

PLANOS DE EDUCAÇÃO - PROCESSOS, CONDIÇÕES E SITUAÇÕES

PLANES EDUCATIVOS - PROCESOS, CONDICIONES Y SITUACIONES

EDUCATION PLANS – PROCESSES, CONDITIONS AND SITUATIONS

Antonio Bosco de LIMA¹

Ari RAIMANN²

Camila Alberto Vicente de OLIVEIRA³

Elizabeth Gottschalg RAIMANN⁴

Considerations

The Study and Research Group on the Municipal Council of Education in Brazil, GEP-CMEBr, develops researches, reflections and debates on the Education Plans at its federal, state and municipal levels. The group brings together researchers from various federal institutions.

Presented by the **Revista Ibero-Americana de Estudos em Educação (RIAEE)**, this dossier contains 10 papers, either in the format of a theoretical essay, bibliographical review, research report or documentary analysis, each one with its local and contextual characteristics, enriching this publication. There are texts by researchers from the University of Magdalena-RUDECOLOMBIA, Federal University of Goiás/Regional Jataí, Federal University of Grande Dourados-MS, Federal University of Mato Grosso/Campus Araguaia, Federal University of São Carlos/Campus Sorocaba, Federal University of Uberlândia-MG and University of Uberaba - (Uniube), Campus UGD, Uberlândia-MG.

The ongoing research is dedicated to the monitoring and analysis of the Implementation and social control of Municipal Education Plans (PME). This research started in 2018 and will continue until 2020. The objective is to evaluate under what conditions the

1 Federal University of Uberlândia (UFU), Uberlândia - MG - Brazil. Associate Professor with Post-Doctorate (UNICAMP) in the area of concentration in Philosophy and History of Education. Faculty of Education (FACED) and Graduate Program in Education (PPEGED). ORCID: <http://orcid.org/0000-0002-3192-0059>. E-mail: boscodelima@gmail.com

2 Federal University of Goiás (UFG), Jataí - GO - Brazil. Professor of the Graduate Program in Education. ORCID: <https://orcid.org/00000001-6278-2595>. E-mail: raimann04@gmail.com

3 Federal University of Goiás (UFG), Jataí - GO - Brazil. Professor of the Pedagogy Course and the Graduate Program in Education. ORCID: <https://orcid.org/0000-0002-0614-4481>. E-mail: camilaoliveira.ufg@gmail.com

4 Federal University of Goiás (UFG), Jataí - GO - Brazil. Undergraduate and Postgraduate Professor. Doctorate in Education (UFU). ORCID: <http://orcid.org/0000-0003-4359-5828>. E-mail: elizabethraimann@gmail.com

plans are presented, considering that the PNE (2014-2024) is going through a difficult and complex moment. This situation has direct implications on state and municipal plans.

The National Education Plan was elaborated and published by the promulgation of Law n.º 13.005/ 2014, the municipalities, the states and the Federal District were given the responsibility to evaluate and monitor step by step the implementation of their respective education plans. According to the law, “their fulfillment is the object of continuous monitoring and of periodic evaluations carried out by the Ministry of Education (MEC), the House and Senate education commissions, the National Education Council (CNE) and the National Education Forum” (BRAZIL, 2014, p. 8).

In this context, the processes of evaluation and monitoring of education plans reveal a great diversity of perspectives, since they are placed in different economic and political conditions, although very similar in each space/time. The approaches given aim to show the richness of possibilities and looks before such important objects for the Brazilian society, especially for the working class, thinking about the right to education of socially referenced quality.

The dossier: “**Education plans – processes, conditions and situations**” aims to provide expanded reflections on the theme, considering the various political interests involved in it, with repercussions for the project of a nation that wants to develop. On the other hand, the contribution of the analysis of an educational proposal directed to the interests of a certain people, in the case of Wayuu, in Colombia, points to the ethnic plurality present in a national territory and that, in this case, this should be taken into account when proposing a national education policy.

The first paper, by Paulo Gomes Lima, “**The brazilian education planning (PNE 2001-2024)**”, discusses the relations between the plan (goals and strategies) in the light of the National Education Plans of Brazil (PNE 2001-2010; 2014-2024) and the desires of civil society, having as transversal axes the democratization of access and the universalization of education for all. The author makes a qualitative approach to the data, which point out "a mismatch between planned goals, achieved goals (even partially, in the case of the second PNE still in force) and the lack of coverage or compliance with the demands demanded by Brazilian citizens.

