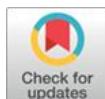


Challenges of integral education in the Amazon of Pará: the role of manager training



Eriane Oliveira Sousaⁱ
Federal University of Western Pará, Santarém, PA, Brazil

Maria Lília Imbiriba Sousa Colaresⁱⁱ
Federal University of Western Pará, Santarém, PA, Brazil

Leandro Sartoriⁱⁱⁱ
State University of Rio de Janeiro, Duque de Caxias, RJ, Brazil

Abstract

This article explores full-time education, focusing on immaterial aspects and the role of managers in the Metropolitan Region of Santarém, Pará. The main objective is to analyse full-time education, considering aspects related to the work of school managers, the circulation of strategic information, and the development of pedagogical practices that value knowledge and communication as essential elements to ensure this mode of education. Based on a bibliographical and documentary analysis, the study addresses the strategic importance of immaterial working conditions within school management to consolidate an education project aimed at the structural transformation of society. The conclusion is that full-time education highlights the need for educational management that promotes and develops collective actions in schools, grounded in public policies and specific legislation.

Keywords

comprehensive education; managers; school.

Desafios da educação integral na Amazônia paraense: o papel da formação de gestores

Resumo

O presente artigo explora a educação em tempo integral, com foco nos aspectos imateriais e na atuação dos gestores na Região Metropolitana de Santarém, Pará. O objetivo central é analisar a educação em tempo integral, considerando aspectos relacionados ao trabalho dos gestores, a circulação de informações estratégicas e o desenvolvimento de práticas pedagógicas que valorizem o conhecimento e a comunicação como elementos essenciais para garantir essa modalidade de ensino. A partir de uma análise bibliográfica e documental, o estudo aborda a importância estratégica de elementos voltados às condições imateriais de trabalho da gestão da escola para consolidar um projeto de educação para a transformação estrutural da sociedade. Conclui-se que a educação em tempo integral evidencia a necessidade de uma gestão educacional que promova e desenvolva ações coletivas nas escolas, fundamentadas em políticas públicas e legislação específica.

Palavras-chave

educação integral; gestores; escola.

Desafíos de la educación integral en la Amazonía de Pará: el papel de la formación de gestores

Resumen

Este artículo explora la educación a tiempo completo, centrándose en los aspectos inmateriales y en el trabajo de los gestores en la Región Metropolitana de Santarém, Pará. El objetivo central es analizar la educación a tiempo completo, considerando aspectos relacionados con el trabajo de los gestores, la circulación de información estratégica y el desarrollo de prácticas pedagógicas que valoren el conocimiento y la comunicación como elementos esenciales para garantizar este tipo de educación. A partir de un análisis bibliográfico y documental, el estudio aborda la importancia estratégica de los elementos centrados en las condiciones inmateriales de trabajo de los gestores escolares para consolidar un proyecto de educación para la transformación estructural de la sociedad. Concluye que la educación a tiempo completo pone en evidencia la necesidad de una gestión educativa que promueva y desarrolle acciones colectivas en las escuelas, con base en políticas públicas y legislación específica.

Palabras clave

educación integral; gestores; escuela.

1. Introduction

The production process of human existence begins with the need to guarantee material subsistence, mediated by labor. Saviani (2019) points out that work is a purpose-driven activity, in which human beings, when engaging in the production process, need to anticipate the objectives of their action in ideas. These understanding places the production of knowledge as a fundamental need for human development.

The human being is, therefore, a synthesis of social relations, a product of historically constructed human objectivations. Thus, we understand that it is not the individual consciousness that determines the being, but the social being those conditions the consciousness and the development of social life (Marx, 1978; Saviani, 2019). In this context, education plays a crucial role in fostering individual consciousness, reflecting the concrete situation of the subject and allowing a critical understanding of the historical movement that can generate ruptures and transformations in the modes of production.

Recognizing education as a central political act in the formation of the foundations of society, the study discusses the integral formation of the citizen. Arruda and Colares (2020) highlight the need to go beyond isolated government interventions, highlighting the pedagogical impact of integral education in increasing school time and overcoming structural inequalities, often perceived as a social disorder.

In this context, the study highlights the strategic relevance of education for the structural transformation of society, proposing a reflection on its role as a space for affirmation of rights, human development and integral learning. The main objective is to analyze full-time education, considering aspects related to the work of managers, the circulation of strategic information and the development of pedagogical practices that value knowledge and communication as essential elements to guarantee this type of teaching.

