POLITICAL PEDAGOGICAL PROJECT: IMPLEMENTATION OF PROJECTS AND CHANGE MANAGEMENT

PROJETO POLÍTICO PEDAGÓGICO: IMPLANTAÇÃO DE PROJETOS E GESTÃO DE MUDANÇAS

PROYECTO POLÍTICO PEDAGÓGICO: IMPLEMENTACIÓN DE PROYECTOS Y GESTIÓN DEL CAMBIO

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ABSTRACT: This study investigates the role of the Political Pedagogical Project (PPP) in managing changes within the school context, aiming to analyze how the PPP directs and ensures necessary changes. Specifically, it examines the implementation of projects conceived from the document. A case study method was used for an in-depth analysis of the research object. Content analysis methodology was employed to understand the institution's results, with data collected through a closed questionnaire and qualitative analysis of the information. A focus group with the respondent population allowed a deeper exploration of relevant issues. It was found that the PPP is a great ally in managing change and intervening in the local reality, enhancing transformation within the school context. The PPP grants autonomy and emancipation to the school, enabling it to face specific challenges without relying solely on projects from higher entities.

KEYWORDS: Case study. Change Management. Political Pedagogical Project. Implementation of Educational Projects.

RESUMO: Este estudo investiga a função do Projeto Político Pedagógico (PPP) na gestão de mudanças no contexto escolar, com o objetivo de analisar como o PPP direciona e garante as mudanças necessárias. Especificamente, examina-se a implantação dos projetos concebidos a partir do documento. Utilizou-se o método de estudo de caso para uma análise profunda do objeto de investigação. A metodologia de análise de conteúdo foi empregada para compreender os resultados da instituição, com dados coletados por meio de um questionário fechado e análise qualitativa das informações. Um grupo focal com a população respondente permitiu aprofundar as questões pertinentes. Constatou-se que o PPP é um grande aliado na gestão da mudança e intervenção na realidade local, potencializando a transformação no contexto escolar. O PPP concede autonomia e emancipação à escola, permitindo que enfrente desafios específicos sem depender exclusivamente de projetos de entidades superiores.

PALAVRAS-CHAVE: Estudo de caso. Gestão de Mudanças. Projeto Político Pedagógico. Implantação de Projetos Educacionais.

RESUMEN: Este estudio investiga el papel del Proyecto Político Pedagógico (PPP) en la gestión de cambios en el contexto escolar, con el objetivo de analizar cómo el PPP dirige y asegura los cambios necesarios. Específicamente, se examina la implementación de los proyectos concebidos a partir del documento. Se utilizó el método de estudio de caso para un análisis profundo del objeto de investigación. Se empleó la metodología de análisis de contenido para comprender los resultados de la institución, con datos recolectados a través de un cuestionario cerrado y análisis cualitativo de la información. Un grupo focal con la población encuestada permitió profundizar en las cuestiones pertinentes. Se constató que el PPP es un gran aliado en la gestión del cambio y la intervención en la realidad local, potenciando la transformación en el contexto escolar. El PPP otorga autonomía y emancipación a la escuela, permitiéndole enfrentar desafíos específicos sin depender exclusivamente de proyectos de entidades superiores.

PALABRAS CLAVE: Estudio de caso. Gestión del Cambio. Proyecto Político Pedagógico. Implementación de Proyectos Educativos.

Introduction

Currently, schools face significant transformations stemming from the post-pandemic scenario, driven by emerging needs in various contexts, such as economic, social, political, educational, and labor-related. Additionally, the school institution has been the target of intense criticism regarding its social function and role in developing young people and children, both now and in the future. Nóvoa (2019) supports this view, suggesting that the school model needs to be deeply rethought, undergoing a true metamorphosis.

