


PUBLIC EDUCATION - TRAJECTORY AND SOCIAL FUNCTION

EDUCAÇÃO PÚBLICA - TRAJETÓRIA E FUNÇÃO SOCIAL

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ABSTRACT

Education in recent decades has undergone several changes in aspects such as organization, curricula, physical space, and others. This perspective highlights the challenge of this study: understanding the trajectory of public education and its current social function. Initially, a study on the social function of schools was presented. Subsequently, the trajectory of public education is presented. The general objective of this study is to understand how work within schools works. The specific objectives are to create spaces within schools for reflection on the topic. The study examines bibliographic research on theories on the topic, providing a comprehensive analysis of the ideas presented, as well as theoretical reflections. The conclusion is that, despite the challenges, successful experiences have emerged and can guide both more effective pedagogical practices and public policies that promote more inclusive and equitable education.

Keywords: Education. Social Function. Trajectory.

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RESUMO

A educação nas últimas décadas vem sendo alvo de várias mudanças em relação a aspectos como: organização, currículos, espaço físico, entre outros. Diante desta perspectiva vê-se a problemática deste estudo: compreender a trajetória da educação pública e qual é a sua função social atualmente. No primeiro momento foi apresentado um estudo sobre a função social da escola. Posteriormente é apresentada a trajetória da educação pública. O objetivo geral deste estudo é compreender como funciona o trabalho dentro da escola. E os objetivos específicos são: abrir espaços dentro da escola para uma reflexão sobre o tema. O estudo observa a pesquisa bibliográfica com teorias sobre o tema, fazendo uma análise completa das ideias apresentadas, bem como reflexões teóricas. Conclui-se que, apesar das adversidades, experiências exitosas têm surgido e podem orientar tanto práticas pedagógicas mais eficazes quanto políticas públicas que promovam uma educação mais inclusiva e equitativa.

Palavras-chave: Educação. Função Social. Trajetória.

RESUMEN

En las últimas décadas, la educación ha experimentado diversos cambios en aspectos como la organización, los currículos, el espacio físico, entre otros. Esta perspectiva resalta el reto de este estudio: comprender la trayectoria de la educación pública y su función social actual. Inicialmente, se presentó un estudio sobre la función social de las escuelas. Posteriormente, se presenta la trayectoria de la educación pública. El objetivo general de este estudio es comprender cómo funciona el trabajo dentro de las escuelas. Los objetivos específicos son crear espacios de reflexión sobre el tema en ellas. El estudio examina la investigación bibliográfica sobre teorías relacionadas con el tema, proporcionando un análisis exhaustivo de las ideas presentadas, así como reflexiones teóricas. La conclusión es que, a pesar de los desafíos, han surgido experiencias exitosas que pueden orientar tanto prácticas pedagógicas más efectivas como políticas públicas que promuevan una educación más inclusiva y equitativa.

Palabras clave: Educación. Función Social. Trayectoria.

1 INTRODUCTION

In recent decades, the world has changed in a broad and profound way. These transformations, of a scientific, technological, political, economic, social and cultural nature, have led us to face successive and complex events that modify our lives in the most diverse aspects. Some of these events are related to the trajectory of public education and its social function.

The school is a social, cultural and human organization, where each one has their role in the midst of a process of effective participation for the development of the proposed activities. At school, each one performs their functions according to specific attributions.

This research has as its main focus the analysis of the importance of the social of schools.

The interest in the study of the trajectory of public education arose from the great change in Brazilian public schools today, which goes from the process of administrative, pedagogical and financial reorganization. Thus, the problem of this study is to understand the trajectory of public education and its social function.

The general objective of this study is to know how work works within the school after the changes and what is the social function.

And the specific objectives are: to open spaces within the school for reflection on what its social importance is.

This study is composed of bibliographic research elaborated on the trajectory of public education and its social function, seeking to confront the theory analyzed in the teaching-learning process.

The theoretical foundation begins with a study of the trajectory of public education. During it, an analysis of the social function of the school was made.

Knowing that in order to understand the social function of the school, it is necessary to situate it in the contemporary world, observing the various roles played by it over time.

The School, in order to exercise its social function of guaranteeing everyone conditions to fully live citizenship, fulfilling its duties and enjoying its rights, needs to become aware of its responsibility to provide all its students with school success within the legally established period. To do so, it needs to eradicate from its practices, among other distortions, the culture of repetition that has been presented as a solution to non-learning and not as a problem that denotes its low efficiency. (DISTRITO FEDERAL, 2002, p.9).

