

**TRAMITAÇÃO LEGISLATIVA DO PLANO MUNICIPAL DE EDUCAÇÃO DE
JATAÍ – GO: TENSÕES, EMBATES E PERSPECTIVAS**

**TRAMITACIÓN LEGISLATIVA DEL PLAN MUNICIPAL DE EDUCACIÓN DE JATAÍ
– GO: TENSIONES, ENFRENTAMIENTOS Y PERSPECTIVAS**

**LEGISLATIVE PROCESSING OF THE MUNICIPAL PLAN OF EDUCATION IN
JATAÍ - GO: TENSIONS, CLASHS AND PERSPECTIVES**

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RESUMO: Este texto tem por objetivo relatar e problematizar o processo de tramitação legislativa do Plano Municipal de Educação de Jataí, município do Sudoeste Goiano. Para tanto, ocupa-se de análise documental de atas das sessões da Câmara Municipal nas quais foram apreciadas o projeto de lei do Plano de educação e notícias disponíveis na *internet* acerca desse processo à luz da análise crítica do discurso. Os documentos revelam pouco das tensões e embates vividos na casa legislativa, mas esse silêncio oculta projetos e processos em disputa. Apesar de caracterizar a realidade local do referido município, a reflexão empreendida aponta para os (des)caminhos da participação e da gestão democrática, os quais são recorrentes na política educacional brasileira em todos os níveis.

PALAVRAS-CHAVE: Plano municipal de educação. Câmara de vereadores. Gestão democrática. Participação.

RESUMEN: El texto tiene por objeto relatar y problematizar el proceso tramitación legislativa del Plan Municipal de Educación de Jataí, municipio del Sudoeste Goiano. Para ello, se ocupa de análisis documental de atas de las secciones de la Cámara Municipal en las cuales se han apreciado en el proyectos de ley del Plan de educación y noticias disponibles en el internet acerca de este proyecto a la luz del análisis crítico del discurso. Los documentos revelan poco de las tensiones y enfrentamientos vividos en la casa legislativa, pero este silencio oculta proyectos y procesos en disputa. A pesar de caracterizar la realidad local del dicho municipio, la reflexión planteada señala para los (des)caminos de la participación y de la gestión democrática, los cuales son recurrentes en la política educacional brasileña en todos los niveles.

PALABRAS CLAVE: Plan municipal de educación. Cámara de vereadores. Gestión democrática. Participación.

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ABSTRACT: *This text aims to report and discuss the legislative process of the Municipal Education Plan of Jataí, a municipality in the Southwest of Goiás. To this end, it 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 process were analyzed in the light of critical discourse analysis. The documents reveal little of the tensions and conflicts experienced in the legislative house, but this silence hides disputed projects and processes. Despite characterizing the local reality of the aforementioned municipality, the reflection undertaken points to the (miss)paths of participation and democratic management, which are recurrent in Brazilian educational policy at all levels.*

KEYWORDS: *Municipal education plan. City council. Democratic management. Participation.*

Introduction

This study is part of the interinstitutional research project: Implementation and social control of Municipal Education Plans (PMEs): the performance of Municipal Education Councils (CMEs), linked to the Study and Research Group on Municipal Education Councils in Brazil (GEP - CMEBr), which includes researchers, teachers and students from the Federal University of Uberlândia (MG), Federal University of Grande Dourados (MS), Federal University of Mato Grosso and State University of Mato Grosso (MT) and Federal University de Goiás - Regional Jataí (GO).

This text, specifically, aims to report and problematize the legislative process of the PME in Jataí - GO, bringing to light projects and disputed processes that reflect the *modus operandi* of Brazilian politics and educational policy. Here we see the opportunity to share this experience of formulation, mobilization and participation around this PME, based on three central premises.