In turn, with the paper: “**Educational management in education plans: from national to municipal**”, Andréia Vicência Vitor Alves, Andrêssa Gomes de Rezende Alves and Elis Regina dos Santos Viegas analyze educational management in Education Plans, with emphasis on the National Education Plans (2001-2011 to 2014-2024) that guide the

preparation and implementation of State and Municipal Education Plans. Based on bibliographical and documental research, the authors find that “the elaboration or adequacy of the State and Municipal Education Plans did not express considerable changes in relation to their specificities, and most of them present a rewriting of goal 19 of the PNE (2014-2014)”. They also highlight the authors that: “even though the construction of the PEEs and PME is foreseen by the states and municipalities, considering their local peculiarities, they did not carry it out with regard to democratic management”.

The third paper: “**Performance of the education council in social control of decennial plans**”, by Maria Alice de Miranda Aranda, Mariclei Przylepa and Elizangela Tiago da Maia, discusses the theme of social control and its relevance to the development of quality education as a social right. It presents an analysis on the performance of the Education Council in the social control of Decennial Education Plans. The authors show that “the educational planning is fundamental to design actions that ensure the expansion of the right to education with socially referenced quality”. This highlight, however, does not guarantee that the plan will be implemented, being necessary the action of the Education Councils in this process, in defense of the project in favor of the society.

In turn, Camila Alberto Vicente de Oliveira and Fernando Silva dos Santos, describe and analyze, in the following article, the legislative process of the PME in a municipality in the interior of Goiás, highlighting the impacts arising from this process and the expectations surrounding this Plan. Entitled “**Legislative processing of the municipal plan of education in Jataí - GO: tensions, clashes and perspectives**” and under theoretical and methodological guidance of critical discourse analysis, the study deals with documentary analysis of the minutes of the sessions of the City Council in which the bill for the Education Plan and news available on the internet about this movement were appreciated. It highlights in the text that the documents reveal little of the tensions experienced in the legislative house, but indicate that this silence hides projects and processes in dispute. It is stressed that despite characterizing a local reality, the reflection undertaken points to the (dis)ways of participation and democratic management that are recurrent in Brazilian educational policy at all levels.

In the sequence, from a proposal of popular education, the paper by Gercina Santana Novais and Tiago Zanguêta de Souza in “**The elaboration of the municipal education plan: experience of popular education?**” aims to contribute to the reflection on the elaboration of the Municipal Plan of Education of Uberlândia/MG (2015-2025). The authors, guided by the conception, values, principles and methodologies of Popular Education, based on the concepts of Popular Education, democratic participation, knowledge of the experience made and

popular resistance, present elements for the understanding of the education planning linked to an education proposal for emancipation and humanization. For that they analyze an experience related to the elaboration of the PME of the municipality having as reference the construction of the public, democratic, popular, secular, free and networked school.

The sixth paper presents an analysis of the teaching work in the context of the Municipal Education Plan of a municipality in the state of Goiás. Ari Raimann and Rosângela Henrique da Silva Farias discuss tensions that involve the teaching work, since there is no way to disconnect public educational policies in the municipality from the teaching work. Thus, based on documentary research, the authors explore official documents of the municipality that directly affect the teaching work, notably the Municipal Education Plan - the proposed and approved one - and the Statute of the Magisterium. Thus, “**Municipal plan of education and teaching under tensions**”. The authors conclude that priority in policies is given to large-scale evaluation indices, to the detriment of the appreciation of teaching work.

Considering also important the debate about the teaching career, Odorico Ferreira Cardoso Neto and Egeslaine de Nez in “**Municipal education plan (PME): appreciation and challenges of the teaching career**” seek to analyze the municipal plan of Barra do Garças/MT, in view of the goals of the national and state plan, in terms that concern the valorization of the teaching career. The bibliographical and documental research, with critical approach of data analysis, elucidates that the governmental action in Barra do Garças needs to prioritize and potentialize the investments in education in view of its main function linked to the attendance of the Infantile Education and the Fundamental Education. The data analyzed identifies that this has not been happening. In this sense, it is essential the development of policies that have as priority not only the appreciation of the teaching profession, aiming to avoid the decline of the profession, but that people who choose to teach are indeed assisted in their professional appreciation.

