

Dossie presentation

“The Movement of Institutionalization and Management of Municipal Education Systems”

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The dossier “**Institutionalization Movement and Management of Municipal Education Systems**” in the Revista Educação e Políticas Públicas em Debates (REPOD) aims to disseminate knowledge materialized in scientific articles relevant to the field of education, based on the transformation of data and information generated by the Institutionalization and Management Program of Municipal Education Systems of Tocantins (PRISME/RCT), research conducted in Brazilian geographical regions, and studies on education policy and management with international scope.

We emphasize that the PRISME program is part of the Tocantins Collaboration Network (RCT), bringing together a group of researchers who study, research, teach, and conduct outreach addressing the theme of Education Policy and Management, and, in the specific case of this publication, focuses on the “**Institutionalization Movement and Management of Municipal Education Systems**” in dialogue with Brazilian and international researchers.

The dossier in question, through a significant interview granted by Professor Luiz Fernandes Dourado, PhD, and the 12 articles that comprise it, aims to publicize scientific knowledge encompassing the study of: 1) educational systems; 2) educational planning; 3) democracy, democratic management; 4) autonomy of municipal education; 5)

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institutionalization and management of municipal education systems: democratization, position/career and valorization of education professionals, and financing.

Professor Luiz Fernandes Dourado, PhD, **gave an interview to REPOD on November 30, 2023**. In it, he presents elements of his academic and professional trajectory in the field of education and offers considerations regarding the scenarios and perspectives surrounding the themes of the National Education System and the National Education Plan. He presents a synthesis regarding the debate on the National System and Plan of Education in Brazil; comments on the idea of a National System and Plan of Education in relation to countries in Latin America; and reiterates his thesis of the National Plan as the epicenter of State policies, seeking the perspective of an education that is public, popular, free, with public management, inclusive, democratic, and of social quality. Likewise, he reinforces the role of conferences as moments of debate and political-pedagogical formation, presenting them as spaces and mechanisms of democratic and participatory management and as possibilities for advancement towards democratization, effective and citizen participation, a broad conception of formation, and the guarantee of effective inclusion in the System. He defends the roles of the Plan, the Forum, and the Conferences as foundational in the institutionalization of the National Education System, to guarantee the universalization of education.

The article, **“The right to education and the principles of universality, free provision, and compulsory enrollment in the municipal education plans of the capitals of Brazil's Midwest Region”** was written by Anário Dornelles Rocha Junior, Karine Nunes de Moraes, and João Ferreira de Oliveira. The authors discuss the right to education in the Municipal Education Plans (PME) of the capitals of the Midwest Region of the country, based on an analysis of the principles of universality, free provision, and compulsory enrollment in preschool and elementary education. The study engages with critical literature on the subject, and the analyses indicated that the right to education is present in the plans analyzed. The researchers conclude, however, that the complexity involved in the implementation of the PMEs as a public policy in the process of materializing the right to education directly affects the fragility of monitoring its execution.

The text **“Educational systems and autonomy of municipal education in/of the Tocantins Amazon”** written by Maria Raimunda Carvalho Araújo de Cerqueira, Robson Vila Nova Lopes, Paulo Fernando de Melo Martins, and Geraldo Grossi Junior, addresses the autonomy of municipal education in Tocantins. The effort undertaken by the authors aimed to reveal the reality of the movement towards the effective institutionalization of Education Systems (SME) in the 139 municipalities of Tocantins. The study's data indicate that the autonomy of municipal education in Tocantins and the institutionalization of its teaching-

education systems are contradictory, because although it has legal guarantee, in practice, the municipalities still face great challenges for the effective realization of their autonomy.

Rosilene Lagares, Adaires Rodrigues de Sousa, Ronaldo Muniz Silva, and Francinete Ribeiro Ferreira Fonsêca contributed to the production by writing the article **“Towards a continuing education project in educational policy/management with a historical-critical assumption”**. The text aims to understand the theoretical-epistemological assumption that gives rise to the elaboration of the theoretical-practical forms of the Program for Institutionalization and Management of Municipal Education Systems/Municipal Education (PRISME), the theoretical-epistemological coherence in its documents, and the level of consistency of its actions, considering a counter-hegemonic perspective and a horizon of substantive, omnilateral education. The arguments presented reveal that PRISME constitutes an organic formative movement and a vast collection of specific technical, technological, and scientific productions for the formative movement, which maintain theoretical-epistemological coherence in their documents and a significant level of consistency in their actions, considering municipal autonomy.

The authors Thaise Luciane Nardim, Meire Lúcia Andrade da Silva, Leonardo Victor dos Santos, and Lucas Luís Pereira da Silva Oliveira, in the article **“PRISME and the movement for institutionalization and management of municipal education systems/education in Tocantins”**, analyze PRISME's contribution to the effective institutionalization of Municipal Education Systems, focusing on the Municipal Education Plans (PME) in accordance with Goal 19 of the National Education Plan (PNE). The study reveals the need for intentional and systematic action in the institutionalization of systems, not only in the formulation of the laws that govern them. In conclusion, the article highlights PRISME as an educational policy in constant evolution. It emphasizes the continued importance of training, monitoring, follow-up, and evaluation to ensure the effective institutionalization and management of Municipal Education Systems in Tocantins. Essential reading for understanding the complexities of institutionalizing municipal education systems and the impact of PRISME in promoting quality education with democratic management.

