democratic-participatory perspective, and the monitoring of social practices, translated into educational relationships, with the concern of valuing more dialogue and fewer instruments or means used for this practice. With this, we are saying that the most important thing is the social relationships that are established in the training process [...] as an educational praxis, which submits instrumental criteria to substantive training criteria.

When it comes to monitoring, the purpose is to "[...] provide continuity of training in the work environment of municipal education management and schools, through various activities, such as meetings, study groups and others, developed with the community (peers of the institutions/bodies represented in PRISME)". It is therefore considered formative because it establishes a continuous dialog with the subjects of the training, mediated by monitoring instruments and the evaluation of synchronous moments and asynchronous activities; by meetings with the Municipalities<sup>10</sup>; by AVNEI; by communication groups on *WhatsApp*; as well as by communications and training materials (PRISME,2022, p.50).

Monitoring is continuous, involving training, the effective process of institutionalization and the management of teaching/education systems,"[...] through a set of forms and interactive spreadsheets [...] covering quantitative and qualitative aspects, to enable the process of continuous monitoring and periodic evaluation"(p.52). Likewise, the evaluation focuses on continuing education, the effective process of institutionalization and the management of the system, [...]collectively organizing/tabulating, analyzing and interpreting qualitative and quantitative data and information"(p.52).

In this training movement, in addition to information and communication technologies, PRISME has a Virtual Learning Environment of an Educational/Interactive Nature(AVNEI<sup>11</sup>), for its management actions and to support the process of institutionalization and management of municipal teaching/education systems, which is procedurally, continuously and specifically designed for its objectives, contemplating the needs of the training movement with the tabs: Planning and Training (Events, attendance and certificates); Follow-up, Monitoring and Evaluation (Diagnosis and Plans of the Municipal Education System); Repository of Norms and Documents (Laws, plans and legal instruments of the municipalities) and Management Environment (Management team and record of meetings).

In summary, Chart 1 shows the PRISME training movement, which combines training, monitoring, follow-up and evaluation.

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<sup>10</sup>In each municipality, there is a municipal education professional who acts as PRISME supervisor and is responsible for the local management of the program.

<sup>11</sup>AVNEI is integrated in to the UFT environment: <https://palmas.uft.edu.br/avnei>



Chart 1-PRISME training movement, 2022-2023

Year	Month	Activities
2022	August	I Training Moment: PRISME [The Program for the Institutionalization and Management of Municipal Teaching/Education Systems].  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative follow-up, mobilized by Asynchronous Activity I: Summary of the Municipality: KNOWING THE MUNICIPAL REALITY - democratic management in Goal 19 of the PNE/PME, as a starting point.</li> <li>• Planning and theoretical foundation by the PRISME collective (weekly meetings).</li> </ul>
2022	September	II Training Moment: Continuity: The Program for the Institutionalization and Management of Municipal Teaching/Education Systems.  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative follow-up, mobilized by Asynchronous Activity II: Knowledge of the EMS Institutionalization and Management movement, to deepen what was expressed in Asynchronous Activity I: a) checking the situation of democratic management in each municipality in comparison with the strategies of Goal 19 of the PNE 2014-2024; b) answering the INSTRUMENT-MIGSME-Asynchronous Activity II; and c) feeding AVNEI.</li> <li>• Planning and theoretical foundation by the PRISME collective (weekly meetings).</li> </ul>
2022	October	III Formative Moment: approximate knowledge socialization panel on the Institutionalization and Management of EMS.  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative accompaniment, mobilized by Asynchronous Activity II.</li> <li>• Planning and theoretical foundation by the PRISME collective (weekly meetings).</li> </ul>
2022	December	IV Formative Moment: Democratic management, positions, careers and valuing education professionals.  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative accompaniment, mobilized by Asynchronous Activity II.</li> <li>• Planning and theoretical foundation by the PRISME collective (weekly meetings).</li> </ul>
2023	February	V In-Person Formative Moment: Democratic management, positions, careers and valuing education professionals.  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative accompaniment, mobilized by Asynchronous Activity II.</li> <li>• Planning and theoretical foundation by the PRISM collective (weekly meetings).</li> </ul>
2023	April	VI Formative Moment: Democratic management as a mobilizing praxis for the institutionalization and management of municipal teaching/education systems: effective participation, professional valorization, autonomy of Municipal education and educational quality.  <ul style="list-style-type: none"> <li>• Post-training monitoring and evaluation.</li> <li>• Formative accompaniment, mobilized by Asynchronous Activity II.</li> <li>• Planning and theoretical foundation by the PRISME collective (weekly meetings).</li> </ul>

Source: built by the authors, based on PRISME, 2022 and 2023.

