

THE IMPLEMENTATION OF THE SCHOOL UNITS MANAGEMENT AUTONOMY PROGRAM – PAGUE – IN THE REGIONAL EDUCATION COORDINATION OF TEFÉ

A IMPLEMENTAÇÃO DO PROGRAMA DE AUTONOMIA DA GESTÃO DAS UNIDADES ESCOLARES – PAGUE – NA COORDENADORIA REGIONAL DE ENSINO DE TEFÉ

LA IMPLEMENTACIÓN DEL PROGRAMA DE AUTONOMÍA DE LA GESTIÓN DE LAS UNIDADES ESCOLARES – PAGUE – EN LA COORDINACIÓN REGIONAL DE ENSEÑANZA DE TEFÉ

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ABSTRACT

The School Units Management Autonomy Program (PAGUE) is a public policy of financial decentralization implemented in the State of Amazonas. This study analyzes its implementation in the Regional Education Coordination of Tefé (CRET), considering advancements, challenges, and the perceptions of the main actors involved, such as school principals and/or members of the APMCs/School Councils. The program is based on the development of application plans, community approval, and strict accountability procedures. The general objective of the research was to analyze the implementation process of PAGUE, identifying the main challenges faced by state schools in Tefé. The methodology used was a qualitative case study, and data were initially collected through documentary and bibliographic research characterized by an exploratory survey of the available literature. Subsequently, semi-structured interviews were conducted with current school principals, along with a structured questionnaire applied to former principals or APMC members. The participation of the APMCs or School Councils in the decision-making process revealed regional disparities, highlighting the need for greater community engagement and qualification. It is concluded that the success of PAGUE depends on alignment with regional demands, continuous training, and investments in basic and technological infrastructure, and that the program presents significant potential to modernize educational management in Amazonas, promoting greater equity and efficiency in resource allocation.

Keywords: PAGUE. Educational Management. State Schools. Amazonas.

RESUMO

O Programa de Autonomia da Gestão das Unidades Escolares (PAGUE) é uma política pública de descentralização financeira implementada no Estado do Amazonas. Este estudo analisa sua implementação na Coordenadoria Regional de Ensino de Tefé - CRET, considerando avanços, desafios e percepções dos principais atores envolvidos, como gestores escolares e/ou membros das APMCs/Conselhos Escolares. O programa baseia-se

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na elaboração de planos de aplicação, aprovação comunitária e prestação de contas rigorosa. A pesquisa teve como objetivo geral analisar o processo de implementação do PAGUE, identificando os principais desafios enfrentados pelas escolas estaduais de Tefé. A metodologia utilizada foi o estudo de caso de caráter qualitativo. Os dados foram coletados, inicialmente, por meio de pesquisa documental e bibliográfica, caracterizada por um levantamento de dados exploratório em materiais literários disponíveis. Posteriormente, foi utilizada a entrevista semiestruturada, aplicada junto aos atuais gestores escolares, além de um questionário com perguntas estruturadas aplicado junto a antigos gestores ou membros de APMCs. A participação das APMCs ou Conselhos Escolares no processo decisório revelou disparidades regionais, apontando a necessidade de maior engajamento comunitário e qualificação. Conclui-se que o sucesso do PAGUE está condicionado ao alinhamento com demandas regionais, capacitação contínua e investimentos em infraestrutura básica e tecnológica. O programa apresenta potencial significativo para modernizar a gestão educacional no Amazonas, promovendo maior equidade e eficiência na alocação de recursos.

Palavras-chave: PAGUE. Gestão Educacional. Escolas Estaduais. Amazonas.