Thus, it is necessary to rethink the School, reflect on the performance of its members and lead them to assume their responsibility for the learning of all its students, according to their attributions. In view of the above, the proposal and answer the following questions: How do government policies interfere in the trajectory of public education? What are the aspects that enable or prevent the occurrence of the social function of the school? However, collective incompetence reigns not to respond to them, but to solve them concretely (is this possible?).

In this way, the relevance of this work is presented as an effort to make explicit the educational policies related to the administrative organization of the school in order to build a model of education and school that occupies its public space, through political participation and socializes knowledge, contributing to a just society, where democracy assumes a "universal value".

2 ORIGIN AND EVOLUTION OF EDUCATION

Of the facts that marked Brazilian history in the eighties of the twentieth century, we have, among others, the end of the military regime and the promulgation of the Federal Constitution of 1988. Such facts are, above all, determined by the mobilization of society, which hoped that democracy would finally be implanted in our country. Among the various government policies that valued redemocratization, in the educational sphere, the objective was to promote changes that would guarantee the democratization of education, considering that problems such as high dropout and repetition rates, lack of vacancies, poor distribution of resources and centralism in the process of defining policies, needed to be faced. Decentralization was considered a means to face and even end educational obstacles and achieve the democratization of education.

The decentralization of the educational sector in the eighties then aimed to reduce centralization at the federal level, and the transfer of some functions performed by the Ministry of Education, such as responsibility for the network of Technical Schools and management of school meals, transfer of resources and reallocation of decision-making and administrative capacities concentrated in the states, through the municipalization of education and/or the autonomy of the School.

"There were few changes with regard to the reduction of functions and power centralized in the federal government: technical schools were transferred to subnational levels and school meals only began to be slowly decentralized." The author goes on to state that, "at the federal level, there was no policy of

decentralization, not even a consistent decentralization effort". (ALMEIDA, 1999, p 25, 26).

The process of decentralization of public schools that include Basic Education varied greatly, depending on the decisions and efforts of municipal governments, mostly responsible for Early Childhood Education, Youth and Adults and Special Education, as well as the state government, which is predominantly responsible for Basic Education (former first and second grades). However, the high rate of failure and dropout, the precarious conditions of the school facilities, the low salaries received by teachers, among other problems, are indications that the decentralization of the eighties caused only an expansion of the physical facilities, the number of teachers and students, without guaranteeing the minimum conditions for quality education; that decentralization, in the way it was achieved, perverted its own goal: to democratize education.

We spent the nineties without solving the educational obstacles and generating others, such as violence and discredit by the population itself with reference to the public education that it can offer. We started the year two thousand without an educational policy that promotes the quality of public education with equality and for all and with the aggravating factor of a deep

"A setback in fundamental rights, an intensification of inhumane living conditions, a contempt for many democratic achievements and, what is worse, a discouragement and an obscuration of transformative perspectives in the economy, politics and education. (FÁVERO AND SEMERARO, 2002, p.9).

The beginning of the nineties was marked by the election of Collor de Mello to the Presidency of the Republic, followed by Itamar Franco who replaced him after the *"impeachment"*, and Fernando Henrique Cardoso. Collor, in the brief period that he remained in front of the State, tried to implement a liberalizing policy, of modernization of the State, which in other words meant the privatization of the State. Itamar Franco, with a "nationalist" proposal, did not conduct national politics in the same perspective, while Fernando Henrique Cardoso, taking up Collor's proposal, implemented a government that disorganized the State.

In this context, the proposal that the government disorganize the State is configuring a project in which ideologically a discourse is constructed that mischaracterizes the public space and praises the private space.

2.1 ORGANIZATION OF THE PUBLIC SCHOOL

The management model adopted by public schools articulated with the auxiliary institutions of the school (IAEs), represented by the Parent-Teacher Associations (APMs), School Councils (CEs) and Student Councils (GEs), play a preponderant role in the process of redefining the state's public space, considering that such institutions, especially the APMs, as legal entities, they can ensure the organization of the public school in the sense that it can afford its own financing, thus consolidating a way of managing the school.

The APMs, the ECs and the GEs are being reorganized to meet the market and financial principles present in the current conception that underlies the current educational reform, becoming, most likely, instruments of inspection and execution, legitimizing a power restricted to the school community, in the sense of paying for the maintenance of the school. Such power may weaken the possibility of building political participation within the school, establishing a given model of school management.