Given this scenario, it is imperative that schools reinvent themselves by constructing a school project that can articulate the essential pillars of human development, as indicated by Delors *et al.* (1998) in the report prepared for UNESCO, titled "*Educação: Um tesouro a descobrir*[3]". A comissão responsável destaca que, no século XXI, as pessoas devem aprender a aprender, aprender a fazer, aprender a ser e aprender a conviver.

In this direction, it is believed that change is potentiated through the *Projeto Político Pedagógico* (Political-Pedagogical Project or PPP), which is a legal guarantee, first outlined in the Constitution of the Federative Republic of Brazil, mainly in Article 206, which proposes equality of access and retention, freedom of learning, pluralism, and the appreciation of education professionals (Brazil, 1988).

Particular attention should be given to subsection VI of the aforementioned law, which guides the democratic and collaborative management of public education. This legal guarantee is reinforced in the *Lei de Diretrizes e Bases da Educação* (Law of Guidelines and Bases for National Education - LDBEN 9394/96), especially in its Article 15, which proposes "degrees of pedagogical and administrative autonomy and financial management (…)"(Brasil, 1996, Art. 15). This freedom granted to education systems assigns the PPP the character of an essential document for the school, and according to Veiga (2003), it is an instrument that generates democratic and participatory movements aligned with the school's objectives.

It is essential to identify the key objectives for understanding the role of the PPP in the necessary changes to the school context, subdivided into central and specific. The central objective of this study is to analyze how the *Projeto Político Pedagógico* (PPP) directs and ensures the necessary changes in the school environment. The specific objective is to examine the implementation of projects conceived from the development of the document. The case study method was chosen to conduct this study, which allows for an exhaustive and in-depth

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[3] Education: A Treasure to Discover.

analysis of the research object. For data analysis and comprehension, content analysis was employed, obtained through a questionnaire with closed-ended questions to characterize the surveyed population, along with qualitative analysis of the generated information, and a focus group with the respondent population.

Political-Pedagogical Project and Change Management

The concept of the *Projeto Político-Pedagógico* (PPP) transcends the simple definition of activities and the construction of teaching plans, going beyond the minimalist view of a static document focused on fulfilling bureaucratic tasks. According to Veiga (2013), the project must be experienced and guide the actions carried out in the school, thus being founded on collective commitment.

The PPP is described in different contexts and research with various adjectives, such as document, instrument, map, guide, and method. If well used, as Veiga (2013) shows, it can enhance the school's autonomy in building its own identity, enabling the creation of democratic spaces for debate, dialogue, and collective reflection. Additionally, for the author, the action resulting from the PPP has the potential to transcend the idea of a mere document.

LDBEN n. º 9394/96 is the document that establishes the legality of school management autonomy in developing its pedagogical proposal and constructing its school identity. It also reinforces the importance of democratic management and strongly recommends the participation of the school community in this process. According to Azevedo, Garcia, and Souza (2017), the construction of the PPP is a legal obligation of educational institutions, but it should not be seen as a static document with the mere purpose of formal compliance, neglecting the building of autonomy and school emancipation.

Paro (1999) similarly states that the bureaucratic process blocks the productive potential of educational institutions. According to him, these are practices that are useless to the objectives and intentionally avoid achieving the declared ends. Ferreira and Vivaldi (2020) follow this same logic, stating that merely fulfilling the requirement without understanding a document that makes sense to the school community misses the chance to build a tool for social and moral development, allowing for political participation and the transformation of reality.

Moreover, Vasconcellos (2012) argues that the *Projeto Político Pedagógico* (PPP) must be built collectively, with participation being an attempt to rescue the human, scientific, and liberating sense of planning. Veiga (2013) supports this view, asserting that the search for a new

organization for the school represents boldness on the part of parents, educators, students, and staff.

Following the same reasoning, Vasconcellos (2012) warns that the PPP should not be minimized in its value and that educational institutions should be cautious in its implementation. Often, the concern of school management is to ensure that the school operates smoothly, while teachers focus on maintaining discipline and completing the curriculum. However, urgent matters frequently consume schools, leaving little time to address what is truly important. For the author, this challenge justifies the implementation of projects whose purpose is to solve problems, transform daily practices, and reduce daily struggles.