The first of these premises is José Chasin's assertion, in a text originally published in 1980: to get to know history, raising it to the status of science, pointing out that it is possible to interpret the different actors that make up the phenomena and whose trends must be analyzed in order to demystify human acts and understand them as a synthesis of multiple determinations and, in this context, under the yoke of a project of society. In his words,

In truth, history only surprises those who know nothing about history. There are those who ignore it, and others who fear it. Those who refuse to understand it and those who are socially prevented from doing so. If the details are not, in fact, predictable, given the infinity of intervening factors, always knowable only in an approximate way; if the contours, therefore, only take shape at the very moment when the processes take place, in the same way that the events are not rigidly programmable, in their days and hours; on the other hand, in

contrast to this, the major trend lines, the necessary occurrence of basic events are widely discernible, divisible even in the long run (CHASIN, 2000, p. 50).³

Another premise, this decisive and inspiring, is the study by Regina Cestari de Oliveira, published in 1998, on the legislative process of the LDB (1996). From this work by Oliveira (1998), the knowledge of historical processes is essential, allowing, therefore, the understanding of these actors in the formulation of Brazilian educational policy. Part of her doctoral study is concerned with describing and analyzing the debate on the draft Guidelines and Bases Law, after the promulgation of the 1988 Federal Constitution, highlighting the role of political parties and their legislative representatives until the final text is approved in 1996.

In this sense, Oliveira (1998) invests in presenting the historical context of redemocratization, elections and influences in the correlation of forces in Congress, consensus and negotiations, without, however, losing sight of the historical construction of the Brazilian State, which at times as the one of the National Constituent Assembly (ANC) shows the deep social marks of its capitalist formation and concepts of State in dispute and latent in the so-called “parliamentary shock”, as Fernandes reminded us, in the context of what would be consolidated as the constitutional text of New Republic.

Supported by what remains of the dictatorship within the “New Republic” and the particularist interests of the ruling classes, [in] the correlation of forces from the plenary showed their ideal Brazil: monopoly and pro-imperialism capitalism; on top; misery and cheap labor, at the base (2014, p. 199, highlights in the original).⁴

As “history only surprises those who know nothing about history” (CHASIN, 2000), it was observed, on another scale, that the process of processing the PME in the Chamber passed through conditions similar to those characterized by Oliveira (2018), and this it is the last premise: it is necessary and urgent for those who experienced this process to give a scientific-academic character to this, allowing instruments, at least theoretical, for another political culture closer to social participation and mobilization.

³ Em verdade, a história só surpreende aos que de história nada entendem. Há os que a ignoram, e outros que a temem. Os que se recusam a compreendê-la e os que estão socialmente impedidos de fazê-lo. Se os pormenores não são, de fato, previsíveis, dada a infinidade de fatores intervenientes, sempre conhecíveis de modo apenas aproximado; se os contornos, pois, só ganham corpo na própria hora em que se efetivam os processos, do mesmo modo que os eventos não são rigidamente programáveis, em seus dias e horas; por outro lado, ao contrário disto, as grandes linhas de tendência, a necessária ocorrência dos acontecimentos básicos são amplamente discerníveis, divisíveis mesmo no longo prazo (CHASIN, 2000, p. 50).

⁴ Apoiados no que subsiste de ditadura dentro da “Nova República” e nos interesses particularistas das classes dominantes, [n]a correlação de forças do plenário mostrou o seu *Brasil ideal*: capitalismo monopolista e pró-imperialismo; no tope; miséria e trabalho barato, na base (2014, p. 199, grifos no original).

That said, it is therefore necessary to seek to answer the following problem: how did the legislative process of the PME in Jataí - Goiás go?

It starts with the brief identification of the elements that characterize the education plans, the presentation of the municipality and the PME in the local legislature, the methodological procedures and some results that reveal, directly and indirectly, the tensions and conflicts of the process, to finally conclude by presenting some perspectives involving the planning of municipal education.

Education plans: concreteness and utopia

There is a wide literature on education plans, pointing out that the first initiatives of this order date back to the Manifesto of Pioneers of Educação Nova and, as a result, many plans at all levels were engineered (BORDIGNON, 2014).

In this sense, it is not intended here to make historical digressions about educational plans and planning, nor to address how to elaborate one, however it is worth stating that planning - teaching, school and systems - is a pressing theme in education, since its essence presupposes diagnosis, intervention and evaluation in a perspective of change in a given education and society project, and it is inherent to the performance of education professionals. Bordignon discusses the relevance of this process when stating that

The objective of educational planning is to reflect on the educational reality we have to transform it and promote the education we dream of. The assumption is that we want to improve the education we have and, for that, we reflect on reality and on what to do to change it. Planning is inherent and [...] essential to public management in order to improve the quality of life (2009, p. 89).⁵

In turn, the concreteness of education plans - in them, the municipal ones - depends on some basic principles that should guide the construction, in this case, of a PME. These principles, defended by the same author (BORDIGNON, 2009), must guarantee participatory construction, understanding it as a condition for the realization of any plan, comprising the mobilization and participation of all those involved in the target planning process, regardless of their degree of formation and institutional bond.