RESUMEN

El Programa de Autonomía de la Gestión de las Unidades Escolares (PAGUE) es una política pública de descentralización financiera implementada en el Estado de Amazonas. Este estudio analiza su implementación en la Coordinación Regional de Enseñanza de Tefé (CRET), considerando los avances, desafíos y percepciones de los principales actores involucrados, como directores escolares y/o miembros de las APMCs/Consejos Escolares. El programa se basa en la elaboración de planes de aplicación, la aprobación comunitaria y una rigurosa rendición de cuentas. El objetivo general de la investigación fue analizar el proceso de implementación del PAGUE, identificando los principales desafíos enfrentados por las escuelas estatales de Tefé. La metodología utilizada fue un estudio de caso de carácter cualitativo y los datos fueron recolectados inicialmente mediante una investigación documental y bibliográfica caracterizada por un levantamiento exploratorio de la literatura disponible. Posteriormente, se empleó una entrevista semiestruturada aplicada a los actuales directores escolares, además de un cuestionario con preguntas estructuradas dirigido a antiguos directores o miembros de las APMCs. La participación de las APMCs o Consejos Escolares en el proceso de toma de decisiones reveló disparidades regionales, señalando la necesidad de un mayor involucramiento comunitario y capacitación. Se concluye que el éxito del PAGUE está condicionado al alineamiento con las demandas regionales, la formación continua y las inversiones en infraestructura básica y tecnológica, y que el programa presenta un potencial significativo para modernizar la gestión educativa en Amazonas, promoviendo mayor equidad y eficiencia en la asignación de recursos.

Palabras clave: PAGUE. Gestión Educativa. Escuelas Estatales. Amazonas.

1 INTRODUCTION

The debate on decentralization in Brazil is permeated by historical and structural challenges. Since the 1990s, the autonomy of public schools has been promoted as a solution to overcome the managerial difficulties of the education networks. Administrative and financial decentralization, as an educational management strategy, has been much discussed in the academic environment. Authors such as Arretche (2014) and Gadelha (2016) highlight that, although school autonomy can bring significant benefits, it also requires continuous support and adequate conditions for schools to fully exercise their responsibilities.

Programs such as the Direct Money at School Program (PDDE), implemented at the national level, and the School Unit Management Autonomy Program (PAGUE), in the state of Amazonas, reflect the search for alternatives that strengthen schools in facing local demands.

PAGUE was created with the objective of ensuring greater flexibility to school units in the application of financial resources, encouraging participatory management and the protagonism of managers and local communities.

The present study is justified by the relevance of understanding and analyzing the processes of implementation of public policies in the educational field. In theoretical terms, the research contributes to the debates on decentralization, democratic management, and school autonomy, topics that have been the subject of study by renowned researchers such as Amaral and Libâneo (2023) and Biccás (2020). In practice, the results of this work can support the formulation of strategies that improve support for schools in Tefé, promoting a more efficient management aligned with local needs. In this sense, the analysis of the implementation of PAGUE in Tefé can generate insights for educational management in general.

The central problem of this research can be summarized in the following question: what are the main challenges faced by the schools of the Regional Coordination of Education of Tefé in the implementation of PAGUE? To answer this question, it was necessary to investigate not only the perceptions of school managers and presidents of APMC's or School Council Members, but also the structural, organizational and cultural factors that impact the execution of the program in the local context.

To this end, the present study had the general objective of analyzing the process of implementation of PAGUE, identifying the main challenges faced by the schools of the Regional Coordination of Education of Tefé, in order to identify the main difficulties, from the perception of the different actors involved.

Based on the general objective, the following specific objectives were reached: to describe the implementation proposal adopted by SEDUC-AM, for PAGUE in state schools; to detect the perceptions of school managers and presidents of APMC's or School Councils about the process; identify the challenges faced in the local context during the implementation of PAGUE; to propose alternatives to overcome the factors that hinder the implementation of PAGUE in Tefé.

In the end, it is hoped that the results of this study can guide not only the practice of educational managers and policymakers, but also future academic research on decentralization and school management.