These auxiliary institutions of the school, from the eighties onwards, with the process of democratization of the country, are understood by educators as legitimate channels of participation, as a gradual possibility of democratizing power relations within the school, contributing greatly to the process of consolidation of democratic management, removing from the school principal, a centralizing power once granted. In theory, the members that make up the school would collectively decide on the administrative, pedagogical and financial affairs of the school.

However, there are accumulated studies that reveal difficulties in the implementation of these auxiliary institutions of the school as democratizing mechanisms, channels that would enable the political participation of school members in the process of collective decision-making within the school.

Such studies demonstrate, among other obstacles, resistance on the part of school principals and even teachers in relation to the participation of those responsible for students, students and employees. Another obstacle refers to the legislation itself that limits the attributions and competences of such institutions. Finally, as Professor Gadotti (1992:51) indicates, "all conditions are of no use if the population is called only to legitimize decisions taken in cabinets". The author continues by stating the need for participation to translate into concrete results. "In our political tradition, participation has become an instrument of manipulation in tedious and endless meetings or assemblies in which, often, the only decision is to schedule a next meeting."

"They have always been linked to legislation that linked them to school administration as subordinates, within a hierarchical organization". In this way, the teacher justifies the irrelevant role that such institutions have been assuming, that is, "only endorsing decisions already made, or on those occasions in which the school board requests participation in a party or other activity to raise funds". (LIMA, 1995, p. 100).

Nevertheless, the auxiliary institutions of the school today are acquiring a profile articulated with the market and financial principles present in the current conception that underlies the current educational reform.

If we take the principles of managerial administration as a parameter, we realize that it enables the creation of autonomy for the Director and the participation of the members that make up the school – responsible for students, teachers, students and employees – in the sense of becoming citizen-clients in the decision-making process on matters that concern the school.

This decision-making process is channeled in the sense that the members themselves must find agile and efficient solutions for the execution of the projects indicated by the Central Bodies. In the name of decentralization (local decision-making power), autonomy (own financial resources) and participation (paying for the public service that should be free), the public school transitions from the state to the non-state public, ensuring that the financing of the public school does not depend exclusively on the State.

This way of thinking about school management is embedded in the role that the school's auxiliary institutions have been assuming that, in the face of the lack of financial and human resources, they create various forms of fundraising, ranging from spontaneous contributions, canteen resources, parties, to collections of extra-class activities offered to students.

2.2 HOW DO GOVERNMENT POLICIES INTERFERE IN THE TRAJECTORY OF PUBLIC EDUCATION?

The Schools remain in the hands of the Central Bodies, without financial, pedagogical and administrative autonomy. These three mechanisms are centrally controlled, at two levels: by the Central Bodies and within the School itself. The Central Organs encourage competition, efficiency and quality improvement, without having the total commitment to their financing, only to their control and evaluation, and the schools create mechanisms within them to replace the State's funding and comply with what is put to them.

"analyzing the process of implementation of shared management in the State of Paraná, it draws our attention to the investment that the Central Bodies have attributed to the APMs to the detriment of the school council. According to the author, "there is a movement of denial of the role of the EC, since it is the highest instance of school management. In relation to the student council, according to the author, it is possible to carry out shared management, as long as the EG is limited to dealing with immediate actions and always circumscribed within the scope of the school itself, unrelated to the state or national student movement and never linked to greater causes" (SOUZA, 2001, p.130).

The APM has been taking over the management of the school from the perspective of its maintenance, from the perspective of business management, relieving the State of its financing. The School Council, in this perspective, is restricted to the role of supporting actor, together with the student council. Therefore, the possibility of political participation in these institutions is further distanced and, consequently, the possibility of democratizing power relations within the school with the overcoming of capitalist society as a horizon vanishes.

The State, by releasing itself from its role as maintainer of the financing of social services, redefining itself, transferring this responsibility to civil society, contributes to the exclusion of a large portion of the population that lives today in miserable conditions of housing, health, education and housing, and thus legitimizes the neoliberal primacy of the market. It should be noted that Brazil, like most Latin American nations, is a poor country, the result of an extremely unequal distribution of wealth and income. In other words, a balanced fiscal budget, or 'zero' inflation, or a surplus in the balance of trade, is worthless if our societies collapse, if misery proliferates in cities and countryside, if more and more children grow up on the streets, if the unemployed are an increasingly numerous legion, if employment becomes precarious and wages are not enough, if criminality crushes us and if society is divided into a pole that does what it can to flaunt its opulence and another that can no longer hide its indigence.