⁵ O objetivo do planejamento educacional é o de refletir sobre a realidade educacional que temos para transformá-la e promover a educação que sonhamos. O pressuposto é o de que queremos melhorar a educação que temos e, para isso, refletimos sobre a realidade e sobre o que fazer para mudá-la. O planejamento é inerente [...] e essencial à gestão pública para a promoção da melhoria da qualidade de vida (2009, p. 89).

In the case of the municipal plans, the involvement of the Education Councils and those related to the theme (such as the Tutelary and Rights of the Child and Adolescent Council, School Feeding Council), students and their parents, representatives of organized civil society, is expected class entities and unions, among others, safeguarding local realities. It is also essential to have a systemic view in order to capture the singularities surrounding the document and not just the most influential traits; governance, understood as the feasibility of its objectives and collaboration regime, understood as the relationship established between the different levels, involving all executive entities and, finally, having flexibility, considering that a plan thought for a decade, as is the case of PME, must allow monitoring, adjustments and reassessments (BORDIGNON, 2009).

In agreement with this theoretical basis, other studies on the PME in question (OLIVEIRA; SANTOS, 2019; RAIMANN; FARIAS, 2019) have already been busy describing the process of building the PME in Jataí, as well as the characterization of the municipality. With a view to understanding the legislative process, it is worth mentioning that a multiple and plural PME Management Committee were created in the municipality, from the Council and the Municipal Secretariat, involving different segments of society and representatives linked to schools in all levels, and a conference and an audience were held that had a large participation, especially of teachers from the municipal network.

The final document sent to the City Council was produced and approved collectively, and this element finds its chorus in the path reported by Oliveira, through which the last LDB passed.

In the process of preparing a new LDB the first aspect, which is very important, to be considered is the emergence of the project itself. The new Law is presented and produced differently from previous legislation, whose projects are derived from the Executive, that is, from the State (restricted sense), from the government apparatus, sent to the Legislative. This is important not only because the LDB project was presented by a parliamentarian, but because this project comes from civil society itself (1999, p. 25).⁶

⁶ No processo de elaboração de uma nova LDB o primeiro aspecto, que é importantíssimo, a ser considerado é o surgimento do próprio projeto. A nova Lei apresenta-se e produz-se de forma diferente das legislações anteriores, cujos projetos são derivados do Executivo, ou seja, provenientes do Estado (sentido restrito), do aparelho governamental, enviados ao Legislativo. Isso é importante não somente pelo fato de o projeto de LDB ter sido apresentado por um parlamentar, mas porque esse projeto surge da própria sociedade civil (1999, p. 25).

At that moment, in 2015⁷, the perception was that the Municipal Plan project to be considered by the Chamber represented the repressed demands of those who shared the school floor and saw, in this planning, a horizon with actions - defined in the short, medium and long terms - which would produce any effect on the social quality of education.

Bordignon, whose works reflect a researcher who has lived and studied education plans for a long time, is still concerned with rescuing the sense of planning as a journey, a pursuit of a utopia, of a project of society and man and asks

If educational planning has historically been done by denying utopias, abandoned and/or silenced in the name of realism and technicism, deprived of policies with their poetics, I ask: How can we move towards our utopias without losing the ground of reality and the path of the desired future? The answer could be: combining realism (skepticism) with the political poetics of dreams and utopias (dazzle) to transform the world, since the way it is being done is not the only one possible (2014, p. 30-31).⁸

As a result of this feeling of skeptical wonder, as suggested by Bordignon (2014), the community met in the Chamber - and filled its plenary, corridors and surroundings - to follow the progress of this process, until their efforts of an intense year of work, especially of the management committee and the technical committee of the PME, to materialize in a law, with all its prerogatives.

Methodological procedures: sounds and silences

Participation in this process requires, now as researchers, a certain distance from the object. To this end, we adopted the analysis of documents from the legislative process (initially minutes of the sessions in which the PME was on the agenda) as a *corpus* for the study, understanding them as the materialization of the process from the point of view of the *edis*.