In this continuous movement and analysis of concrete reality, with its contradictions and possibilities<sup>12</sup>, asynchronous activities combine study and work, linking them to the fundamental tasks of the education secretariats, collegiate bodies and management in school, contributing to theoretical and practical training for the formulation of management strategies by the subjects themselves and for building the capacity to drive the necessary changes.

<sup>12</sup> Throughout the work, weekly collective meetings were held for planning and monitoring.

To support the work in the Program, a set of technological and technical tools and materials was developed by the collective, as shown in Table 2.

Table 2- PRISME technological and technical tools and materials - 2022-2023

Item	Description of productions	Quantity
1	Preparation of teaching plans for PRISME Projects I, II and III/Formative Moments	9
2	Preparation of information documents for municipal systems	6
3	Preparation of instructional material for Asynchronous Activities I, II, III and IV (Report)	4
4	Preparation of Follow-up and Monitoring Tools for PRISME Formative Moments	9
	Preparation of Asynchronous Activities I, II, III and IV (Report)	3
6	Elaboration of criteria and instruments for the construction of reports for Asynchronous Activities I, II and III	6
7	Preparation of basic material for PRISME's synchronous training sessions and asynchronous activities	9
8	Preparation of Formative Moments reports by WG	45
9	Preparation of Evaluation Reports for PRISME's Synchronous and Asynchronous Formative Moments	9
10	Preparation of follow-up reports by Trainers on Asynchronous Activities I/II and III by PRISME regions	22
<b>Total</b>		<b>122</b>

Source: PRISME, 2023.

Based on the Pedagogical Project (PRISME, 2022, p. 47), "training is considered a structuring element, also generating research, intellectual-scientific production and the dissemination of knowledge", as shown in Table 3.

Table 3-Production and dissemination of scientific knowledge

Item	Description of productions	Quantity
1	Study, Research and Extension Groups involved: GepeEM and Praxis	2
2	Elaboration and publication of theoretical and didactic-pedagogical materials [proper]-for the formative moments-continuing education in The formats (face-to-face, synchronous and asynchronous)	35
3	Participation in national events, with presentation of paper sand publication in event annals	8
4	Participation in international events, with presentation of works and Publication in event annals	7
5	Participation in regional and local events, with presentation of works Publication in event annals	10
6	Publication of scientific articles in journal s- Qualis journals	22
7	Preparation and publication of e-books with Qualis publishers (digital books) 1. Municipal education in Tocantins in the face of the 21st-century pandemic: the experience of the Tocantins Collaboration Network (RCT) / Rosilene Lagares, Roberto Francisco de Carvalho, Katia Cristina C. F. Brito (organizers) - Curitiba: CRV, 2022. 282 p. 2. Significant experiences in municipal education in Tocantins: the pandemic context of covid-19 / Rosilene Lagares, Roberto Francisco de Carvalho, Katia Cristina C. F. Brito (organizers) - Curitiba: CRV, 2022. 170 p.	2
8	Preparation and publication of [in-house] scientific and didactic-Pedagogical materials – thematic notebooks and bulletins with ISBNs	7
9	PRISME Collections on Educational Policy and Management: Volume I - Collection of Educational Policy and Management [Goal 19 of the PNE] Volume II - Valorization of education professionals from the perspective of democratic management: PCCR, Position, Career and Floor [Goal 18 of the PNE]	2
10	Post-doctoral project carried out at the State University of Rio de Janeiro in Conjunction with part of the activities in the PRISME/RCT program	1
11	Guidance and preparation of Doctoral Theses in the field of education in progress correlated with PRISME (UFT; UFG)	3
12	Guidance and preparation of Master's dissertations in the field of education related to PRISME	2
13	Guidance and preparation of undergraduate TCC in the area of education in progress correlated with PRISME	3
14	Presentation of reports from municipal about significant transformations/results for the process of institutionalizing the municipal education system and education management triggered by PRISME activities: understanding result, repercussions, challenges and possibilities.	110
	<b>Total</b>	<b>214</b>

Source: PRISME, 2023.

The educational processes in the institutionalization and management of the systems and schools in the municipalities mobilized by PRISME in its 3 projects are shown in Chart 2.