3 THE SCHOOL INSTITUTION AND ITS CONTEXT

3.1 SOCIAL FUNCTION OF THE SCHOOL

According to Porto (2009), the school institution, the educational space, is not necessarily the school space, but the space of life, as Brandão (1981) reminds us: "living by doing makes by knowing".

School is.... the place where you make friends. It's not just about buildings, rooms, paintings, programs, schedules, concepts... School is, above all, people, people who work, people who study, people who rejoice, know each other, esteem themselves. The principal is people, the teacher is people, the student is people, each employee is people. And the school will be better and better, to the extent that each being behaves as a colleague, as a friend. No island surrounded by people surrounded by people on all sides. Not being like a brick that forms an indifferent, cold, lonely wall. Importantly, at school it is not only about studying, it is also about creating bonds of friendship, it is about creating an environment of camaraderie, it is living together, it is about tying yourself to it. Well, of course... In one like this it will be easy to study, grow, make friends, educate and be happy. (FREIRE, 1999, *apud* PORTO, 2009, p. 20).

The author states that it is through school that humanity began to develop a theory of education, later becoming the object of study and reflection.

The Basic Education curriculum of public schools in the Federal District addresses education as a historical-social phenomenon that lasts throughout the life of the human being and that is materialized with the relationships established between people and between them and other manifestations of the world over time. (DISTRITO FEDERAL, 2002)

The document also inserts the school in the midst of the various transformations experienced by man.

Humanity, in its constant search for knowledge to satisfy its basic needs and maintain itself on the face of the Earth, has accumulated knowledge that is constantly transmitted and expanded. And the School emerges, in this context, as an instance of knowledge and human formation. (DISTRITO FEDERAL, 2002, p.9).

The existence of the school has been recorded in all societies, whether through informal experiences from the oldest to the youngest, or as an intentional and institutionalized action.

The school can thus also be defined as...

... the institution that society created to transmit systematized knowledge to the new generations. Over time, it has changed. However, no other form of organization has been able to replace it, although new alternatives, such as distance education, have grown significantly in recent years. (PROGESTAO – Module 1, 2001, p. 23).

In order to understand the social function of the school, it is necessary to situate it in the contemporary world, observing the various roles played by it over time.

The School, in order to exercise its social function of guaranteeing everyone conditions to fully live citizenship, fulfilling its duties and enjoying its rights, needs to become aware of its responsibility to provide all its students with school success within the legally established period. To do so, it needs to eradicate from its practices, among other distortions, the culture of repetition that has been presented as a solution to non-learning and not as a problem that denotes its low efficiency. (DISTRITO FEDERAL, 2002, p.9).

Thus, it is necessary to rethink the School, reflect on the performance of its members and lead them to assume their responsibility for the learning of all its students, according to their attributions.

In order for the school to fulfill its role, to contribute to the full development of the person, to prepare him for citizenship and to qualify him for the work, provided for in the Constitution and in the LDB, it is necessary to build a school where everyone has access. (PROGESTAO – Module 1, 2001, p. 19).

In 1932, a group of idealistic educators, who dreamed of a participatory education, wrote about the role of the school in life and its social function, namely:

... The school, a specific field of education, is not an alien element to human society, a separate element, but "a social institution, a happy and living organ, in the set of institutions necessary for life, the place where belief, adolescence and youth live, in accordance with the interests and deep joys of their nature (...) From this positive conception of the school, as a social institution, limited in its educational action, by the plurality and diversity of the forces that contribute to the movement of societies, results the need to reorganize it, as a malleable and living organism, equipped with a system of institutions capable of extending its limits and the radius of action (...) Every school, whatever its grain, from gardens to universities, must therefore gather around itself the families of the pupils, stimulating the initiatives of the parents in favour of education; constituting societies of former students that maintain a constant relationship with the schools; using, to their advantage, the valuable and multiple material and spiritual elements of the collectivity and awakening and developing the power of initiative and the spirit of social cooperation among parents, teachers, the press and all other institutions directly interested in the work of education. Excerpts from the Manifesto of the Pioneers of New Education. (PROGESTAO – Module 1, 2001, p. 27).

In view of the excerpts from the Manifesto of the Pioneers, it is possible to see that in the first half of the twentieth century, there were already people interested in promoting articulation between the school, the family and other partners. However, this approach only happened some time later.

In the 50s, educators of the time denounced the improvement in the quality of education, which in turn did not keep up with the quantitative growth.