Thus, Vasconcellos (2012) proposes a paradigm shift, moving away from the minimalist view that the project is just another task in the school's busy routine, towards a broader perspective where the project becomes an instrument capable of enhancing school transformation, particularly the essential changes necessary to build a successful school project. Therefore, it is up to the school to reflect on the theme of Change Management.

Moran (2020) also explores this context, indicating that proposing changes in a country with such inequality and diverse realities is a significant challenge. However, the author notes that some Brazilian schools are already in a continuous process of transformation. Soares *et al.* (2010) offer an interesting reflection on the cycles of change and their relationship with the social context, asserting that these are vicious cycles because every change generates new problems that require further changes, and so on. Silva (2018) highlights the rapid transformation that society and organizations have been experiencing, which seems to accelerate every year, creating new demands for educational organizations.

Considering the perspective of constant and accelerated changes, it becomes essential for organizations to support efforts to implement a culture of innovation that involves the continuous monitoring of trends and new developments. Vieira and Vieira (2003) reinforce this logic, stating that change needs to be a permanent and continuous process, where updating will always be a constant.

Expanding the analysis to school management, Moran (2009) seeks to justify why the process of change and innovation is so slow in schools. According to him, managers and teachers learn models and repeat them without critical thinking, preferring the security and comfort of repetition, continuously depending on external motivations.

From the author's perspective, it can be inferred that change management stems from a cultural construction process that either drives or limits the school's ability to implement

transformations. For an educational institution to establish a culture of change and innovation, it is necessary to professionalize its management. However, this is not sufficient. For Moran (2009), it is crucial to demonstrate, through personal management, that being proactive leads to professional achievements. Those who are proactive are more apt to take on greater responsibilities, while many believe that doing the predictable is enough.

The same author emphasizes the importance of deeper changes for innovation to occur. According to him, innovations need to be implemented in the curriculum, methodologies, teaching and learning organization, the integration of technology, and continuous professional development, especially for self-motivated and innovative people. Furthermore, he points out that while schools have evolved in terms of the number of spots offered to students, unfortunately, they have not improved the quality of education provided. He stresses that schools still operate under the logic of knowledge transmission, which delays the process of innovation and change.

This scenario reinforces the need for educational institutions to invest in seeking ideas and methods that support innovation and transformation processes. Among the most recognized methods in change management is Kotter's model (2017), which is often recommended for processes of reinvention and renewal of models. The author emphasizes that change is not a simple task, as many obstacles may arise, particularly behavioral and emotional issues.

The theory developed by Michael Fullan (2001), then director of the Institute for Studies in Education at the University of Toronto, Canada, is one of the most respected theories of change management globally, known as the Fullan Model. In his theory, Fullan (2001) reinforces the indispensability of leadership for change to take effect, especially when facing turbulence. Change management is undoubtedly a complex issue, but we cannot shy away from the need to think, reflect, and contribute to the essential transformations in education and human life.

Study Methodology

To conduct this study, bibliographic research was developed based on an integrative literature review, considering the main works and theorists on the PPP, particularly in the context of Change Management. The single case study methodology, as described by Yin (2014), was used to understand the phenomena being studied, allowing for the integration of collected data and conclusions, requiring careful investigation to mitigate misrepresentations and focus on accurate evidence.

For data collection, the following instruments were used: an online questionnaire with closed-ended questions, an analysis of educational documents, and a Focus Group interview using a semi-structured questionnaire. Invitations were sent to 45 teachers, 10 managers, and 10 staff members from various areas, totaling 65 participants, of which 32 effectively participated in the study.

The questionnaire was created using Google Forms and sent to participants via email or WhatsApp, along with the necessary documents for participation. Responses were collected in the response tab of Google Forms, classified, and analyzed. The questionnaire's questions were categorized based on the need for information and data, covering personal data, change management, and project implementation.