Chart 2- Educational processes mobilized by PRISME

Indicators [ Spaces and Mechanisms of Democratic Management Mobilized]
Specific legislation for democratic management in education systems [macro and micro]
Mixed process for the position of school principal (technical criteria of merit and performance+ participation of the school community)
Training and support for councilors [all existing councils]
Permanent Education Forums (FME)
Municipal Education Conferences (CME)
Monitoring the implementation of the PNE and the PME(s) and PME monitoring, follow-up and evaluation reports (RMAA)
Student Unions (GE)
Parent-Teacher Associations (APM)
School Councils (EC)
Municipal Education Councils (CME)
Pedagogical Political Projects (PPP)
School Curricula (EC)
School Management Plans (PGE)
School Regulations (SR)
Pedagogical, administrative and financial management autonomy
School management training programs
Municipal Council for Monitoring and Social Control of the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (CACs FUNDEB)
School Feeding Council (CAE)
Existence of a Plan of Positions, Careers and Remuneration (PCCR) for Education Professionals, which considers: <ul style="list-style-type: none"> <li>▪ The limit of 2/3 (two thirds) of the workload for classroom activities and 1/3(a third) of the day will be dedicated to preparing classes and other activities outside the classroom;</li> <li>▪ Progression/promotion/ascension criteria used in the PCCR.</li> <li>▪ Stability; probationary period; public examination; professional qualification; educational census; sociocultural specificities; the preparation of job, career and development plans; and permanent commissions for the preparation of restructuring and implementation of PCCRs.</li> </ul>
Articulated Action Plan (PAR)- interface with the PNE and the PMES
Management of Municipal Teaching/Education Systems - guidance, technical support, training, monitoring, follow-up and evaluation of the effective process of institutionalization and management of the EMS, with reference for the PME and PAR [Municipal Secretariats of Education, collegiate bodies and school units].
(Re)formulation of the Multiannual Plans (PPA), the Budgetary Guidelines Laws (LDO) and the Annual Budget Laws (LOA) within the municipalities in order to ensure the allocations of budget are compatible with the guidelines, goals and strategies of the PME, in order to enable its full implementation.
Municipal Teaching System/Education Law [being strengthened]
Municipal Education System Law [in preparation]

Source: PRISME, 2023.

The description of the Program in this section reveals the historical-critical theoretical-epistemological presupposition for continuing training in educational policy/management, as well as a vast array of technical, technological and scientific

productions specific to and for the training movement, as set out in the Final Report which presents: the Extract from the PRISME Pedagogical Project; Work Plans for Projects I, II, III; PRISME Training Notebooks; Monitoring Notebooks for Projects I,II,III, for Formative Moments 2,3,5,6,7,8,9; and the Final Object Report. In addition, the theoretical and epistemological coherence of its documents can be seen, demonstrating the commitment to building the Program, as discussed in the following section.

### **Commitment to training based on the historical-critical assumption**

In PRISME, with a historical-critical assumption of education (SAVIANI, 2012; 2023), and from the perspective of constituting a counter-hegemonic experience, it is clear that the formative processes carry the class mark of those who create them (MARIANO; LOMBARDI, 2019). This is why there is a commitment to the theoretical and epistemological coherence that gives rise to the elaboration of the Program's theoretical and practical forms, materializing in its documents, as well as guaranteeing consistency in its actions.

This coherence and consistency is due to the constitution of transformative action that eminently involves the formation of organic intellectuals from the popular classes, politically committed to a humanized and democratic society (LOMBARDI; MAGALHÃES; SANTOS, 2013).

With the critical-dialectical presupposition of training, we are committed to the construction of continuing training in educational policy/management that recognizes the possibility of the constitution of the subjects' autonomy, allowing them to understand their conditions of existence, transcend them and reorganize them (SILVA, 2018), albeit in a field of tension and disputes of projects and conceptions of an instrumental nature or in defense of a solid theoretical training that can give new meaning to teaching .

Even in these circumstances, substantive training for those who conduct educational policy/management [municipal education secretaries, secretariat and school management technicians, school principals and members of municipal education committees-the Municipal Education Forum, the Municipal Education Council, the Fundeb Monitoring and Social Control Council and the School Feeding Council], becomes a potential for mediation.

It is with this understanding that the principles and purpose of continuing training at PRISME are to reflect on educational practice and to seek the technical, pedagogical, ethical and political improvement of the teaching professional, as explained in the PRISME Pedagogical Project (2022) and in the speeches of its trainers: "[...] the deepening that has appeared in some municipalities on the debate education as social practice (D. A., 2023).