3.2 ASPECTS THAT ENABLE OR PREVENT THE OCCURRENCE OF THE SOCIAL FUNCTION OF THE SCHOOL

In addition to the problems of access, it is necessary to consider the low performance of our school. Excessive repetition and high dropout rates make the school system a slow and tortuous path for our children.

Although many remain in school, few complete elementary school in the expected time. In order to reduce dropout and repetition rates, each school can:

- Maintain contact with the families of students with a high rate of absences.
- Reflect with the school team on the existing repetition problems. To do this, an analysis of the school's own pass and fail data can be done.
- Identify students with learning difficulties, seeking internal forms of follow-up.
- Develop activities that favor a good coexistence among students.

In order to achieve the objectives proposed above and several others in the school routine, it is necessary that the school has a management team committed to the school's problems.

According to the Curriculum of public schools in the Federal District, the Director assumes a relevant role by combining the political commitment that educational practice requires with his technical competence and that of all educational agents, in order to serve well the community in which the school is inserted.

Valerien and Dias (1995) define the various attributions of the Director. Each of them has a specific role:

- **The educational administrator**, who has the function of representing, in the School, the institution responsible for local education and therefore shares its principles and ideals, being responsible for the application of the current education legislation and the administrative rules emanating from that institution.
- **The school manager**, who is responsible for the daily life of the School, managing it in its physical and human aspects, providing the conditions of operation, professional enrichment and pursuing the quality intended by the local public institution.
- **The social agent**, who must strengthen the links between the School and the community, seeks a partnership with it, places himself as a servant of this community, listening to its desires, sharing decisions and sharing results, as provided for in the legislation issued by the central body.

- **The technical-pedagogical supervisor**, who assumes the primary responsibility for the quality of education, mastering the fundamentals of educational policy and the Curriculum, defined by the central body, and the pedagogical proposal of his school. It knows and stimulates the didactic performance of its teachers, provides them with technical and material support, monitors the performance of students, controlling the evaluation criteria used and providing them with conditions for progress and success. He is concerned that his school occupies a prominent place in relation to the promotion indexes, compared to those of the other Schools. (Valerien and Dias, 1995 apud DISTRITO FEDERAL, 2002, p. 9-10).

It is up to the Director, in his person, to accept all these attributions and roles, always seeking a balance.

In a school, it is also important that a climate of mutual respect and trust is maintained among all members, articulated by the Principal, respecting the personal ideologies of each one.

It is important that everyone in the School is aware of the importance of this institution in each one's life, as the School is often responsible for the success or failure in the student's life.

The School that fulfills its social function is respected by the community that preserves it; Schools attacked and vandalized are an example of the form of "dialogue" that some communities are able to maintain, when they do not feel their desires are met. (DISTRITO FEDERAL, 2002, p. 19).

For the school to fulfill its role, it is necessary to rethink its form of organization, management, spaces, means and ways of teaching.

In order for the school to be able to exercise its social function, in the 90s, UNESCO (an agency of the United Nations Educational, Scientific and Cultural Organization, established the International Commission on Education for the 21st Century, which produced a report in which education is conceived from the four pillars of education, They are presented below. (PROGESTAO – Module 1, 2001).

- **Learning to know** – mastering one's own instruments of knowledge. It supposes learning to learn, exercising cognitive processes and skills: attention, memory and the most complex thinking.

- **Learning to do** - expresses the acquisition of skills that make the person able to face various situations and work as a team.
- **Learning to live together** – it means both the direction of progressive discovery of the other and interdependence and participation in common projects.
- **Learning to be** – means contributing to the total development of the person, as well as elaborating autonomous and critical thoughts and formulating one's own value judgments.

Education based on these pillars indicates a social function aimed at the full realization of the human being, achieved by coexistence and concrete action. Thus, she can work with the student knowledge that will serve them to serve the global society and better live and act in their community and in their work.

In this way, it is easier to make the school fulfill its role and achieve its mission. According to the Law of Guidelines and Bases of National Education No. 9394/96, the school's mission is to promote the full development of the student, preparing him for citizenship, and qualifying him for work.

3.3 SOCIETY/CULTURE RELATIONSHIP AND THE SCHOOL

Shein (1991. apud OLIVEIRA, 2005: p. 68) brings three elements existing in the organizational culture:

- **Artifacts:** translate into the school's infrastructure: type of oral and written language that is conveyed, scientific and artistic production, mode of relationship and behavioral attitudes.
- **Values and beliefs:** values will define the morals, norms and rules of conduct in the school; while belief is what will affirm the truth of something, even if it cannot be proven.
- **Basic conceptions:** operations by which subjects form, through various experiences, the representation of an object of thought or concept, which, once internalized, serve to guide individual and collective actions.