On July 31st, 2023, President Lula, of the Workers' Party (PT), signed the law that instituted the Full-Time School Program, aiming to significantly expand vacancies in this modality in public schools throughout the country. The goal of creating one million new places in basic education schools reflects a government effort to expand access to integral education, promoting a more equitable and complete development of students.

However, for this initiative to achieve its objectives, adequate planning and financing are essential to ensure its materialization, in addition to the conditions of preparation of education professionals to act in the expansion of the school day, guaranteeing opportunities for integral training to students. The expansion of vacancies cannot be seen only as a number to be achieved; it is crucial to consider the quality of the education offered and the sustainability of the public policies that enable it.

In this context, it is essential to understand the distinctions and interrelationships between the concepts of integral education and full-time education. Integral education goes beyond simply increasing the school day; it is an approach that aims at the complete development of the individual in his intellectual, emotional and social dimensions. Within this perspective, it is important to highlight the immaterial aspects of education, with emphasis on the role of knowledge and the performance of managers of full-time public schools, especially in the Metropolitan Region of Santarém (RMS), Pará (PA).

These reflections start from the understanding of the concept of immateriality or immaterial work and its role in strengthening the ability to acquire strategic mastery in the production of knowledge. According to Hypolito and Grishcke (2013), immaterial work refers to the type of work that generates products such as knowledge, information, and communication. These authors point out that immaterial work is essential for the new

spaces of social production and reproduction, where information circulates and generates value.

When analyzing full-time education from this perspective, it is evident that it depends not only on the physical expansion of vacancies, but also on the quality of the immaterial work carried out in schools. The training of managers, the circulation of strategic information and the development of pedagogical practices that value knowledge and communication are essential elements to ensure that full-time education effectively contributes to social transformation and integral human development. Therefore, the article discusses full-time education in the Amazon, focusing on immaterial aspects and the role of managers in RMS/PA.

2 Methodology

The research adopts a qualitative approach aiming to analyze the dynamics of integral and full-time education in Brazil, with a specific focus on RMS/PA. This is a study of an exploratory and descriptive nature, which emphasizes public schools that have implemented full-time education programs.

The participants of the research were school managers, selected through intentional sampling using the QEdu platform – Educational Data¹, which gathers comprehensive information about Brazilian education, including the Basic Education Development Index (Ideb) and the school census. The platform also presents a synthesis of the questionnaires answered by the educational actors in the external evaluations and a comparison of the educational evolution of the municipalities, focusing on those who have direct experience in the management and implementation of integral education policies.

Data collection was carried out through analysis of the results in the QEdu – Educational Data and official documents, as well as analysis of legislation; the National Education Plan (PNE); and the Municipal Education Plans (PME), aiming to obtain an in-depth understanding of management practices and perceptions about integral education.

For the documentary analysis, we used an analysis script that focused on identifying guidelines and goals related to full-time and full-time education. Data analysis

¹ Available at: <https://qedu.org.br/questionarios-saeb/7-brasil>. Accessed on: Dec. 10, 2024.



was performed using the content analysis approach, using categories defined from the theoretical framework of Saviani (2019) and authors who discuss immaterial work in education. The critical reading of the sources aimed to identify contradictions, challenges and potentialities in educational policies and management practices.

The methodology also included a reflection on educational management practices, using a foundation on educational management in Colares, Soares and Cardozo (2021) to discuss the challenges and possible overcoming in the educational field. Thus, the proposed methodology aims to understand the complexity of integral and full-time education and contribute to studies that seek to analyze the impact of public policies and the role of educational management in the implementation of initiatives to promote integral education.

3. Results and Discussion

Production can take place in the material or non-material sphere. From the perspective of Marxian studies, Saviani (2019, p. 99) explains an important conceptualization in clarification of non-material production:

[...] the one in which the goods produced can circulate in the interval between production and consumption, citing as examples books, paintings, 'all artistic products that differ from the performing artist'; and the one 'in which the product is not separable from the act of production, in which case it presents medicine and education as examples, stating that 'in educational institutions, for example, teachers can be mere wage earners for the entrepreneur of the knowledge factory' (MARX, 1978, p. 79). And, therefore, in the second modality – 'the product is not separable from the act of production' – that Marx explicitly situates the teaching activities developed in educational institutions and, in this case, he says: 'the capitalist mode of production only takes place in a limited way and, by the very nature of the thing, it only occurs in some spheres' (MARX, 1978, p. 79). In fact, the educational activity has exactly this characteristic: the product is not separated from the act of production. The teaching activity, the class, for example, is something that presupposes, at the same time, the presence of the teacher and the presence of the student, that is, the act of teaching is inseparable from the production of this act and the consumption of this act.