2 DEVELOPMENT

The State of Amazonas, located in the northern region of Brazil, is the largest in territorial extension in the country, characterized by its vast tropical forest, mighty rivers and rich biodiversity. This geographical reality directly influences the administrative and educational organization of the region. In the city of Tefé, the State Secretariat of Education and School Sports (SEDUC-AM) is represented by the Regional Coordination of Education (CRET). Like other municipalities, CRET is responsible for monitoring the implementation of the School Unit Management Autonomy Program (PAGUE).

School infrastructure varies considerably between urban and rural units. In the urban areas of Tefé, schools tend to have better structural conditions, such as internet access, regular electricity and more suitable buildings. In rural areas, the situation is somewhat different. Some schools operate with limited resources, especially with difficulties in accessing basic technologies, such as computers and the internet. This contrast underscores the importance of policies such as PAGUE, which seek to meet the specific needs of each location.

The region served by CRET de Tefé reflects both the potentialities and the challenges of offering inclusive public education in one of the most complex contexts in Brazil. The implementation of PAGUE is an example of a policy that attempts to respond to these demands, but its success depends on a deep understanding of local specificities and targeted investments to overcome regional inequalities.

2.1 ANALYSIS OF THE DECREES AND ORDINANCES THAT REGULATE PAGUE

The Program for the Autonomy of the Management of School Units (PAGUE) was regulated by a set of decrees and ordinances that establish clear guidelines for its implementation, application of resources and accountability. These normative instruments are essential to ensure compliance with the objectives of administrative and financial decentralization, promoting greater autonomy for school units in the State of Amazonas. Decree No. 36,732, of February 29, 2016, is one of the pillars of this regulation, providing for the criteria for transferring resources to state schools and detailing the responsibilities of the executing units. This document defined the basic structure of the program, guiding schools to develop specific application plans to meet local demands, duly approved in an assembly of the Parent, Teacher and Community Associations (APMCs) (AMAZONAS, 2016).

Another important milestone was Ordinance GS No. 879, of September 10, 2018, which updated the transfer criteria and established per capita values for the different categories of schools. This ordinance recognized the regional and cultural specificities of Amazonas, ensuring differentiated transfers to schools located in indigenous, rural and quilombola areas, as well as to those that serve students with special needs.

The obligation to approve the implementation plans in community assemblies reinforces the importance of democratic management in the context of PAGUE. The normative documents highlight that decisions on the use of resources must be made collectively, with the active participation of members of APMCs or School Councils and other members of the school community. This practice promotes greater transparency and co-responsibility, strengthening the bond between school and society (AMAZONAS, 2016).

Finally, the decrees and ordinances that regulate the program represent a significant effort to modernize and decentralize educational management in Amazonas. They provide a robust regulatory framework that, although it still faces operational challenges, has the potential to transform the reality of state schools, promoting greater autonomy, efficiency, and equity in the use of public resources.

2.2 THEORETICAL FOUNDATIONS ON EDUCATIONAL MANAGEMENT

Educational management is a field that involves the planning, organization, and coordination of resources and actions aimed at the development of the school environment. It is intrinsically linked to the promotion of quality education and the guarantee of equity in the access and permanence of students in educational institutions. Authors such as Libâneo

(2020) highlight that school management is a dynamic and complex process that requires the integration of pedagogical, administrative, and social aspects to achieve its objectives.

In Brazil, the Federal Constitution of 1988 establishes democratic management as a fundamental principle for the organization of public education, reinforcing the importance of collective participation. This orientation was later ratified by the National Education Plan (PNE) of 2014, which defines goals and strategies aimed at consolidating democratic management in all education networks (BRASIL, 2014).

Educational decentralization policies in Brazil have been the subject of extensive academic debate, with emphasis on programs such as the Direct Money at School Program (PDDE) and the School Unit Management Autonomy Program (PAGUE). According to Campos (2022), these initiatives aim to strengthen the financial autonomy of schools, allowing school managers to have greater control over the resources allocated to their units. However, the author observes that the lack of training and strategic planning are recurrent challenges that limit the effectiveness of these policies.