Faced with a reflection on the relationship between society, culture and school, I believe that since childhood the individual lives with people establishing social relationships that will determine their way of thinking, acting, being and relating in society. It is through the social experiences that he establishes with the other that the individual is formed as a subject and learns cultural values from his environment.

Thus, when the students who arrive at school are sociocultural subjects, with knowledge, a culture, and also a project, the result of the experiences lived within the field of possibilities of each one. The school is part of the students' project, it is within it that young people can perceive the relationships in which they are immersed, appropriating the meanings of the level of the social group to which they belong.

It is in living with others that the individual can perceive the existence of cultural diversity, that he can understand his individuality and realize that the social roles he plays are socially in the social relations within the classroom, the school, the family, in short, society.

I emphasize that the construction of the role of young people, as students, occurs in the concreteness of the relationships experienced, with emphasis on the relationship with teachers, with the other subjects of the school. In family life, the individual constitutes his first cultural values, but it is above all in school that he will interact with "other" subjects, interacting with different worldviews, aspirations, emotions and patterns of behavior.

In short, I believe that an education concerned with the formation of the learner as a human person highlights the importance of the teaching-learning process that is carried out by the constitution of competences, skills and dispositions of conduct rather than by the establishment of content and the amount of information.

The vision of a traditional, academic and technical teaching professional is criticized due to a new educational paradigm, in which the teacher must educate for life. Therefore, the need for a redefinition of teaching as a profession is called, indicating a new profile of the exercise of teaching, which must involve not only technical competence, but also needs to be based on a reflective-critical posture, giving rise to an educational and social impact of change.

Therefore, when it is proposed to train a professional citizen, so that he can know and transform his social and existential situation, it is necessary to adopt the paradigm of the construction of competences. The understanding of the limits and possibilities of this new pedagogical approach is necessary so that it does not become a "magic" word, a "fad", a "novelty" imposed on teachers and students who start to use it only in their discourse, but with few results in their pedagogical practice.

4 FINAL CONSIDERATIONS

It is noticeable that the Brazilian public school today is going through a process of administrative, pedagogical and financial reorganization, thus changing its daily life.

According to Grinspun (2010), the school routine involves issues that go beyond the school curriculum and political-pedagogical project, it involves issues of the relationship of power, of knowledge, of affection, of emotion, which are part of the life of the teacher and the student. The knowledge experienced within the school and those experienced outside it must be valued, because the knowledge that the individual brings outside the school cannot be ignored, because it is also culture.

The school daily life presents the nature of practices, developed/carried out within it and, to the extent that I know this reality, I begin to better understand the decisions that the school makes through its different protagonists. Studying everyday relationships and facts will lead us to understand the reciprocity/complicity of the various situations that everyday life encompasses. (GRINSPUN, 2010, p.57).

However, we need to emphasize that the fundamental difference between the public and the private is in the value of the commodity. In the public sector, access does not depend on financial condition, as in the private sector. The non-state public does not differ from the private one in that, in the specific case of schools, the knowledge, or rather, the "information" will be acquired according to the financial possibilities of the "client", and individually. The public cannot mean a negation of the state, it cannot be merged with the private and the state. On the contrary, the public should be understood as a strategy for political participation, within a project of democratic society.

"In the Master Plan for the reform of the State apparatus, the conception of the public is not part of the State apparatus, that is, it establishes the "publicity" of education, which brings changes to the organization of this education. If such changes, arising from the conception of the non-state public, are understood "as a form of self-management, but with state funding, the thing can have a democratic and anti-bureaucratic dimension". (COUTINHO, 2002:36).

It is presented as an effort to make explicit the educational policies related to the administrative organization of the school in order to, through our active resistance, build a model of education and school that occupies its public space, through political participation and socializes knowledge, contributing to a just society, where democracy assumes a "universal value".

Public education in Brazil has a trajectory marked by advances and challenges. Its social function is fundamental for the formation of citizenship and the social and economic development of the country. However, public education faces challenges such as lack of

resources, inadequate infrastructure, and inequality of access and quality. It is necessary to increase funding, improve infrastructure, and promote equal opportunities to ensure quality public education for all.

At the end of this work, all the analysis and reflections show us teaching from a new perspective, where the school becomes a privileged place of social and practical transformations. They also show that the autonomy of the school is a process of conquest and that it must be sought periodically. And this search must be constant, both on the part of educators and students, in general.

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