In the use of research documents, the guidelines of Shiroma *et al.* (2005, p. 431) are consistent with this methodological effort in order to realize that “[...] the texts of the policy

⁷ According to art. 8 of Law 13,005 of June 25, 2014, “States, the Federal District and Municipalities must prepare their corresponding education plans, or adapt the plans already approved by law, in line with the guidelines, goals and strategies provided for in this PNE, within 1 (one) year from the publication of this Law.”

⁸ Se o planejamento educacional tem sido, historicamente, feito negando as utopias, abandonadas e/ou silenciadas em nome do realismo e do tecnicismo, privados de políticas com a sua poética, pergunto: Como caminhar rumo às nossas utopias sem perder o chão da realidade e o caminho do futuro desejado? A resposta poderia ser: aliando realismo (ceticismo) com a poética política dos sonhos e utopias (deslumbramento) para transformar o mundo, uma vez que a forma como está sendo feito não é a única possível (2014, p. 30-31).

give rise to interpretations and reinterpretations, generating, as consequence, attribution of different meanings and understandings to the same term”⁹.

Texts tend to reveal disputes, conflicts, and educational policy documents form a vision of society, and this exercise, therefore, did not seek to understand the grammar of this material, but rather to understand what its discourse postulates. In the words of Evangelista and Shiroma

We do not intend to explain the policy itself, taking it in its internal, self-justifying logic, because it is not possible to understand it isolated from its materiality, from the correlation of forces that produced it. Apart from its multiple determinations, we cannot find its meaning, which, preliminarily, puts us on the alert not to fall into the temptation to abstract the discourse, the text, the document, from the material conditions of its production [...] (2018, p. 88-89, highlights in the original).¹⁰

The objective, therefore, of the analysis of the documents is, in the end, to understand how these documents are articulated to the class struggle and to the hegemonic project waiting for the search for new social relations (EVANGELISTA; SHIROMA, 2018).

Based on this assumption, we searched for materials that were easily located on the City Hall website, pointing to the effectiveness of transparency mechanisms commonly used in the public service. However, only two minutes of less than two pages in length were found.

Both are sessions held on the same day, June 24, 2015, at different times. The first, starting at 19:30 and the other, following, started at 22:45; none of them mentions the end of meetings. In addition to the agenda and the practice of the sessions, the minutes of the first session occupy thirteen lines to address the presentation of the Bill of Law (PL) 049/2015. In turn, the second minute describes, in four lines, the approval process for the referred PL.

In view of this, news published on local websites were added to the initial idea of studying Chamber documents, which reported, under another framework, what happened in the legislative house.

The first is entitled “PME is approved by the Jataí Chamber” and was published on the Portal Centro-Oeste¹¹, according to the text, in the same week of the sessions held in the Chamber. The other news on the topic is from Panorama Portal¹², whose title and subtitles are

⁹ “[...] os textos da política dão margem a interpretações e reinterpretações, gerando, como consequência, atribuição de significados e de sentidos diversos a um mesmo termo”

¹⁰ Não pretendemos explicar a política *em si*, tomando-a em sua lógica interna, autojustificadora, porque não é possível compreendê-la isolada de sua materialidade, da correlação de forças que a produziu. Apartada de suas múltiplas determinações, não podemos encontrar seu sentido, o que, preliminarmente, coloca-nos o alerta de não cairmos na tentação de abstrair o discurso, o texto, o documento, das condições materiais de sua produção [...] (2018, p. 88-89, grifos no original).

¹¹ Available at: <https://portalcentrooeste.com.br/pme-e-aprovado-camara-jatai/>. Access: 20 ago. 2019.

¹² Available at: <https://pn7.com.br/plano-municipal-de-educacao-votacao-do-projeto-base-em-cenario-de-conflito/>. Access: 20 ago. 2019.

respectively: “Municipal Education Plan: vote on the Base Project in a conflict scenario” and “Bill of Law was sent to the CMJ for consideration and voting, in which the biggest conflict is regarding the consent of the changes made in the Base Project”. In addition, this article presents an image (photograph) of representatives of the PME Management Committee with the Mayor at that time.

In this *corpus*, the critical discourse analysis, which “is configured as a theoretical-methodological approach that aims to investigate the way that linguistic forms work in reproduction, maintenance and social transformation”¹³ (MELO, 2011, p. 1338), was the premise for the interpretation of the sounds and silences of the texts.