Amaral and Libâneo (2023), emphasize that the training of managers is a determining factor for the success of decentralization policies and for the consolidation of democratic management. Training should cover not only technical aspects, but also the development of skills related to leadership, decision-making, and problem-solving in the school context.

Educational management, based on the principles of democracy, autonomy, and equity, plays a crucial role in promoting quality education. The challenges faced in the implementation of these practices, although challenging, can be overcome through well-planned public policies and continuous support for school managers. These aspects, combined with the active participation of the school community, are essential for the construction of a fairer and more efficient educational system.

2.3 PUBLIC POLICIES FOR THE DECENTRALIZATION OF RESOURCES

The decentralization of resources in education is a strategy adopted to promote greater efficiency and equity in the use of public resources, allowing decisions and actions to be taken closer to school communities. In Brazil, this model is aligned with the principle of democratic management, consolidated by the Federal Constitution of 1988, which seeks to guarantee the autonomy of school units as a way to strengthen public education (BRASIL, 2014). This approach is reinforced in the National Education Plan (PNE), which establishes guidelines for the development of decentralized and participatory educational management.

Educational decentralization policies in the country are largely represented by programs such as the Direct Money at School Program (PDDE), implemented by the National Fund for Education Development (FNDE). According to Resolution No. 15/2021, the main objective of the PDDE is to enable the direct transfer of financial resources to public schools, ensuring greater flexibility in the application of these resources (BRASIL, 2021). This policy seeks to meet local specificities, allowing school managers to adapt their actions to the needs of their communities.

In the state of Amazonas, the Program for the Autonomy of the Management of School Units (PAGUE) is an example of public policy aimed at the decentralization of resources. According to the General Manual of the Todos pela Vida na Educação Program (AMAZONAS, 2023), PAGUE was created to promote greater administrative and financial autonomy for state schools, enabling the direct management of resources by school units. This initiative represents an attempt to address the logistical and structural challenges of the Amazon region, promoting greater efficiency in the allocation of resources.

The analysis of specific programs, such as PAGUE, reveals both the potentialities and the challenges of decentralization policies. According to Gadelha (2016), decentralization can promote greater engagement of school managers and the community, but requires an administrative structure capable of offering continuous technical and financial support. In the case of Amazonas, geographic dispersion and precarious infrastructure are factors that complicate the implementation of these policies, requiring adaptations to regional specificities.

However, in more isolated regions, school units often face additional difficulties, such as lack of connectivity, limited transportation, and a shortage of skilled labor. Biccass (2020) observes that, in contexts of high vulnerability, decentralization must be accompanied by redistributive mechanisms that ensure greater support for the most needy schools, promoting equity in the educational system.

The geographical dispersion of Amazonas also represents an obstacle to the supervision and monitoring of decentralized actions. Fernandes and Costa (2020) point out that, in states with characteristics such as Amazonas, central bodies face difficulties in closely monitoring the implementation of policies in all schools, which can compromise transparency and efficiency in the application of resources.

Despite these challenges, the decentralization of resources in Amazonas presents positive results, especially in strengthening democratic management and promoting

community participation. Libâneo (2020) highlights that, by involving school managers, parents, and the local community in the management of resources, programs such as PAGUE contribute to creating an environment of co-responsibility and engagement. This active participation is essential for the success of decentralized policies and for the construction of quality public education.

Another positive aspect is the strengthening of the bond between schools and local communities. Fernandes and Costa (2020) observe that the decentralization of resources creates opportunities for greater interaction between the different actors in the school community, promoting a sense of belonging and co-responsibility.

However, for the decentralization of resources to reach its full potential in Amazonas, it is necessary to overcome structural challenges and invest in public policies that promote equity and sustainability. This includes not only the continuous training of managers, but also the creation of specific support mechanisms for the most vulnerable schools, ensuring that all units are able to enjoy the benefits of decentralization.

Thus, the decentralization of resources in the state of Amazonas is a promising strategy to address regional challenges and promote more efficient and equitable education. Despite the limitations and obstacles, programs such as PAGUE indicate that, with adequate support, decentralization can transform school management, strengthening autonomy, community participation, and the quality of education.