In this sense, it can be understood that the teaching activity, especially the teaching activity that occurs in class, is produced and consumed concomitantly in the relationship between the teacher and the student. In this process, human action operates from the teaching-learning relationship in incorporation of experiences and knowledge that have been produced throughout history and are being transmitted between

generations. In the case of the class, the relationship is established between the teacher and the student.

Consequently, 'by the very nature of the thing', that is, by reason of the specific characteristic inherent in the pedagogical act, the capitalist mode of production takes place there only in some spheres. In fact, in some spheres, in a limited way, it can occur, as it happens, for example, with the so-called 'pedagogical packages': in this case a class can be produced and converted into a package (cassette) that can be purchased as a commodity. The question then arises: is this tendency generalizable? In light of the foregoing considerations, my hypothesis of answering this question is negative. Such a tendency cannot be generalized simply because it contradicts the very nature of the educational phenomenon. Consequently, from a pedagogical point of view, it can only occur in a subordinate, peripheral way (Saviani, 2019, p. 100).

Thus, the nature of educational processes is "[...] an activity that is located in the sphere of non-material production, in that modality in which the product is not separated from the producer" (Saviani, 2019, p. 100). Education therefore develops practices related to the production and incorporation of knowledge that can understand ideas, concepts, values, symbols, habits, attitudes, through a series of active relationships that operate in the teaching-learning action.

Education is a human process that has the specificity of forming through multiple knowledges that influence the constitution of the human person as a subject and as a citizen of a certain social formation. To produce material and reproduce in a non-material way, human beings anticipate in thought the objects of action and the mental representation of the objective world. This representation of the objective world includes knowledge of properties and knowledge of science, ethics and symbolization. These aspects are related to non-material work and to the improvement of the cognitive, social and cultural interrelationship domain.

If education is a non-material process of production of human characteristics and customs, for it to occur in school institutions, it is essential to guarantee material and human conditions for this. With this understanding, it is necessary to reflect on the role of school management to guarantee the conditions for carrying out the school's end-activity, since the management of education implies making decisions about what is taught, how it is taught, from what purposes, to whom it is intended and with what objectives, implying commitment. All decisions need to be planned so that the training resulting from the educational process is of quality and to provide the conditions for the integral development of the human person.

When we think of integral training, it is argued that it comprises the educational processes that guarantee the formation of multiple dimensions of the person – the intellectual, physical, aesthetic, ethical and polytechnic aspects –, with a commitment to a collective project for the qualification of the working class (Ferreira; Colares, 2022). The management of the school institution, therefore, must be committed to the feasibility of the conditions for schooling, either through the theoretical-practical elaboration of institutional action planning, or through the mobilization and political struggle for the expansion of public subsidy to the school.

The management of education in RMS/PA, in the search for educational quality, should guarantee material and immaterial conditions for the implementation of educational processes, in particular, integral education processes. In this sense, it is urgent to have actions, instruments and paths capable of promoting democratic management associated with the aspirations and challenges of the local reality (Soares; Colares, M.; Colares, A., 2021), because, through listening and dialogue with the community, it becomes more feasible to define the mediations necessary for management.

The school is the space where the educational manager and education employees work. Each school unit presents itself with its customs, which influence and receive influence from the school management and public policies implemented by the spheres of government. Therefore, educational management gained prominence in the 1988 Federative Constitution of the Republic as a “[...] management based on democracy and the collective participation of educational subjects” (Colares; Soares; Cardozo, 2021, p. 2).

The democratic educational management of public schools is established as a concept guaranteed in Brazilian legislation, whose objective would be to promote approximations between the subjects involved in education, the family, the community and education workers. Education implies ensuring “[...] a pedagogical process guided by social effectiveness, in order to contribute to the successful learning of all students, in conjunction with the improvement of living conditions and the formation of the population” (Dourado, 2007, p. 940, our translation).

