

Editorial

Municipal Education Systems: autonomy and challenges

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This publication of volume 13, number 1 of 2024 of the journal *Educação e Políticas em Debate* (REPOD) highlights the theme of Municipal Education Systems through the publication of the Dossier entitled "Institutionalization Movement and Management of Municipal Education Systems," organized by Professors Rosilene Lagares and Katia Cristina C.F Brito, and Professor Roberto Francisco de Carvalho, faculty members at the Federal University of Tocantins (UFT). Derived from consistent research, the objective of the Dossier is:

[...] 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. 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

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production, focuses on the **“Movement for Institutionalization and Management of Municipal Education Systems”**, in dialogue with Brazilian and international researchers. The dossier in question 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) institutionalization and management of municipal education systems: democratization, position/career and valorization of education professionals, and financing. We are convinced that the production publicized through this dossier, built from the perspective of the philosophy of praxis, considering the social context and the State in its entirety, will contribute to the development of Brazilian education, contemplating theoretical-practical learning about education as a social practice and education policy and management as an educational praxis historically situated in the context of contemporary society (Lagares; Brito; Carvalho, 2023, n.p.).

The publication featured an interview with Professor Luiz Fernandes Dourado (UFG), in which he highlights his relationship with the theme of the National Education System and Plan, as well as the centrality of these dimensions for the implementation of education as a state public policy. He also highlights the limitations we faced in implementing the 2001-2010 and 2014-2024 plans, among other important reflections for analyzing the current context regarding the topic at hand. The Dossier also included 12 articles by researchers from different regions of the country who have dedicated themselves to the topic.

The published volume also included 14 articles of Continuous Demand involving national researchers from different regions of the country, as well as publications by researchers linked to international institutions, such as the University of the Algarve – Portugal; the Catholic University of Mozambique; Mavila Secondary School – Mozambique; Save University – Mozambique; the University Institute of Lisbon.

The manuscript “Inclusion of students with disabilities in university: portraits from Brazil and Portugal” by Ana Paula Camilo Ciantelli (São Paulo State University); Maria Helena Martins (University of the Algarve – Portugal) and Lúcia Pereira Leite (São Paulo State University) analyzes the inclusion process of students with disabilities in Higher Education in Brazil and Portugal, their academic experiences, and perception of social support.

“Education in Mozambique: Times and Trajectories” a text by Itélio Joana Muchisse (Catholic University of Mozambique/Federal University of Recôncavo da Bahia); Joaquim Mulamula Sabino Mbanguine (Mavila Secondary School – Mozambique) and Adelino Esteves Tomás (Save University – Mozambique) highlights two key concepts mobilized for the analysis of the socio-historical development of the National Education System (NES) in Mozambican time and territory. The concepts of “historiography” and “ideology” are particularly evaluated in the article mentioned above.

The text “Continuing education for school managers in Brazil: a systematic review of the literature on policies and their perspectives” by Soraia Gadelha Carolino of the University Institute of Lisbon, Luís Manuel Antunes Capucha, also of the University Institute of Lisbon; Francisco Herbert Lima Vasconcelos and Mateus de Lima Brito, both from the Federal University of Ceará, analyzes works that discuss the continuing education of School Managers, identifying gaps in legislation and perspectives on the future of the topic.

“The challenges of the permanence and success policy at IFSC - Florianópolis Continente Campus”, a text by Franciani Maria de Souza and Adriano Larentes da Silva, both linked to the Federal Institute of Santa Catarina, analyzes the challenges of the permanence and success policy at the Federal Institute of Santa Catarina (IFSC), Florianópolis Continente Campus, based on testimonies from eight members of the Local Commission and School Management.

“Student assistance at UFVJM: an increasingly necessary public policy” is the title of an article published by Albér Carlos Alves Santos (State University of Montes Claros); Laurindo Mékie Pereira (State University of Montes Claros); and Isabela Pardini Reis (Federal University of Vales do Jequitinhonha e Mucuri) that analyzes a specific case of Student Assistance Policy at the Federal University of Vales do Jequitinhonha e Mucuri (UFVJM).

Fabrício Aarão Freire Carvalho; Claudete Sales da Silva; Gisele Cristiane Almeida; and Silvano Sousa Rocha, researchers affiliated with the Universidade Federal do Pará, published the article entitled “Legal Aspects Inducing the Public-Private Relationship in Municipal Education in Ananindeua-PA,” which aims to identify the legal aspects that induce the public-private relationship in education in the municipality of Ananindeua, Pará.