However, it is important to highlight that the success of decentralization policies requires the existence of effective monitoring and evaluation systems. According to Bray (2021), decentralization will only be sustainable if it is accompanied by mechanisms that ensure accountability and transparency in the application of resources. For this, it is essential that school managers receive technical support and that evaluation processes are integrated with management practices.

2.4 PDE SCHOOL AND MORE EDUCATION PROGRAMS

The PDE School and More Education programs have emerged as important strategies to strengthen school management and expand educational opportunities, with a focus on improving the quality of teaching and reducing inequalities. Both are aligned with the guidelines of the Education Development Plan (PDE) and reflect the concern with the integration between pedagogical management and administration (BRASIL, 2014).

The PDE School was created with the objective of promoting a more efficient and participatory management in public schools. According to Oliveira (2014), this program encourages school units to develop action plans based on diagnoses of their needs, using educational performance indicators.

The More Education program was implemented as part of the comprehensive education policy, with the objective of extending the school day and offering complementary activities that enrich the students' curriculum. According to Gadelha (2016), the program seeks to integrate the different dimensions of human development, promoting a more holistic approach to education. To this end, cultural, sports and pedagogical activities are offered, which contribute to the integral formation of students.

However, both PDE Escola and Mais Educação faced challenges that limit their results. One of the main problems is related to the insufficiency of financial resources to meet the demands of the participating schools. Campos (2022) observes that, in many cases, the amounts transferred are not sufficient to cover the needs identified in the diagnoses, which compromises the implementation of the actions provided for in the action plans.

2.5 CHALLENGES AND PERSPECTIVES FOR THE IMPLEMENTATION OF PAGUE

The Todos pela Vida Educação Program (TPV-E), later called the School Unit Management Autonomy Program (PAGUE), was created through Law No. 4,184/2015 of 06/26/2015, and was later regulated by Decree No. 36,733/2016 of 02/29/2016 and is periodically regulated by Ordinances published by SEDUC.

From its essence, PAGUE carries the responsibility and challenge of providing greater financial autonomy for each school served.

The Todos pela Vida – Educação Program (TPV-E), with the objective of providing financial assistance, on a supplementary basis, to public schools of basic education and to the District/Regional Coordinators, in order to ensure their operation and improvements in physical and pedagogical infrastructure, as well as to encourage school self-management and the exercise of citizenship with the participation of the community in social control. (AMAZONAS, 2015, P1)

From the perspective of ensuring better operating conditions for schools and ensuring the correct use of resources from PAY, SEDUC-AM sought to regulate the program's guiding guidelines.

The resources of the PTV-E/PAGUE are intended to cover expenses

of the Own Executing Units, to be applied in:

- I – Maintenance of air conditioners and other equipment;
- II – Electrical maintenance;
- III – Hydraulic maintenance;
- IV – Building maintenance;
- V – Acquisition of consumables for activities and/or projects Teaching;
- VI – Contracting of services for pedagogical activities and/or projects;
- VII – Vegetable garden project;
- VIII – Acquisition of cooking gas;
- IX – Acquisition of water;
- X – Acquisition of fuel for the maintenance of power generators;
- XI – Acquisition of foodstuffs;
- XII- Cost of travel. (AMAZONAS, 2018, P14)

In order to ensure greater speed for the transfer of resources, SEDUC - AM created its own flow for the release of PAGUE resources.

The credit transferred at the expense of the PTV-E/PAGUE is subject to the approval of the Application Plan, prepared by the School Management and, after approval in the General Assembly of the Association of Parents, Teachers and Community Parents-APMC convened for this purpose, it will be sent to the District/Regional Education Coordinators, if any, for manifestation without reproach; finally, it will be endorsed by the Financial Resources Monitoring Management (GEARF). (AMAZONAS, 2018, P15)

The implementation of PAGUE in the state of Amazonas represents a pioneering initiative to promote the decentralization of resources and strengthen the autonomy of state schools. However, the execution of the program faces a series of challenges that limit its scope and impact, requiring continuous adaptations and innovative strategies to achieve the proposed objectives. The analysis of these challenges, as well as the prospects for improving the program, is essential to understand the role of PAGUE in the transformation of educational management in the region.