A sufficient number of questions were defined to ensure the collection of the responses necessary to meet the research objectives, mitigating non-participation and avoiding discouragement. The narrative construction between the questions was carefully planned to provide participants with a sense of fluidity and sequence. A prototype of the questionnaire in pre-test format was sent for evaluation by two PhDs in education, experts in Educational Management, as well as the director and the pedagogical coordinator of the institution under study, to ensure the appropriateness of the questions.

The online questionnaire model was chosen to facilitate access and maximize participant engagement, considering that the school unit has a Wi-Fi network and adequate internet access. Along with the questionnaire, a free and informed consent form was sent, explaining the importance of the research and the need for responses. A thank-you email was automatically sent by Google Forms to participants.

Participants were invited via email and WhatsApp to join a focus group, an instrument which, according to Gil (2019), provides a better understanding of the problem and supports a deeper investigation of the topic. The focus group consisted of 11 respondents who agreed to participate in a discussion session (semi-structured interview) on the topic, conducted remotely and lasting one hour.

The semi-structured interview, as described by Dicicco-Bloom and Crabtree (2006), consists of predetermined and open-ended questions, allowing other issues to emerge during the conversation. The meeting was recorded using Microsoft Teams, with prior authorization from participants for the recording, which enabled the automatic transcription of the interview.

The focus group question script was adapted from the questionnaire questions, aiming to deepen the information through dialogue with the respondents. To ensure the interview's

fluency, Marconi and Lakatos' (2021) proposal was followed, which recommends writing questions clearly and directly, without the need for additional explanations. For the preparation and analysis of the data collected through document study, questionnaire, interview, and observation, the structure proposed by Marconi and Lakatos (2021) was used, which is organized into preparation, analysis, and interpretation of data.

The school participating in the research offers vocational education in the state of São Paulo and is recognized as a traditional institution with more than 70 years of educational experience. The institution focuses on developing people for the labor market, especially in the commercial sector. The school has units across the country, subdivided by regions, with the case under analysis managed by the São Paulo regional office, which oversees more than 60 units in the state.

The development of the Political-Pedagogical Project (PPP) at the school occurred in four stages: "Where are we?", "Who are we?", "What do we want?", and "How will we do it?". The stages of the PPP's development are described below:

1. **Communication and Invitation**: Formation of teams responsible for communication and inviting participants to the construction of the PPP.
2. **Data Collection and Preparation**: Addressing the questions "Where are we?" and "Who are we?", using SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to assess controllable and uncontrollable factors. The data were organized into an Excel spreadsheet, prioritizing actions with the GUT tool (Gravity, Urgency, and Trend).
3. **Data Analysis, Interpretation, and Graphic Representation**: Tabulation of results and prioritization of the items identified as weaknesses and threats.
4. **Considerations from the School Community**: The entire school community should be involved in presenting priority topics. Identifying twelve challenging problems and creating strategic plans, which will be presented in a plenary session.
5. **Action Plan**: Definition of twelve main areas of action, with other proposals retained in a strategy bank. Preparation, revision, layout, and printing of the PPP.

The PPP of the educational unit is a comprehensive document, presenting demographic data of the region, the unit's historical context, philosophical and pedagogical conceptions,

physical structure, and the institution's pedagogical foundations. Below are figures illustrating the projects envisioned by the educational unit, with a brief description:

Figure 01 - Projects envisioned by the school unit

Saiba Mais
Divulgação assertiva de cursos e eventos.
Parcerias com escolas, empresas e comunidade

Como evitar cancelamento e evasão
Diminuição do número de alunos que cancelam ou evadem dos cursos.

Foco no trabalho
Melhor organização em eventos. Suporte para realização dessas atividades.

#Compartilhe Mog
Melhor preparação docente, aulas mais dinâmicas e visitas técnicas. Maior interação entre cursos

Comunicação assertiva
Proporcionar maior visão crítica tanto da equipe quanto do alunado.