The PME in the town hall: tensions and clashes

The 18th legislature of the Jataí City Council (2013-2016) had 10 parliamentarians, all male. That year, the presidency was in charge of councilor Marcos Antônio Ferreira da Luz, nicknamed Marcos Antonio do Quartel, affiliated with the Democratic Labor Party (PDT). The vice-presidency was in charge of Nilton César Nascimento Souza, popularly known as Soró, affiliated to the Brazilian Socialist Party (PSB), and the secretary of the board of directors was occupied by Geovaci Peres, affiliated to the Party of the Brazilian Democratic Movement (PMDB). It is noteworthy that, at the time, the same PMDB was the party that occupied the mayor seat of Jataí, having as head of the municipal executive Humberto de Freitas Machado in his fourth term as mayor, with the vast majority in the legislature. The opposition actually had two councilors, linked to the Brazilian Social Democratic Party (PSDB).

Not only was the correlation of forces was fully aligned with the local executive branch, but the opposition perspective, led by the PSDB, did not effectively have any ballast with the sectors involved in the preparation of the PME. Another important highlight is the participation of teachers from the municipal network, led by the direction of the union of the category, the Union of Workers in Education of the State of Goiás (SINTEGO), historically formed from the leaders who founded the Workers Party (PT) and the *Central Única dos Trabalhadores* (CUT) in Goiás.

The minutes of the first session (started at 7:30 pm) do not transcribe the various statements that preceded the presentation of the PL, as can be seen in the image published in the report cited above, and make no mention of the fact that those present (plenary, corridors

¹³ “configura-se como uma abordagem teórico-metodológica que objetiva investigar a maneira como as formas linguísticas funcionam na reprodução, manutenção e transformação social”

and filled Chamber surroundings, especially of teachers and other education professionals from the Municipal Network) were surprised, since the PME project on screen was not the one presented by the PME Commission to SME: it was another text presented directly to the Chamber by the executive branch. Therefore, it only starts reporting this process in the following way

Following [the session], space was given to Teacher Rosa Helena, who spoke about bill 049/2015, as well as to Teacher Ana Kátia. Continuing, the President suspended the work to conclude studies for the project 049/2015 (JATAI, 2015a, p. 1-2).¹⁴

It does not describe to the reader/citizen how the studies of this project took place and who participated, under what conditions this study was concluded, where it was done and how long it lasted, and resumes the report already exposing the "score" of the vote.

Once the work was resumed, the President informed that from now on we would appreciate the bill 049/2015. Placing it in the first discussion, when the substitution amendment 6/2015 was presented, referring to the annex of the project, which was received by the plenary, having also obtained the favorable opinions of the responsible committees. Proceeding, modifying sub-amendments 2 and 3/2015 were presented, which were rejected (sic) by the plenary, the first by the score of 5X4 and the second 5X3 (JATAÍ, 2015b, p. 2).¹⁵

The document is limited in terms of understanding the legislative process. In any case, the amendments suggested by a councilor considered a representative of the opposition, were, precisely, the text produced by society and endorsed by audience and public conferences, and this, at that moment, had been rejected, disregarding the year of work done by the technical Commission of the PME and all the representatives who, imbued with the democratic and participatory - basic - sense of planning of this nature, focused on the diagnosis of the reality of local education, the debate around the feasible goals and strategies and the proposition of ways monitoring and evaluation of this plan, with the indication of the creation of the Municipal Education Forum and, thus, the text concludes: "In the sequence, the President placed the

¹⁴ Na sequência [da sessão], foi concedido espaço à professora Rosa Helena que falou sobre o projeto de lei 049/2015 e bem assim à professora Ana Kátia. Prosseguindo, o senhor presidente suspendeu os trabalhos para conclusão de estudos ao projeto 049/2015 (JATAI, 2015a, p. 1-2).

¹⁵ Reabertos os trabalhos, o senhor presidente informou que a partir de agora apreciaríamos o projeto de lei 049/2015. Colocando-o em primeira discussão, momento em que foi apresentada a emenda substitutiva 6/2015, referente ao anexo do projeto, sendo a mesma acolhida pelo plenário, tendo ainda obtido os pareceres favoráveis das comissões responsáveis. Prosseguindo, foram apresentadas [...] as subemendas modificativas 2 e 3/2015, as quais foram rejeitas (sic) pelo plenário, a primeira pelo placar de 5X4 e a segunda 5X3 (JATAÍ, 2015b, p. 2).

project 049/2015, together with the substitutive amendment 6 and the additive amendments 2 and 3 in the first vote, being approved by an absolute majority”¹⁶ (JATAI, 2015, p. 2).

