

**Democratic school management and social vulnerability****Maria Eduarda de Oliveira Bezerra Medeirosⁱ** 

Universidade do Estado do Rio Grande do Norte, Mossoró, RN, Brasil

Arlene Maria Soares de Medeirosⁱⁱ 

Universidade do Estado do Rio Grande do Norte, Mossoró, RN, Brasil

Abstract

The article on screen arises from research developed in the Master's in Education, of the Graduate Program in Education - POSEDUC, of the State University of Rio Grande do Norte - UERN. The objective was to understand the existing scientific production on democratic school management and social vulnerability, in a time frame of ten years (2012-2021). The bibliographic survey was carried out in three scientific bases: Brazilian Journal of Education Policy and Administration (RBPAE), Journal Education & Formation, Journal Educational Practices, Memories and Orality (Rev.Pemo), Digital Library of Theses and Dissertations (BDTD) and CAPES Periodicals Portal. Five articles were selected to compose the sample of the State of the Question, resulting in scientific productions located in three journals: *Revista Temas em Educação*, *Revista Saúde & Ciência Coletiva* and *Revista de Ciências Sociais, Política & Trabalho*. It was sought to highlight the themes discussed, as well as the most used methodological paths. The results point to the incipient production focused on the discussion about democratic school management in vulnerable territories. In general, the methodological aspects have as their central approach the qualitative research, in which case studies, literature review, document analysis and socioeconomic data analysis were carried out. Regarding the analyzes carried out by the authors, it is possible to perceive that the vulnerable social context requires democratic and participatory school management, engaged with social justice.

Keywords: Democratic Management. Vulnerability. Inequalities.**Gestão escolar democrática e vulnerabilidade social****Resumo**

O artigo em tela surgiu a partir de uma pesquisa desenvolvida no Mestrado em Educação do Programa de Pós-Graduação em Educação (POSEDUC) da Universidade do Estado do Rio Grande do Norte (UERN). Objetivou-se perceber a produção científica existente sobre gestão escolar democrática e vulnerabilidade social em um recorte temporal de dez anos (2012-2021). O levantamento bibliográfico foi realizado em cinco bases científicas: Revista

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



Brasileira de Política e Administração da Educação (RBPAAE), Revista Educação & Formação, Revista Práticas Educativas, Memórias e Oralidades (Rev.Pemo), Biblioteca Digital de Teses e Dissertações (BDTD) e Portal de Periódicos CAPES. Foram selecionados cinco artigos para compor a amostra do Estado da Questão, tendo como resultado produções científicas situadas em três revistas: *Revista Temas em Educação*, *Revista Saúde & Ciência Coletiva* e *Revista de Ciências Sociais Política & Trabalho*. Buscou-se evidenciar as temáticas debatidas, bem como os percursos metodológicos mais utilizados. Os resultados apontam para a incipiente produção voltada para a discussão acerca da gestão escolar democrática em territórios vulneráveis. No geral, os aspectos metodológicos possuem como abordagem central a pesquisa qualitativa, em que foram realizados estudo de caso, revisão de literatura, análise documental e análise de dados socioeconômicos. No tocante às análises realizadas pelos autores, é possível perceber que o contexto social vulnerável exige uma gestão escolar democrática e participativa, engajada com justiça social.

Palavras-chave: Gestão democrática. Vulnerabilidade. Desigualdades.

1 Introduction

In order to understand the concepts and themes existing in the relationship between school management and social vulnerability, considering the democratic dimension of the management of public education as a legal principle of Brazilian education, according to the Law of Directives and Bases N° 9394/1996, it was necessary to carry out a survey of scientific production on these themes. Thus, the guiding objective of this State of the Question (SQ) is to understand how the literature presents the discussion around school management and vulnerability, in order to contribute to the Brazilian educational debate.

According to Nóbrega-Therrien and Therrien (2004, p. 7), "the purpose of the 'state of the question' is to lead the researcher to register, based on a rigorous bibliographic survey, how the theme or the object of his or her investigation stands in the current state of the science at hand". Therefore, the research in question sought to map the works related to these issues, taking into consideration five scientific bases, namely: Revista Brasileira de Política e Administração da Educação (RBPAAE), Revista Educação & Formação, Revista Práticas Educativas, Memórias e Oralidades (Rev.Pemo),



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), and Portal de Periódicos da CAPES.