Descubra seus talentos
Palestras, workshops e feiras para divulgação da marca.

Source: PPP of the researched Educational Unit.

Figure 02 - Projects envisioned by the school unit

Simplificar
Buscar a diminuição da burocracia tanto em processos internos e externos.

Melhoria do estacionamento interno e externo
Aumentar o número de vagas disponíveis com qualidade.

Conhecendo a equipe e seu potencial
Trabalho em equipe e melhor interação entre as áreas

Dori
Defasagens do ensino regular.

Desenvolvendo portfólios
Proporcionar maior inovação no portfólio de cursos.

Mostra a sua cara!
Aumentar o número de linhas de transporte público que passam pelo prédio.
Localização e Identificação visual do prédio.

Source: PPP of the researched Educational Unit.

Methodology for Data Analysis and Interpretation

According to Marconi and Lakatos (2021), after data collection in the previous stage, the process of analysis and interpretation began, which is considered the core of the research. The authors indicate that, although distinct, these activities are closely related. The stages indicated by the authors are as follows:

1. **Interpretation:** Verification of the relationships between variables.
2. **Explanation:** Clarification of the origin of the variables.
3. **Specification:** Demonstration of the validity of the variables.

They emphasize that the analysis phase is essential, as it is here that the researcher details the statistical data, correlating them with the formulated hypotheses, which will either be confirmed or refuted through analysis.

Considering the technological advancements and the changes brought by emerging technologies, this study opted for the use of digital tools for qualitative data analysis. The choice of the ideal tool took into account factors such as the relevance of the decision, the study's theme, time savings, accuracy, careful handling of data, and precision in the data preparation and analysis stages. Therefore, Atlas.TI software was selected.

The software was used to analyze the content of the focus group interviews, enabling the creation of document groups through data coding. The connection between the codes was developed using a mind-mapping tool, which facilitates the organization and linkage of the presented data. The tool's citation feature was used to refine participants' responses and categorize them according to the research objectives. This strategy aimed to facilitate the systematization, verification, and tabulation of the data, as well as to compare and identify similarities and differences.

The tabulation, a key phase of the research, was enhanced by the software's ability to present data in a word cloud format, which was used as a filter for the adjectives in the Focus Group responses. Additionally, it allowed the generation of Excel reports, simplifying the understanding and systematization of the data. The qualitative analysis of the collected information was accomplished through cross-referencing the data.

To present and analyze the results obtained from the research, we used the content analysis method. According to Bardin (1977), this method enriches the researcher's reading and

allows for the elimination of uncertainties by extracting the essence of the content of the messages. The author emphasizes that content analysis methodology reveals messages that may be in the background and allows the researcher to grasp other intrinsic meanings within the message.

Regarding the operationalization of the method, the analyzed content was grouped into themes, indicated by categories. It is important to highlight that we used a mixed category definition method, which, according to Laville and Dionne (1999), allows the researcher to define preliminary categories that can be modified during the analysis, as was the case in this study.

To aid in the systematization of the data, we revisited Bardin (1977), who advises that content analysis should follow three main phases: the pre-analysis, where the documents to be analyzed are defined; the exploration phase, where data is coded and classified; and the treatment phase, where the data is evaluated, and its significance in the research is recognized. In this final phase, elements such as figures and tables supported the presentation of the results.

Analysis of Results

Results from the Closed-Question Questionnaire

After conducting the online questionnaire for qualitative evaluation, a total of thirty-two anonymous respondents participated. These participants came from various areas and held different positions within the educational unit under study, including directors, teachers, technical coordinators, and staff from areas such as cleaning, maintenance, administrative sectors, the library, and the office. The following presents essential data to understand the research objectives, with a focus on qualitative emphasis:

- **Personal Data**: The majority of the survey's target audience falls within the 31 to 45 age range. However, the age distribution is diverse and varied.
- **Gender**: Most respondents (75%) identified as female, totaling twenty-four women.
- **Academic Background**: Most participants indicated having a postgraduate degree (62.5%), which corresponds to twenty respondents, while the rest had undergraduate degrees.
- **Position**: The majority of respondents identified as teachers, totaling twenty-four people. The rest held positions as managers and staff in administrative sectors.