One of the main challenges faced in the implementation of PAGUE is the insufficient training of school managers, presidents of Parent, Teacher and Community Associations (APMCs) and members of School Councils. According to Campos (2022), the lack of adequate technical training compromises efficiency in the administration of decentralized resources, resulting in failures in planning, budget execution, and accountability. This problem

is aggravated by the high turnover of managers, which makes it difficult to continue actions and consolidate good management practices.

In addition to training, the infrastructure of schools is also a critical factor that affects the implementation of the program. In many school units, especially in rural and riverside areas of Amazonas, the precariousness of physical facilities, lack of internet access and the absence of basic resources, such as transportation and electricity, make it difficult to carry out the actions provided for by PAGUE (SEDUC-AM, 2019). These limitations highlight the need for complementary investments in infrastructure to ensure minimum conditions for the functioning of schools.

The integration between the objectives of PAGUE and other educational policies is also an important perspective for the improvement of the program. Biccás (2020) observes that the decentralization of resources must be accompanied by initiatives that promote equity and improve the quality of education, such as comprehensive education programs and actions to combat school dropout.

Thus, it would be essential to consider regional specificities in the formulation and implementation of PAGUE. According to SEDUC-AM (2019), the success of the program in Amazonas depends on its adaptation to local realities, taking into account factors such as cultural diversity, socioeconomic conditions, and logistical challenges.

2.6 ANALYSIS OF PAGUE AND THE SCHOOLS' FINANCIAL AUTONOMY CAPACITY

The School Unit Management Autonomy Program (PAGUE) is a relevant public policy in the state of Amazonas, aimed at the decentralization of financial resources with the objective of strengthening the autonomy of state schools. This initiative seeks to train schools so that they can directly manage their resources, meeting the specific demands of each unit in an agile and efficient way.

One of the pillars of PAGUE is the proposal to decentralize resources, allowing each school to develop strategies to deal with its specific needs. This approach facilitates the realization of small renovations, the acquisition of materials and the resolution of everyday problems, without the need to wait for answers from the central administration. According to Meireles and Mendonça (2020), this decentralized model has the potential to make schools more independent, but requires managers to be prepared to assume the associated administrative and financial responsibilities.

Regional particularities challenge the full implementation of PAGUE. The geographical uniqueness of the schools' locations and the difficulties of access to some communities limit the uniform applicability of the program. Biccás (2020) highlights that, in regions where basic infrastructure is insufficient, decentralization can be ineffective without complementary investments that guarantee minimum operating conditions. This reality requires adaptations from PAGUE to meet local specificities.

Financial autonomy, although desirable, requires technical training on the part of school managers and members of school councils. Medeiros (2008) points out that, without adequate training, there are risks of mismanagement of resources, resulting in inefficiency and even problems in accountability.

Another relevant factor is the ability of schools to integrate the school community into decision-making processes. The participation of APMCs or School Councils is a key point of PAGUE, as these aggregations help ensure transparency and co-responsibility in the use of resources. However, Fernandes and Costa (2020) warn that, in many communities, the low participation of parents and the lack of knowledge of the functions of the councils limit the positive impact that the program can achieve.

PAGUE also faces challenges related to accountability and supervision. In a state as extensive as Amazonas, monitoring decentralized actions is a complex task. Rondinelli and Cheema (2021) emphasize that, to ensure accountability, it is necessary to implement robust supervision systems that are capable of monitoring the execution of the program in all school units. The lack of digital management tools in Amazonas aggravates this difficulty, increasing the risk of misuse of resources.