The experience is based on the concern for training that is constituted by collective reflection of work, conceived as a privileged space for "dealing with the theoretical-epistemological aspects of training in conjunction with its concrete problems, valuing the processes of knowledge production built on teaching work" (FREITAS, 2009, p. 9).

As explained in the documents analyzed, the Program's training movement is based on the organic articulation between specific actions - continuing training, training follow-up, monitoring and evaluation, mediated by the diagnosis, conceived as successive approaches to reality/social practice. Different actions but related by the historical-critical principles erected by Saviani (2012): social practice as a starting point, problematization, instrumentalization, catharsis; and, again, social practice (passage from syncretism to synthesis).

Amidst the scenario of privatization of education (ADRIÃO, 2022), the idea behind the Program is to build a political training project based on the public university, therefore also in defense of the public management of public education. And with the engaged participation of researchers and students, bringing the university and education system closer together:

The strengthening of initiatives that relate the public to the public [...] ends up promoting what we all believe in, which is done when there is a system of collaboration; and I think that RCT and PRISME [...] are the symbolic representation of what we believe it could be the path towards a collaborative regime, which does not extrapolate the competence and autonomy of the entities, but that everyone is there together, in equal conditions, contributing so that this management is in fact meaningful and attentive to the fulfillment of the right to education (R. V. N., 2023).

In the spirit of contributing to the discussion, in the Program, technical, technological and scientific productions and the inseparability of teaching, research and extension have a significant impact on the training itself and on the accumulation of scientific knowledge on the subject in Tocantins, demonstrating the importance and theoretical power, as evaluated by trainers:

The studies, the texts that were presented, the *lives that* we gave as guidance. They began to realize their reality, to be bothered by it and to want to change. This is fundamental, because it's not just someone who gets there and says: this is right, this is wrong. We helped them to understand [the reality], so that from there they could make a move (G. G., 2023). In the context of the PRISME collective, the construction of dossiers, the authors being the PRISME collective itself, which took as its starting point the reality presented by the municipalities; also positive was the provision of theoretical material for studies; (M. A., 2023).

These professionals understand training in the field of educational policy/management with interests that differ from the tendency to modify the essence of educational work, linking it to training with a technical rationality that over values experience (FREITAS, 2002). This assumption supports an intentional and well-founded orientation so that the education professional organizes systematized, historically constructed and scientifically disseminated knowledge relating to specific know-how (WEBER,2003),on the way to the democratic management of education, the school and its autonomy:

The resumption of the Municipal Education Plan is an aspect in practically every municipality[...]. It's also a question of looking at their own system and realizing that some elements weren't in constituted or were established and weren't functioning. . So this is possible for them to have a better understanding of what a Municipal Education System is and from there be able to organize and implement some of the things that weren't quite in place (M.R.,2023).

We realized that the municipalities understood, conceived what a democratic management law actually is - the result that I believe PRISME achieved; another point, too, was [the perception of] the autonomy of the municipal system. PRISME brought about this discussion, and it's clear from the social reports (A. C., 2023).

One point that also stood out was the discussion about the need for the initial student unions. They hadn't thought of this before. So this stood out in the reports (G. Q., 2023).

To make them understand that the Municipal Education Plan and the articulated action plan are really the system's articulators; [also] I thought it was important that these four dimensions - follow-up, monitoring and evaluation - are present in the dimension of pedagogical planning, as well as in the dimension of education management in Municipal Education (L.L.,2023).

The PME being the epicenter of municipal management, I see that they have come to this understanding [...] so it is apposite result of the activities themselves [...] (M. R., 2023).

The drafting of the municipality's job and career plans this year, already prompted by this work to qualify managers [...] updating school regulations, creating school councils [...] (D. A., 2023).

For the training movement, it is understood that a consistent foundation is needed, which allows its subjects the ability to understand and act in the technical, aesthetic, political and didactic dimensions. This concern can be seen in the Program from the analysis of the objects/themes chosen for its curriculum: the democratic management of education and the school and compliance with/implementation of the National Education Plan, especially goals 18, 19 and 20, as shown in Chart 1. The content covered is linked to elements that are directly related to the essence of the function to be performed in the context of educational policy/management. It is understood that the nature of work in the management of education

and schools is essentially political (educational and school policy), with the attribution of conducting the political process that is educational management immersed in the social function of the school.

With this proposal, it is conceived that "[...] the historical subject [...] has elements in the formation and objective conditions of his activity to interpret and interfere in his own practice intentionally and consciously, making it the object of reflection and question between what is explained and what is done (SILVA,2018, p. 333-334).