- **Experience in the Position**: Most respondents had extensive experience in their roles, ranging from 6 to over 10 years in their current positions, indicating a mature team in the activities performed.

- **Implementation of the Envisioned Changes**: Regarding the implementation of changes, the surveyed group either fully agreed or agreed that the Political-Pedagogical Project (PPP) plays a strategic role in this process. This demonstrates the participants' recognition of the significance of the PPP within the school context. Veiga (2003) supports this view, proposing that self-criticism and the search for change alternatives give the document a strategic role in school management.

- **Recognition of Autonomy and Empowerment**: The majority of respondents believe that the PPP provides autonomy and empowerment to the school, with eighteen respondents expressing this view. Dourado (2012) corroborates this idea, asserting that school autonomy allows for the implementation of projects that meet the needs of the school community.

- **Direction and Autonomy for Changes**: Most respondents agree that the PPP provides direction and the necessary autonomy for essential changes in the school context, supporting the implementation of new processes and projects. Paro (2016) reiterates this logic, arguing that the greater the participation of school community members, the greater their autonomy in decisions and changes.

- **Recognition of PPP Implementation**: The levels of indecision and disagreement regarding the recognition of PPP implementation remain high, with 59.4% (19 respondents). Vasconcellos (2012) warns of the risk of formalizing the PPP, where the document can become lifeless and meaningless.

Presentation and Discussion of Results from the Semi-Structured Interview in Focus Group Format

The qualitative analysis of the semi-structured interview in Focus Group format was conducted through a detailed reading of the automatic transcription of the video conference interview, generated by the Microsoft Teams application. The segmentation of the text into quotations was facilitated by the Atlas.TI tool. To understand the participants' perspectives on the topic, we will cite excerpts from the Focus Group research transcription, listed based on coding, categorization, and the research objectives. Participants will remain anonymous, always identified by initials, for example: Person 01 (P1), Person 02 (P2), and so on.

The team's recognition of the importance of the PPP as a significant educational document for change was evident throughout the interview. As defended by Anonymous Respondent P1:

> "So, I understand that this is the document that will guide our actions, especially in the future, whether near or distant. And in it, the outline of these actions is defined collectively through a plan" (Anonymous Respondent P1, 2024, p. 2, our translation).

Another key theme in the presentation of quotes from the research is the PPP's role in promoting the autonomy and empowerment of the school, meaning the freedom of local management in implementing changes. On this subject, Anonymous Respondent P1 (2024, p. 2) suggests that the PPP is personalized, unlike other documents that arrive at the school, which are already designed, defined, and ready to use.

However, when discussing the implementation of projects envisioned in the PPP, Anonymous Respondent P1 notes a balance between what has been executed and what is yet to be developed:

> "Planned actions that have already happened or not? What I identified is that some actions designed by the team or the community at the time were executed, and others were not. So, I believe that a good portion of the actions were carried out, but many were not. I think there's this perception that there's still a need for more initiatives, perhaps more involvement" (Anonymous Respondent P1, 2024, p. 6, our translation).

At the same time, Anonymous Respondent P5 takes a more critical stance on the implementation of projects, indicating a decline in proposals and execution:

> "We are increasingly closed off or isolated, or less concerned about how our work can impact people's lives, right? And I think that reflects the current scenario we are in. Not that there aren't any (projects), there are many, both in terms of substance and aesthetics, but I think there used to be much more, and perhaps this is a reflection of the post-pandemic world we're living in" (Anonymous Respondent P5, 2024, p. 8, our translation).

It is clear that while some of the envisioned projects were executed, others were not completed.