Despite the challenges, PAGUE offers unique opportunities to promote innovations in school management. Freitas (2023) observes that, by granting greater autonomy to schools, the program encourages managers to adopt creative practices and local solutions to problems. This flexibility is especially relevant in contexts such as Amazonas, where the conditions of each school vary widely. However, innovation depends on an environment that encourages and values the search for new approaches.

In addition, the financial sustainability of PAGUE depends on its integration with other educational policies. Santos (2017) argues that the decentralization of resources should be complemented by programs that improve teacher training, the quality of the curriculum and the fight against school dropout. This integration is essential for PAGUE not only to meet the

financial demands of schools, but also to contribute to the strengthening of the educational system as a whole.

Thus, although PAGUE presents a promising model of financial decentralization, it faces structural challenges that limit its effectiveness. The training of managers, efficient monitoring, community participation and equity in the distribution of resources are fundamental elements for the success of the program. With adequate investments and an integrated vision, PAGUE can consolidate itself as a transformative policy, strengthening the financial autonomy of schools and promoting quality public education in the state of Amazonas.

3 FINAL CONSIDERATIONS

The study on the implementation of the Program for the Autonomy of the Management of School Units (PAGUE) in the context of the Regional Coordination of Education of Tefé revealed a multifaceted reality, with relative advances, but with some challenges. The decentralization of resources proposed by the program proved to be a powerful instrument to grant greater administrative and financial autonomy to schools, allowing the adaptation of actions to local needs. However, the regional and structural specificities of the state of Amazonas emerge as factors that limit the full effectiveness of this policy.

The results showed that financial autonomy promotes greater agility in the execution of school projects, such as the maintenance of infrastructure and the acquisition of pedagogical materials. However, the application of these resources still faces significant barriers in remote areas, where logistics, infrastructure, and connectivity make it difficult to take full advantage of decentralizing policies. This finding reinforces the need for complementary strategies that effectively address regional inequalities.

The involvement of APMCs in the decision-making process revealed advances in strengthening democratic management, but also exposed the lack of structure and community engagement in many schools, particularly in rural areas. This reality indicates the need to expand awareness and qualification actions for the members of these associations, so that they can act in a more effective and representative way.

The pedagogical projects encouraged by the program, such as the Vegetable Garden Project and the Fanfare Project, proved to be important tools to connect the school to the community and improve academic performance. However, the expansion and maintenance

of these initiatives face financial and operational limitations, requiring greater technical support and strategic planning.

The survey revealed that accountability, while essential for program transparency and integrity, presents significant challenges for managers, especially given its complexity and rigor. A simplification in administrative processes, without compromising oversight and transparency, could contribute to alleviating the workload of managers and allowing greater focus on pedagogical activities.

Transparency and accountability have been strengthened by the use of the computerized system, but adaptation to digital tools is still an obstacle in many schools, especially in hard-to-reach regions. Limited connectivity and the absence of regular technical support were factors that negatively impacted the implementation of the program in these locations.

Although PAGUE has provided significant advances in educational management, there is still room for improvement. The integration between the various administrative levels and the reduction of regional inequalities are crucial elements for the program to reach its maximum potential and promote quality education in all schools in the state network.

The proposed improvement actions were designed based on the entire analysis carried out and are related to the observed needs, which cannot be exhausted in this research. In it we have only a proposal for the beginning of a process of improving the implementation of future policies to be implemented by SEDUC-AM. The legitimacy of the questions presented was considered, knowing, however, that the implementation of any policy responds to a set of interests and power relations.

It is concluded that the success of a policy of decentralization of resources such as PAGUE depends not only on financial allocation, but also on the construction of a management system that considers local characteristics and challenges. The continuity and improvement of the program are essential to consolidate the progress made and overcome the obstacles identified, contributing to a more inclusive, democratic and efficient education.

It should be noted that the proposed discussion is not exhausted in this research. In fact, other studies and/or institutional actions should be sought so that the implementation of PAGUE is effectively successful.

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