From the training movement presented in Chart 1, the intentional and methodical pedagogical process stands out, solidified by the concern with structuring of a specific virtual learning environment with an educational and interactive nature<sup>13</sup>, to form, accompany, monitor and evaluate, demonstrating a commitment to inclusion in the world of information and communication technologies.

From the analysis of the final evaluation of the Program carried out by the PRISME trainers in July 2023, as it should be, challenges are pointed which can be worked in the continuity of the Program, such as demotivation regarding the participation of the subjects in the training movement and the articulation of the community to participate; demotivation regarding participation in the collegiate spaces linked to municipal education; resistance on the part of the participants to understanding that the institutionalization of their education systems cannot take place by importing models, but on the contrary, it is a process that must be carried out with reference to the local reality and knowledge of the socio-cultural specificities of the municipality, and with the participation of the school and local community as a central premise; travel to face-to-face meetings; centralization of activities in the hands of PRISME supervisors; difficulties in mobilizing subjects enrolled in the training; turnover of municipal supervisors; political and municipal management resistance; managers' resistance to the approval of the democratic management law and the creation of student unions; resistance to the approval of the Career, Positions and Remuneration Plan (PCCR) and the payment of the national salary floor; failure to hold public examinations and the hiring of untrained/unprofiled civil servants for education -related positions; political interference making It difficult to meet the goals of democratic management and valuing education professionals, such as the election of principals and compliance with the PCCR; difficulty in locating education management documents in the municipalities; lack of evidence of implementation of the PME.

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<sup>13</sup> The environment is designed as a work place; as are depository for documents , rules and activities; and for the effective management of municipal education.



The effort is to build a political project for training in educational policy/management based on the assumptions of a historical-critical education, thus paying attention to write Silva (2018,332s):

[...]in which reality is understood as pseudo-concrete, dialectical and contradictory. Therefore, no proposal is neutral and entirely of quality, no does it conform to only positive or negative aspects. We know that there are realities and there is no bipolarity, because depending on the interest, especially class interest, there are different in initiatives that may contain different and antagonistic aspects.

It is in this field of contradictions, of "(Arduous) Conditions for Municipalities" (CURY; LAGARES; GONÇALVES, 2021, p. 12) to take on a system in education, therefore not restricted to the school network, that PRISME itself demonstrates its importance, given the demands for a critical education that allows the subject of education to understand their conditions of existence and, consequently, act in favor of their transformation.

### **Final considerations**

When problematizing the training in PRISME, with the aim of understanding the theoretical-epistemological assumption that gives rise to the elaboration of the theoretical-practical forms of the Program and the theoretical-epistemological coherence in its documents and the level of consistency of its actions, dialoguing with the data and information, the commitment to the construction of training with potential for the mediation of another educational, social, political and cultural reality in the Municipalities of Tocantins is accentuated.

The results show that the training movement in question, with a theoretical-epistemological scope and political action in the struggle for social quality education, is based on a counter-hegemonic theory whose horizon is substantive, omnilateral training.

Based on the historical-critical assumption, the organic training movement in the Program - continuing training, training follow-up, monitoring and evaluation - is a fertile field for the debate on the autonomy of municipalities in the field of education, since, without losing sight of structural and conjunctural challenges, it faces the epistemological and political discussion of municipal educational contexts to counter the hegemonic way of thinking about education and its policy/management.

The effort to break the impasse between the implementation of solid continuing education and meeting the daily demands of education and the municipal school has direct

implications for mobilizing the political-institutional conditions for the autonomy of the municipality, despite the political-operational limitations of the program and the contradictions typical of the capitalist social context which continuing education and educational policy/management practices occur.

In view of the above, PRISME brings together a group of municipal education workers in the movement to institutionalize and manage education. In this line of reasoning, the proponents and participants of the program in question envision a quality, socially referenced, inclusive, autonomous and emancipatory education. The experience seems promising because, in the sense of democratizing municipal systems, together with education workers, it problematizes to explain the potential and obstacles of municipal education, seeking to know in order to transform the theoretical-practical aspects of educational policy/management in Tocantins.

It has potential as a formative praxis in the movement to institutionalize and manage municipal education systems from the perspective of democratic management, which understands municipal education as an important social practice in the process of training the people living in the municipalities of Tocantins.

In times of setbacks, the conclusion reached is therefore, the following: based on the value of knowledge for social change, this analysis has just begun, and should be expanded and deepened in future research, given the perspective and implications significant of the training developed.

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