The organization of pedagogical work based on democratic management would be an important non-material factor that would make it possible to carry out teaching-

learning processes in the sense of integral development and meeting the formative demands linked to the community (Lima, 2013; Soares; Colares, 2020). It is important to note that educational/teaching management is a particular form of work on the human, that is, “[...] an activity in which the worker dedicates himself to his work object, which is precisely another human being in the fundamental mode of human integration” (Hypolito; Grishcke, 2013, p. 517), that is, the very guarantee of the condition that school management is democratic is one of the important immaterial factors for the realization of integral and full-time education.

In this thinking about the challenges of educational management, Colares, Soares and Cardozo (2021) highlight public power, educational public policies, educational actors, challenges and limitations in school. These interrelationships are intertwined with the concrete conditions for the manager to implement actions that provide an integral education, inserting technical-scientific processes and sharing knowledge among the members of society (Hypolito; Grishcke, 2013). In this sense, educational management from a democratic perspective is an important dimension and focus in promoting the organization, mobilization and articulation of material and human conditions, in order to enable advances with participatory, autonomous and democratic work, composed of all social segments of the school.

Colares, Soares and Cardozo (2021, p. 3) emphasize that:

[...] Educational Management is composed of several segments and social factors: in the peduncle (stem) is the public power with the responsibility of formulating and implementing government proposals; in the receptacle are the public educational policies that support the term and its incorporation in the public school; in the petals are the challenges and limitations existing in the school reality that need to be overcome; and in the petals (center) are the educational actors (managers, teachers, students, parents or guardians, administrative and pedagogical technicians, support professionals, educational community and society).

Based on what the authors indicate, democratic management does not refer only to aspects of the interior of the school, but dialogues with educational policy. We understand the relevance of democratic processes for the definition of school planning, as well as the agreement of struggles for better conditions for the effectiveness of teaching-learning processes within the school. Article 14 of the Law of Guidelines and Bases of National Education (LDB) nº 9.394/1996 indicates that education systems determine the norms of democratic management. Thus, democratic management

becomes a premise in levels and modalities of education, although the form of the rules varies according to the federated entities that have regulated this legal principle. The following principles stand out: "I – participation of education professionals in the elaboration of the school's pedagogical project; II – participation of the school and local communities in school councils or equivalent" (Brasil, 1996).

In the Federal Constitution of 1988, article 214 highlights that: "[...] the national education plan [...] with the objective of articulating the national education system in a collaborative regime and defining guidelines, objectives, goals and implementation strategies to ensure the maintenance and development of education [...]" (BRASIL, 1988). We emphasize the principle of democratic management and its unfolding in educational plans, published after the Federal Constitution and LDBEN nº 9.394/1996.

The 2014-2024 PNE constituted a mobilizing document of educational efforts to improve some aspects indicated in the form of goals and strategies (Colares; Soares; Cardozo, 2021) to be achieved within 10 years after its preparation. In this document, democratic management is evidenced in goal 19, whose purpose is "[...] to ensure conditions, within two years, for the effective democratic management of education, associated with technical criteria of merit, performance and public consultation with the school community, within the scope of public schools [...]" (BRAZIL, 2014).

The PNE established eight strategies in goal 19 to promote democratic management in public schools. These strategies aim to ensure quality, accessible and diverse education. However, market and privatizing interests may compromise this goal, which seeks to:

[...] the effectiveness of democratic management in public schools, especially due to the condition of insertion of educational subjects in the various processes that permeate this incorporation. The strategies of goal 19 include: the requirement to create state (PEE) and municipal (PME) education plans, designed and projected for the local reality (19.1); the creation and expansion of educational inspection programs, especially the distribution of resources and implementation of policies (19.2); the holding of education forums and conferences, aiming to insert society in the discussions and actions designed for this field (19.3); the creation and implementation of representative bodies of the various sectors and actors that make up the school (19.4); the creation of advisory and deliberative bodies, composed of categories of educational subjects and that can supervise the work of management (19.5); create means of increasing the participation of educational actors in school projects and actions, from their formulation to their implementation (19.6); institute policies that favor autonomy in management and in public schools (19.7); and, finally, establish norms that promote access to educational management by democratic criteria (19.8), replacing



decontextualized practices, such as political indication, for example (Colares; Soares; Cardozo, 2021, p. 6).