The eighth paper, whose approach is the evaluation and monitoring of the Municipal Education Plan of the municipality of Jataí/GO, has as its author Elizabeth Gottschalg Raimann, with the title “**Evaluating the municipal education plan: monitoring and social control**”. It aims to analyze the actions of the Municipal Education Council and the Municipal Education Secretariat, considering the monitoring and evaluation of the Municipal Education Plan (PME), which culminated in the Municipal Education Conference in the municipality of Jataí/GO. The documentary research problematized the categories monitoring and social control in the context of the managerial state. In the analysis, the author ponders that the process of implementation and evaluation of the PME is presented, in the appearance,

in a democratic way, however, in its essence it aims at the accountability of those involved. On the other hand, the social control that counts with the participation of the society in the process of monitoring and evaluation of the PME aims at a socially referenced quality.

The ninth paper deals with **“Theses on municipal education and the municipal council of education in Brazil”**, in which Antonio Bosco de Lima works, in a very instigating way, with theses that focus on the participation and the mobilizing role of the Municipal Education Councils (CME). In the article, the author addresses the role of Councils from their origin, presenting seven theses on the perspective of democratization of CME. These theses are followed by "antithesis and indicating to the reader the task of making a reflection on the respective synthesis". It concludes that CMEs autonomy is related to "a collective project of a just and equal society, which implies having access to material, social, cultural, economic and political goods".

And, finally, a contribution by researchers from the research group *Calidad Educativa en un Mundo Plural CEMPLU* of the University of Magdalena, Colombia, with the paper **“Wayunkeera, an epistemic methodological triangulation of wayuu human development as an anchor to the own methodology”**, by the authors Gabriel Segundo Iguarán Montiel, Iván Manuel Sánchez Fontalvo and Jennifer Tatiana Ortiz Segrera. The approach brings an educational proposal, with specific methodology, focused on the ethnic-cultural principles of the WAYUU community based on a life practice that considers its mother tongue. In this case, the word Wayunkeera incorporates a specific pedagogy, fundamental for the survival of its people, incorporating the being/cosmos/nature, inseparable factors that translate the WAYUU people's way of being and living.

Reflecting on education plans has as its central premise the idea that the planning and execution of educational policies should be under the responsibility of the actors who build the school and public education and not under the aegis of political power. Therefore, democratic and participative management is advocated, which may have in the Councils the role of mediation between different entities in order to ensure that the needs and expectations of users and education professionals are addressed.

The plans - national, state and municipal - are based on the triad of diagnosis, planning and execution/monitoring and, in this sense, this dossier deals with the theoretical exercise of understanding these processes in different contexts, conditions and situations. It is considered that social participation and mobilization as a sine qua non condition to guarantee the fulfillment of what is expected from the planned object.

Genuíno Bordignon (2014), in his text ‘Caminhar da educação brasileira: muitos planos, pouco planejamento’, part of the poem “Para que serve a utopia”, by Eduardo Galeano, to make a metaphor with planning processes. In the words of the poet Galeano:

Utopia is on the horizon.

I move two steps closer; it moves two steps further away.

I walk another ten steps and the horizon runs ten steps further away.

As much as I may walk, I'll never reach it.

So what's the point of utopia?

The point is this: to keep walking.⁵

The Brazilian political conjuncture, too, dialogues with the poem as it allows some social conquests to the working class and yet there is a historical tendency to discontinuity.

Along these lines, the author advocates that planning should be understood as the opposite of improvising (BORDIGNON, 2014) and, in view of this, the national education project must, above all, meet what is in the condition of a state project.

REFERÊNCIAS

BORDIGNON, Genuíno. Caminhar da educação brasileira: muitos planos, pouco planejamento. *In*: SOUZA, Donaldo Bello; MARTINS, Angela Maria (orgs). **Planos de educação no Brasil**. Planejamento, políticas, práticas. São Paulo: Loyola, 2014. p. 29-53.

How to reference this article

LIMA, Antonio Bosco de; RAIMANN, Ari; OLIVEIRA, Camila Alberto Vicente de; RAIMANN, Elizabeth Gottschalg. Planos de educação - processos, condições e situações. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 1, p. 698-703, maio 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp.1.13343>

Submitted on: 30/10/2019

Revisions required: 10/11/2019

Approved on: 20/12/2019

Published: 30/04/2020

⁵ Genuíno Bordignon (2014), em seu texto ‘Caminhar da educação brasileira: muitos planos, pouco planejamento’, parte do poema “Para que serve a utopia”, de Eduardo Galeano, para fazer uma metáfora com os processos de planejamento. Nas palavras do poeta Galeano:

A Utopia está lá no horizonte.

Me aproximo dois passos, ela se afasta dois passos.

Caminho dez passos e o horizonte corre dez passos.

Por mais que eu caminhe, jamais alcançarei.

Para que serve a Utopia?

Serve para isso: para que eu não deixe de caminhar.