The text “In the words of students with visual impairments: accessibility in higher education” by José Aparecido da Costa and Celi Correa Neres, both from the Federal University of Mato Grosso do Sul, and Ronaldo Rodrigues Moises from the Federal University of São Carlos, aims to promote reflections on the access of students with visual impairments to higher education and the university environment, concluding that despite the broad set of laws tending to guarantee access to higher education for students with disabilities, their non-compliance is noticeable, reverberating in difficulties of access, permanence, and, above all, the success of students with disabilities.

The manuscript “Popular Legal Education in Academic Publications in Brazil (1990-2022)” by Ricardo Oliveira Rotondano (State University of Goiás) analyzes Brazilian popular legal education projects, covering their characterization, history, growth, and treatment in academic research/publications. The text examines the main elements of the popular legal education movement, reflecting on its expansion in Brazil.

The article entitled “Research on affirmative action policies in graduate psychology programs: an overview of Brazilian production in the last decade (2012-2022)” by Rafael Mauricio Castanho (Federal Institute of Santa Catarina); Norma da Luz Ferrarini (Federal University of Paraná) and Miriam Aparecida Graciano de Souza Pan (Federal University of Paraná) maps theses and dissertations defended in the last decade (2012-2022) in stricto sensu graduate programs in the field of Psychology, which investigated affirmative action policies for access to Brazilian Higher Education Institutions.

The article “Teacher training policies and teacher appreciation: the problematic trajectory of legal frameworks” by Natália Cristina de Oliveira (Federal University of Mato Grosso do Sul); Camila Aparecida Ferreira (State Secretariat of Mato Grosso do Sul) and Wania Costa da Silva (Federal Institute of Mato Grosso do Sul) analyzes the historical trajectory of educational policies for teacher training with the aim of highlighting continuities and discontinuities in specific training legislation.

In the text “The Creation of the accessibility and inclusion center at the Federal University of the State of Rio de Janeiro: an analysis based on the policy cycle”, authors Andreza de Oliveira de Carvalho and Paulo Pires de Queiroz, both from the Fluminense Federal University, present an analysis of the creation of the Accessibility and Inclusion Center (NAI) at a Brazilian federal university, using the Policy Cycle approach (Stephen Ball and collaborators). They utilize three main contexts defined in the Policy Cycle (the context of influence, the context of text production, and the context of practice) to analyze the progress and challenges of access, retention, and participation policies for students with disabilities at the Federal University of the State of Rio de Janeiro (UNIRIO).

The article “The 'Sobralization' of Brazil begins with the writing system: literacy managed by the private sector in the municipality of Vila Velha/ES”, authored by Guilherme Luiz Formigheri Fuá de Lima, Sara Gabrielle Fonseca Ribeiro, and Priscila Monteiro Chaves, professionals affiliated with the Federal University of Espírito Santo, addresses the role of Lyceum Consultoria Educacional and Associação Bem Comum (ABC) in the Municipal Education Secretariat of Vila Velha/ES in implementing literacy management policies. It seeks to observe how the control of quantifiable literacy results has been changing and what reductionisms characteristic of assessments in mathematics and Portuguese language gain greater prominence with the introduction of remote access.

In the article “The contributions of the municipal education director to the development of the municipality”, authored by Allan Solano Souza, affiliated with the University of the State of Rio Grande do Norte, the author analyzes the conception of

the Municipal Education Director (DME) of Mossoró/RN regarding the contributions of their position to the management of the educational system in that municipality.

Finally, the manuscript “Dyscalculia in the school reality: teacher perception in identifying this learning disability in basic education” by Adan Cardoso Franco Viana and Ana Maria Libório de Oliveira, both from the Federal Institute of Brasília – Campus Estrutural, addresses the topic of dyscalculia.

At the end of organizing yet another publication of the Journal, we take this opportunity to express our gratitude for the dedication and commitment of all the REPOD collaborators, who contributed to the publication of another issue: to the editors; to the organizers of the Dossier; to the authors; to the reviewers; to the manuscript formatting and layout team; to the social media team; and to the general revisers. We also highlight the support of the Faculty of Education (FACED) of the Federal University of Uberlândia (UFU) and the Library System, which houses the UFU Journals Portal and is responsible for monitoring and evaluating the editorial flow, offering technical support services to the editors.

We wish everyone a great read!