The article **“Institutionalization and management of municipal education systems with a focus on valuing education professionals in the State of Tocantins”** presents a crucial analysis of the appreciation of basic education professionals and its impact on municipal education systems. The authors, Katia Cristina Custodio Ferreira Brito, Gabriela Ferreira Brito, Ana Cléia Gomes da Silva, and Lêda Lira Costa, exploring the historical context and current legislation, highlight the relevance of effective

measures to implement career and remuneration plans consistent with legal requirements. It reveals the absence of regulated teaching careers in several municipalities, pointing to the pressing need for democratic and participatory initiatives in the development and implementation of these plans. This gap contrasts with the requirements of the National Education Plan, highlighting the challenges faced in effectively valuing these professionals. Reading this article is essential for understanding the challenges faced in valuing education professionals and the urgency of policies aligned with the PNE to realize educational rights in Brazil.

The article entitled **“The educational ICMS as an instrument for the institutionalization and management of municipal education systems in Tocantins State”** is authored by Celestina Maria Pereira de Souza, Paulo Vinícius Santos Sulli Ludovice, Ítalo Bruno Paiva Gonçalves, and Jocyléia Santana dos Santos. The text focuses on the institutionalization of the Educational ICMS in the Amazon region, with emphasis on the context of Tocantins State, analyzing its influence on the management of municipal education systems. The authors examine how the northern Amazon region states operationalize the distribution criteria of the ICMS linked to Fundeb. The results reveal that most states are tying these criteria to student performance in large-scale assessments, which may imply a policy of ranking and merit, potentially widening educational disparities. The innovation of the state of Tocantins stands out, as it incorporated the institutionalization of the Teaching/Education System as a decisive factor in the distribution of the Educational ICMS. This points to a search for expanding the possibilities of guaranteeing quality education and municipal autonomy in the formulation of educational policies.

In another important text, entitled **“Democratic management as a political project and the municipal education system”**, Elton Luiz Nardi, in connection with the idea of socializing political participation, analyzed the institutional conditions for participation established by municipal education systems. The results make it possible to ascertain the prevalence of a sense of participation as presence and of autonomy as freedom of organization. The author concludes that the delineation of democratic management of education, as a political project within the researched education systems, is both a challenge and a reason to fight for democratization.

Authored by Roberto Francisco de Carvalho, Doracy Dias Aguiar de Carvalho, Meyrivane Teixeira Santos Arraes, and Angêla Sousa Silva, the article **“Democratization, democracy, and democratic management of municipal education in Tocantins State: levels of achievement of the strategies of goal 19 of the National Education Plan 2014-**

2024” thematizes democratic management within the scope of municipal education. The study aims to explicate the level of achievement of democratic management in the 21 aforementioned municipalities by comparing what was planned in relation to Goal 19 of the PNE 2014–2024 with what was planned and implemented within the scope of municipal education. As a result, the study yielded important findings regarding: the understanding of democratization, democracy, and democratic management; the possibilities and limitations of implementing democratic management within systems and schools; and the various obstacles that hinder the institutionalization and management of the Municipal Education Systems.

“Student Union Motto in Elementary Education: Option or Prescription? A study using the Virtual Environment of an Educational-Interactive Nature (Avnei)”, the article elaborated by Eduardo José Cezari, Adriano Pereira de Miranda, Joildy Gomes Brito, and Ângela Noleto da Silva addresses the relevance of establishing Student Unions within school spaces, especially in the municipal educational systems of Tocantins, as a central challenge for achieving the objectives of Goal 19 outlined by the National Education Plan (PNE). The study emphasizes the role of Student Unions in enabling active student participation in the school environment, which is vital for providing opportunities for integration into decision-making processes. Despite the legal support for student activities in Student Unions, it indicates considerable challenges in the implementation of these unions, particularly for municipal educational managers and the students themselves. It highlights the urgency of policies and programs that stimulate the active participation of students in school and community life, in accordance with the principles of democratic and participatory education.

Laura Mattes Lagrange and Jussara Bueno de Queiroz Paschoalino, through their article **“Inclusive school management and deafness: an analysis of academic publications”**, sought to understand the relationship between school management and inclusion, particularly in the context of deafness. The authors point out that, following the legal norms establishing the inclusion of all students in regular education, many challenges have arisen, including the fact that: not all addressed school management; and there is still little scientific publication within the thematic area.

The article **“Early childhood education curriculum: from theoretical conceptions to curricular pedagogical proposal from the perspective of Historical-Critical Pedagogy”**, authored by Mávia Matias Costa and Juciley Silva Evangelista Freire – proposes a critical analysis of curriculum development in Early Childhood Education, centered on the approach of Historical-Critical Pedagogy (HCP). It highlights how this approach proposes an intentional, systemic curriculum oriented towards structured, scientific, philosophical, and

artistic knowledge, aiming at the formation of critical subjects from the earliest stages of development. It is recommended for school administrators, researchers, and professionals involved in Early Childhood Education, especially those seeking an in-depth understanding of the intricate process of curricular development in this crucial phase of education.

The closing article of the dossier, written by Malta Moreira Dourado and Mariangela Garcia Lunardelli, entitled “**Discursive practices of Portuguese language in the pandemic chronotope: experiences and challenges of municipal teachers in Foz do Iguaçu/PR**”, addresses the challenges faced by teachers during the Covid-19 pandemic in teaching the discursive practices of the Portuguese language. The text reveals that the Municipal Department of Education did not provide significant learning in relation to discursive practices, according to the enunciative-discursive perspective present in current educational documents, with regard to hybrid education.

We are convinced that the production publicized through this dossier, constructed from the perspective of the philosophy of praxis and considering the social context and the State in an integral sense, will contribute to the development of Brazilian education, encompassing theoretical-practical learning about education as a social practice and the politics and management of education as historically situated educational praxis within the context of contemporary society and the educational reality materialized within the framework of educational systems and schools.