Word Cloud Creation

An analysis of the main adjectives used during the semi-structured Focus Group interview was conducted. This strategy made it possible to identify the most recurring characteristics in the participants' statements related to the PPP theme. This approach highlights, through words, the most relevant topics and contributes to reflections and conclusions about how the PPP is perceived by the surveyed audience, without the risk of losing details. Below is the result generated by the Atlas.TI tool:

Figure 03 - Automatically generated by the Atlas.TI tool – word cloud

Source: Authors' creation.

In analyzing the results, the word "important" was the most prominent among the interviewees, reinforcing the logic presented in the closed-question questionnaire and the Focus Group research. This shows that the respondents consider the PPP a crucial document for the evolving school context. Other words that follow this same logic include: fundamental, essential, different, primary, guiding, and necessary. This reinforces the team's perception that

the PPP is a significant contributor to school management. Gandin (2006) emphasizes the importance of the PPP in managing changes.

Words related to the document's local context, such as: public, political, local, internal, integrative, and current, were also identified, along with terms that reinforce the document's pedagogical nature, such as: pedagogical, educational, and inclusive. Gandin (2006) agrees with this view, stating that it is essential to include both political and social issues as well as daily school concerns in the PPP.

Thus, it is evident that the characteristics mentioned by the respondents are mostly positive, indicating that the team considers the document important for educational management and for implementing the necessary changes in the school environment.

Codes and Connections

Another important analysis was conducted using one of the functionalities of the Atlas.TI tool: building connections between the codes identified during the transcription review. This allowed for the correlation of themes during the semi-structured Focus Group interview session. Below is the result:

Figure 04 - Automatically generated by the Atlas.TI tool – connections
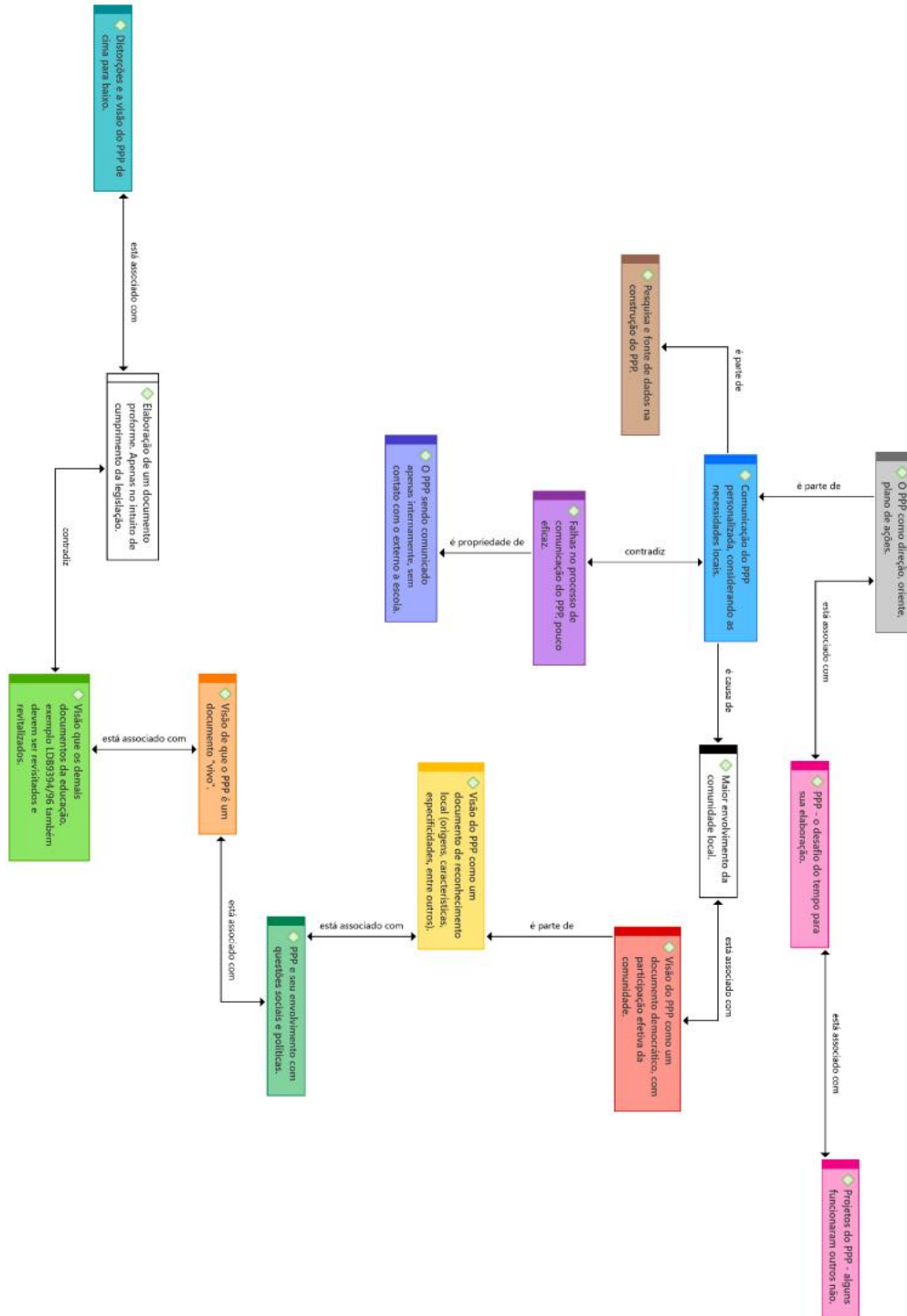
Source: Authors' creation.