As mentioned, the implementation of the PNE and the state and municipal plans, which were prepared in dialogue with the PNE, faces serious challenges. Many goals have already expired without being achieved and Constitutional Amendment No. 95/2016, which limits public spending, compromised the realization of the others. Despite this, democratic management has gained prominence at the municipal level in western Pará, as demonstrated by the approval of the Municipal Education Plans in RMS/PA.

It is important to emphasize the approval of municipal laws that ensure democratic management in RMS/PA, such as Law No. 225/2015 in Belterra, Law No. 001/2015 in Mojuí dos Campos and Law No. 19.829/2015 in Santarém. Supported by the PNE, these legal documents aim to guarantee a gradual process of autonomy of schools and the restructuring of the municipal education system.

In his study, Goch (2017) highlights the legal protection of Law No. 17,867, of November 3, 2004 (Municipal Education Plan – 2004/2013), and Law No. 19,829, of July 14, 2015 (Municipal Education Plan – 2015/2025), which included, in addition to:

[...] Basic Education, teaching modalities Youth and Adult Education, Special Education, Higher Education, Professional and Technological Education, People Management, the appreciation of Education Professionals, Democratic Management and Financial Management (Goch, 2017, p. 56).

Despite the advances provided by municipal plans, the relationship between educational legislation and pedagogical practice in schools still needs to be strengthened. The metaphor of the rose, used by Colares, Soares and Cardozo (2021), illustrates the need to renew educational management so that it connects to the school reality. It is necessary to ensure that the laws are applied concretely, contributing to the improvement of the quality of teaching in the educational sphere. By adopting this perspective, democratic educational management becomes a constituent of a dimension for the promotion of the organization, mobilization and articulation of material and human conditions in the school.

Colares, Soares and Cardozo (2021, p. 16) use the metaphor of the rose to illustrate the need for transformation in educational management. By “defoliating” management, that is, by rethinking and reformulating existing models, it is possible to

promote a renaissance that values collective work and strengthens the connection between educational legislation and public policies. This transformation, essential for the effectiveness of democratic and participatory management, even if provided for in official documents, lacks materialization in schools.

When it comes to "full-time" education, specifically in the implementation of full-time education-inducing programs, educational management plays a central role. She is challenged to rely on public policies to create a collective action plan at school. The extended journey requires management not only to extend school time, but also to offer diversified and enriching learning opportunities for students, which go beyond traditional curriculum content and promote integral development.

The process of educational and management work is based on the intellectual aspects related to the training and praxis of managers in RMS/PA, as they are extremely important for improving the quality of teaching in public schools. It is essential that managers have a solid intellectual, cultural and professional background to be able to make decisions and implement public policies in favor of integral training. In this sense, the following intellectual aspects are considered indispensable to RMS/PA managers: a) knowledge in educational management; b) integration of the management team and the school community based on democratic and participatory management practices; c) appropriation of knowledge in technology; d) knowledge in financial, social and environmental responsibility; e) initial training and continuing education of the teacher-manager, promoting reflection on integral training.

Democratic management requires managers to have a comprehensive training, which includes several relevant intellectual angles, by directly integrating material and immaterial aspects in educational management, aiming at the development of integral education. The need for concrete policies that promote this integral education becomes evident, since the objective of the public school, unlike capitalist interests, is not to make a profit in the short term, with the minimum investment, but to enable the enjoyment of citizenship, becoming an instrument of struggle for better living conditions for those who are served there. However, it is necessary that all those involved, directly or indirectly, in the educational process participate in decisions concerning the organization and functioning of the school, contributing to the socialization of systematized knowledge, as:

[...] the role of the school, which in today's society has constituted itself as the main and dominant form of education, consists in the socialization of systematized knowledge. It is not, therefore, any kind of knowledge. The school of respect for elaborate knowledge and not spontaneous knowledge, to systematized knowledge and not fragmented knowledge, to erudite culture and not popular culture (Saviani, 2019, p. 42).

Integral education represents a transformative milestone in education, expanding its functions. For this new approach to be consolidated, it is essential to adopt concrete measures, such as the allocation of sufficient financial resources, the construction and adaptation of adequate physical spaces, the offer of continuing education to education professionals and the creation of a legal framework that supports this type of education. In addition, the engagement of school managers, teachers, students and families is essential, so that integral education becomes a reality in all schools. With this awareness, we emphasize that integral education is essential, but it needs material and immaterial conditions for the overall development of the student.