The approved text was not the one that was democratically constructed and with collective participation, causing a strong rejection of those who accompanied the session to another proposal involving the education cited in the sequence of the minutes that requested “the Municipal Executive to include in the curriculum of rural schools matters on handling pesticides”¹⁷. (JATAÍ, 2015, p. 2).

It was therefore up to the report published in the local media to detail the reasons why the society's project was replaced by the executive's project. In the aforementioned report, Portal Panorama records the conflict in the text title and the subtitle mentions changes in the base text. Contextualizes the participants of the management team, the wide discussion undertaken with a view to broadening the debate, so that the PME actually represented the population that uses the school, and affirms that from this trajectory the PL emerged, however

após a elaboração, enviou-se o Projeto Base à análise e querela do Executivo, o qual fez as alterações para, como justifica, tornar o Plano exequível. [...] prefeito de Jataí, trouxe justificativas às modificações feitas no Projeto Base, em que argumenta que a Proposta do Grupo Gestor contraria em alguns pontos a realidade Municipal quanto à valorização dos professores. Logo, argumenta que o Município já possui alto gasto com os profissionais da Educação e que, por outro lado, ainda não teve retorno, uma vez que as despesas com o pessoal não traduziram em melhora aos índices educacionais.

Além disto, criticou a Meta nº 5, a qual propõe “alfabetizar todas as crianças, no máximo, até o final do 3º (terceiro) ano do ensino fundamental”. [...] refuta expondo que “a meta nº 5 do plano nacional de educação é muito frouxa, pois permite que os alunos fiquem até 03 anos estudando sem serem alfabetizados, situação que não acontece na rede privada”. Outras justificativas foram feitas relativas ao repasse do Governo Estadual e Federal ao Município, apresentando que algumas Metas propostas são dependentes dos demais entes federativos. Também traz considerações a respeito da necessidade de rigidez e disciplina na Educação, usando como exemplo a demanda aos Colégios Militares. Ademais, reforça que os investimentos devem ser coerentes com os resultados e, por isso, professores e escolas devem ter o repasse da verba de

¹⁶ “Na sequência, o senhor presidente colocou o projeto 049/2015, juntamente com a emenda substitutiva 6 e as emendas aditivas 2 e 3 em primeira votação, sendo aprovados por maioria absoluta”

¹⁷ “ao Executivo Municipal a inclusão no currículo das escolas rurais matéria sobre manuseio de agrotóxicos”

acordo com os seus índices. O teor da justificativa do Prefeito poderá ser visualizado a partir do site da Prefeitura de Jataí^{18 19}.

The mayor's justification is that there is a lot of investment and little return, results, and that a lot has already been done to value education professionals without realizing the expected effects and, in view of that, it is necessary to think about a plan under other justifications. Adherence to a reformist discourse, which has results, rankings, its main reference dialogues with the statement by Shiroma *et al.* when stating that

The vulgarization of the “reform vocabulary” can be considered an effective legitimation strategy insofar as it manages to “colonize” discourse, educational thought and spread in daily life as an essential demand of “modernity” (2005, p. 429, highlights in the original).²⁰

The colonization of the discourse on the need for reforms, plans and strategies that provide efficient and productive results - which reached local policies in the municipalities - brings with it, yet, another aspect debated by Saviani

[...] from 1990 onwards, “financial rationality” is the way of carrying out an educational policy whose vector is the adjustment to the aims of globalization by reducing public spending and reducing the size of the State in order to make the country attractive to the flow of international financial capital. An alternative proposal for an “Education Plan” will certainly maintain the idea of a plan as an instrument of educational policy. It will, however, be a policy that, in order to effectively meet the educational needs of the population as a whole, will seek to introduce social rationality, that is, the appropriate use of resources in order to realize the social value of education (1999, p. 134).²¹

¹⁸ após a elaboração, enviou-se o Projeto Base à análise e querela do Executivo, o qual fez as alterações para, como justifica, tornar o Plano exequível. [...] prefeito de Jataí, trouxe justificativas às modificações feitas no Projeto Base, em que argumenta que a Proposta do Grupo Gestor contraria em alguns pontos a realidade Municipal quanto à valorização dos professores. Logo, argumenta que o Município já possui alto gasto com os profissionais da Educação e que, por outro lado, ainda não teve retorno, uma vez que as despesas com o pessoal não traduziram em melhora aos índices educacionais.