Considering the connection framework, it is evident that the Political-Pedagogical Project (PPP) is seen by the researched group as a document that guides the actions of the educational unit and should be communicated efficiently. However, the participants perceive

shortcomings in this process. Additionally, the group considers the active participation of the local community in the construction of the PPP to be essential, indicating that the document serves as a guarantee of school autonomy and empowerment. According to them, it is a "living" document that responds to local needs. Vasconcellos (2012) supports the idea of a "living" document, stating that the PPP redefines the school's activities, helping to solve its problems and transforming its practices.

Another crucial factor in the analysis is the group's understanding that the projects envisioned in the PPP are, in part, implemented efficiently. However, some projects face obstacles, such as the need for local partnerships, for example, with public authorities, who do not always support the changes at the pace expected by the institution. This factor has led to some projects not being realized.

Finally, during the analysis of code sequences, it was found that the group's responses were aligned, without showing significant divergences or dissonances during the research. This confirms that the responses accurately reflected the reality experienced by the educational unit.

Final considerations

The present study highlighted the importance of the Political-Pedagogical Project (PPP) as a vital tool for managing and implementing changes in the school environment. Through a single case study and a qualitative analysis of the data collected, it was possible to identify that the PPP not only guides but inspires significant transformations in the school context.

The projects developed by the researched institution were focused on addressing pedagogical and political gaps, demonstrating that the PPP acts as a catalyst for constructing solutions that meet local needs. Although there was limited clarity regarding the implementation of all proposed projects, as well as time constraints and a lack of assertiveness in communication with the school community, the projects that were effectively implemented brought about positive changes and transformations.

As highlighted by the literature, the PPP should be recognized as a document that empowers schools, granting them autonomy and the ability to address specific challenges without relying solely on initiatives from higher authorities. This study suggests that researchers and school administrators should pay more attention to the PPP, given its relevance to school autonomy and empowerment. Furthermore, a deeper investigation into the PPP is necessary, particularly regarding its merely bureaucratic role in some educational institutions, where it

only fulfills legal requirements. However, it can be affirmed that schools that understand the importance of local efforts, with community support and the capacity to pressure public authorities, can strengthen themselves by building strong school communities.

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