Running a school is a challenge that requires a deep understanding of the school community. It is necessary to understand the realities and needs of students, their families and their territories, to offer an integral education that meets their demands. Social, political, economic and cultural transformations directly impact education, requiring a constant adaptation and updating of pedagogical practices.

In this sense, the scarcity of investments and effective public educational policies demonstrates the State's disregard for guaranteeing the right to education for all. This neglect not only perpetuates social injustice, but also hurts democratic principles by denying education as a fundamental public good for building a more just and equitable society. Considering the aspects addressed, we present in Table 1, below, the working conditions of the RMS/PA managers. For this analysis, there was a total of participants: National Average (65,207), Santarém (139), Belterra (11) and Mojuí dos Campos (12).

Table 1 – Immaterial aspects related to the training of managers in Brazil and RMS/PA (2015-2020)

Conducting the school team				
National		Santarém	Belterra	Mojuí dos Campos
Not at all prepared	0%	0%	0%	0%
Somewhat prepared	3 %	0%	0%	0%
Prepared	73%	72%	55%	83%
Very well prepared	24%	28%	45%	17%
	100%	100%	100%	100%
Solve the demands of the students' families				
National		Santarém	Belterra	Mojuí dos Campos

Not at all prepared	0%	0%	0%	0%
Somewhat prepared	11%	10%	9%	17%
Prepared	71%	71%	36%	75%
Very well prepared	18%	19%	55%	8%
	100%	100%	100%	100%
Coordinate the implementation of the political-pedagogical project				
National	Santarém	Belterra	Mojú dos Campos	
Not at all prepared	0%	0%	0%	0%
Somewhat prepared	10%	0%	0%	17%
Prepared	72%	75%	82%	67%
Very well prepared	18%	25%	18%	16%
	100%	100%	100%	100%
Managing conflicts				
National	Santarém	Belterra	Mojú dos Campos	
Not at all prepared	0%	0%	0%	0%
Somewhat prepared	7%	7%	9%	17%
Prepared	71%	72%	82%	67%
Very well prepared	22%	21%	9%	16%
	100%	100%	100%	100%
Improve your school's pedagogical processes				
National	Santarém	Belterra	Mojú dos Campos	
Not at all prepared	0%	0%	0%	0%
Somewhat prepared	8%	4%	0%	8%
Prepared	75%	76%	0%	75%
Very well prepared	17%	20%	100%	17%
	100%	100%	100%	100%

Source: Sousa (2023).

The survey carried out with RMS/PA managers, based on data from QEdu – Educational Data, revealed satisfaction regarding the preparation of the school team, the resolution of family demands and the implementation of guiding documents, such as the political-pedagogical project.

Despite the positive perception of managers, the material conditions of schools in the region have several deficiencies that compromise the implementation of integral education. The lack of adequate infrastructure, such as classrooms in unhealthy conditions and the absence of sports courts and technological equipment, prevents the performance of activities that go beyond the formal curriculum (Sousa, 2023). In addition, public policies for integral education are often not implemented to promote integral student training, but rather as a way to increase school hours.

This discrepancy between the perception of managers and the reality of schools highlights the need for a more in-depth analysis of working conditions in education. School management, in addition to dealing with pedagogical and administrative aspects,

needs to face challenges related to infrastructure, resources and public policies. To ensure the quality of integral education, it is essential to invest in material and immaterial conditions that value the work of educators and promote the integral development of students. Integral education, therefore, is not just about planning or organizing teaching, but requires a commitment to improving working conditions and valuing education as a whole.

5 Final Considerations

The text analyzes the distinctions made by Marx (1978) between two types of production, highlighted by Saviani (2019): the production of commodities that can circulate between production and consumption, such as books and works of art, and production whose products are not separated from the act of production, such as education. Saviani (2019) argues that education falls within this second modality, since educational activity, such as class, is inseparable from the act of production and consumption, occurring simultaneously in the interaction between teacher and student. This particular characteristic of education, according to Marx (1978), limits the application of the capitalist mode of production in this field, which is reaffirmed by Saviani (2019) by maintaining that education is a practice of non-material production, in which the product (knowledge) is inseparable from the act of teaching.