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¹⁹ Available at: <https://pn7.com.br/plano-municipal-de-educacao-votacao-do-projeto-base-em-cenario-de-conflito/>. Access: 20 ago. 2019.

²⁰ A vulgarização do “vocabulário da reforma” pode ser considerada uma estratégia de legitimação eficaz na medida em que consegue “colonizar” o discurso, o pensamento educacional e se espalhar no cotidiano como demanda imprescindível da “modernidade” (2005, p. 429, grifos no original).

²¹ [...] a partir de 1990 a “racionalidade financeira” é a via de realização de uma política educacional cujo vetor é o ajuste aos desígnios da globalização através da redução dos gastos públicos e da diminuição do tamanho do Estado visando tornar o país atraente ao fluxo do capital financeiro internacional. Uma proposta alternativa de “Plano de Educação” manterá, por certo, a idéia de plano como um instrumento de política educacional. Tratar-

The author (SAVIANI, 1999) presents the dispute between a financial rationality and a social rationality. This reference contributes to answering the question that mobilized this study: how did the legislative process of the PME of a municipality in the interior of the country go?

While participants in all stages of formulating the plan discussed here had as a premise participation and the idea of democratic management as a basis for planning in education, concerned with the attendance and the provision of quality education for the majority of the population - the “social value” - the approved project reveals that financial logic, with a view to “doing more with less”, was preponderant at the end of the PME's approval.

Final considerations: perspectives?

From the description and analysis of the final part of the PME until it became law, the procedure before the Council appreciation, the object discussed here, arose another question, no less relevant: what are the perspectives for a quality education socially referenced before a ten-year plan whose final product is it under the yoke of financial logic and has it emptied itself in its democratic and participatory sense? The interinstitutional research cited at the beginning of this text seeks this purpose: to understand how, in such an unusual context, PMEs have been implemented.

The case analyzed here is emblematic, and even though it can be considered a local experience, it can serve as a reference for understanding this process in similar situations, which are recurrent in Brazil, as according to Oliveira (1998, p. 31), when quoting LDB , approved as a national law by the Congress in 1996, in which the project dispute, keeping the proportions, took a similar form: “Anyway, a job developed in a democratic way is lost and a substitute is approved, which defines the political society as an educational authority”²².

The same author also adds that the representatives in the Legislative Chambers, on many occasions, do not consider the mechanisms of direct participation and, therefore, oppose education and society projects.

The perspective of representative democracy clashes head-on with the idea of participation, which implies the real representation of sectors organized within the State, and, in this way, it opposes the project approved by the Chamber in

se-á, no entanto, de uma política que, visando atender efetivamente às necessidades educacionais da população como um todo, buscará introduzir a racionalidade social, isto é, o uso adequado dos recursos de modo a realizar o valor social da educação (1999, p. 134).

²² Enfim, perde-se um trabalho desenvolvido de forma democrática e aprova-se um substitutivo, que define a sociedade política como autoridade educacional”

which it was dictated that decisions are shared by political and civil society (OLIVEIRA, 1998, p. 30).²³

The words of Oliveira (1998), at the end of her article on the processing of the LDB, have already highlighted, for twenty years, the importance of the educational community remaining mobilized around an education project with a view to its socially referenced quality, and that this social mobilization and control may have in the Councils of Education its main inducers and mediators. It is understood that, in view of what is published here, this is the perspective: the continuity of the democratic and participatory perspective in monitoring the development of the plan's goals and strategies.

The expressions democratic management and participation cannot be rhetorical and, for that, depend on the reflection on the political mechanisms that allow or not these manifestations, especially in the municipalities in which relations tend to be little republican and prominently articulated with a view to maintaining the *status quo*.

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²³ A perspectiva da democracia representativa colide frontalmente com a ideia de participação, que implica a representação real dos setores organizados no interior do Estado, e, desse modo, contrapõe-se ao projeto aprovado na Câmara em que se ditava que as decisões são compartilhadas pela sociedade política e pela sociedade civil (OLIVEIRA, 1998, p. 30).

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