Saviani (2019) also explores the limitations of the capitalist mode in education, exemplifying with “pedagogical packages” that, although they can be produced and sold as commodities, cannot be generalized due to the contradiction with the very nature of the educational phenomenon. Education is described as a process that involves the incorporation of non-material knowledge, such as ideas, values and concepts, which deeply influence the formation of citizens. This training requires a reflective and deliberate process, highlighting the importance of educational management, which must be planned and committed to ensuring quality and humanizing education.

In the context of educational management, the text highlights the need to promote democratic and participatory management, involving all educational actors and the local community. Ferreira and Colares (2022) emphasize that integral education must guarantee development in all dimensions of the subject, constituting itself as a collective



project. Educational management is, therefore, seen as a process that must organize and articulate the material and human conditions to enable significant advances in education, always considering the impact of educational public policies and the local reality.

In addition, the text addresses the democratic management of education in RMS/PA, highlighting the importance of local public policies, such as the Municipal Education Plans, which seek to ensure the administrative, pedagogical and financial autonomy of schools. The concept of educational management is compared to the image of a rose, which needs to be "defoliated" so that it can "flower" again, symbolizing the need to rebuild and adapt management to school realities, always aiming at a democratic and participatory educational practice.

Finally, the article discusses the challenges faced in the implementation of full-time education programs, emphasizing the need for educational management that supports and develops collective actions in schools, based on public policies and specific laws. In this bias, the research carried out with school managers from RMS/PA revealed a divergence between the managers' positive perception of the quality of education and the reality of schools. On the one hand, the managers demonstrated satisfaction with the school team, the service to families and the implementation of documents such as the political-pedagogical project; on the other hand, the analysis of the school reality revealed several deficiencies, such as: precarious infrastructure: classrooms in unhealthy conditions, lack of equipment and adequate spaces for extracurricular activities; inadequate implementation of public policies, specifically integral education policies, which are not implemented in order to promote integral student training (Sousa, 2023).

This discrepancy highlights the need to invest in improvements in working conditions and school infrastructure to ensure the quality of comprehensive education. It is essential that public policies are effectively implemented, valuing the work of educators and promoting the integral development of students.

Therefore, the research highlights the importance of reconciling the perception of managers with the reality of schools, seeking solutions to the challenges faced by integral education in the region. Consequently, educational management must seek to break with decontextualized and fragmented practices, adopting a more democratic and participatory approach, to ensure the success of integral education and the full development of students.

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Eriane Oliveira Sousa, Federal University of Western Pará (Ufopa), Postgraduate Program in Education (PPGE), Research and Study Group History, Society, and Education in Brazil (Histedbr)

 <https://orcid.org/0009-0000-5415-1320>

Master's student at Ufopa's PPGE. Member of Histedbr (Ufopa). Scholarship holder of the Amazon Foundation for Studies and Research Support (FAPESP).

Authorship contribution: Writing – first writing, writing –, review, editing, research and methodology.

Lattes: <https://lattes.cnpq.br/3834258419256543>

E-mail: erianeoliver@gmail.com

Maria Lília Imbiriba Sousa Colares, Federal University of Western Pará (Ufopa), Graduate Program in Education (PPGE)

 <https://orcid.org/0000-0002-5915-6742>

Doutora em Educação pela Universidade Estadual de Campinas (UNICAMP). Full professor at Ufopa. Deputy Coordinator of the PPGE of Ufopa. Researcher PQ2 at the National Council for Scientific and Technological Development (CNPQ).

Authorship contribution: Collaboration in writing and textual correction.

Lattes: <http://lattes.cnpq.br/9671465461954562>

Email: liliacolares@gmail.com

Leandro Sartori, State University of Rio de Janeiro (UERJ), Faculty of Education of Baixada Fluminense (FEBF), Postgraduate Program in Education, Culture, and Communication in Peripheries (PPGECC)

 <https://orcid.org/0000-0001-6073-1313>

PhD in Education from the State University of Campinas (UNICAMP, 2015). Post-Doctorate from the Federal University of Western Pará (Ufopa). Adjunct professor at UERJ in the Department of Educational Systems Management. Permanent professor at PPGECC. Chief Editor of *Revista Periferia*.

Authorship contribution: Textual writing, content review and formatting.

Lattes: <http://lattes.cnpq.br/6020882116183008>

E-mail: leandrosartorigoncalves@yahoo.com.br

DATA AVAILABILITY

The entire dataset supporting the results of this study has been published in the article itself.

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