The search in these databases was carried out using the descriptors democratic school management and social vulnerability, considering the time frame that comprises the following years 2012 to 2021. In the case of the three journals, the search was carried out by viewing the archives of all available issues in the period 2012 to 2021, looking for texts that were related to the theme of democratic management, social inequalities and poverty. In relation to the other databases, in a first search, the Boolean and was used. Meanwhile, in the second moment, the Boolean or was used. The entire methodological path will be detailed in more detail in the methodology section, especially with regard to the selection of the researches.

In analyzing the selected papers, it was possible to grasp several aspects for understanding the context of existing scientific productions on school management and social vulnerability. In this sense, we sought to perceive the themes that appeared most frequently in the research, identify the thematic absences and/or insufficiencies, in addition to verifying which are the theoretical references and the methodological aspects most frequently used. Moreover, this careful analysis has enabled a dialog between the texts and the expansion of the debate proposed here, in light of the literature already produced. From this mapping, analyses and discussions were carried out, to be presented in the following sections.

Based on this, the text is organized in four parts, besides this introduction. Initially, the methodological path adopted by the research will be explained. Then, the data produced from the bibliographical survey will be analyzed in the periodicals of the area and the scientific bases selected for the elaboration of this work, followed by a brief discussion on the main highlights found in the literature, in order to clarify the researched object. Finally, the final considerations and the references used during the development of this article will be presented.



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



2Methodology

To perform the EQ, three journals from the area of Education and two scientific bases were chosen, namely: Revista Brasileira de Política e Administração da Educação (RBPAE), Revista Educação & Formação, Revista Práticas Educativas, Memórias e Oralidades, Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) and Portal de Periódicos da CAPES.

It is pertinent to emphasize the criteria used to choose the journals and the databases. In the case of RBPAE, it was chosen because it is a publication belonging to the National Association of Educational Policy and Administration (ANPAE), whose objective is to disseminate research on important issues related to the field of educational policy and management and its processes, being a respected reference in the area of school management, the central object of the research in question. The journal Práticas Educativas, Memórias e Oralidades was chosen because it is the journal in which this text will be published, as well as the journal Educação & Formação, because it is a partner of the previous journal and was suggested by the evaluators.

The BDTD, in turn, was chosen because it belongs to the Brazilian Institute of Information in Science and Technology (IBICT), of the Ministry of Science, Technology, and Innovations of the Federal Government. The base is responsible for integrating complete theses and dissertations in a single search platform, which facilitates access to graduate texts from Brazilian educational and research institutions. Finally, the CAPES Journals, which are also funded by the Federal Government, were chosen because they are considered to be one of the largest virtual scientific collections in Brazil, containing a vast amount of high quality material. The set of these three digital databases, besides giving us an overview of how this debate happens, allows us to build paths to advance in the discussions that involve the problem of democratic school management and social vulnerability in our country.

After explaining these choices, the methodological path adopted is presented here in order to clarify how the searches were carried out in each platform. In the first



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



stage, the RBPAE was consulted. This survey was carried out from the files available on the virtual page of the magazine, which total 31 issues¹. In this specific case, no descriptors were used in the search region present on the site. All these issues had, together, 400 articles and 30 editorials. Considering the ten-year time frame and the number of issues available on the website, we decided to consult each volume individually and read the titles of the articles, looking for those that presented some relation with school management and social vulnerability. After this title refinement, two articles were selected.

This same process was carried out in the other two journals. In the *Revista Educação & Formação*, there were 19 issues, totaling 274 articles. Of these, three articles were selected. In the *Journal Práticas Educativas, Memórias e Oralidades*, there were 10 editions, totaling 230 articles, from which we selected four. We excluded articles that dealt more specifically with teacher training, NGOs, and social assistance programs.

However, it is pertinent to point out that no work was found that established a direct relationship between school management and social vulnerability, which is the focus of this work. Although there is an investigation focused on school management and educational inequality, and another on social justice, these are only possible approximations to be established with the theme proposed here, that is, it is not configured as a central theme. This thematic absence points to the relevance of a scientific production committed to establishing a link between the concepts of school management and social vulnerability, as this research proposes¹. However, the analysis of the thematic approximations is valid, with the intention of seeking possible connections with the research in question, as has already been explained.

¹ This Master's research, which is in the initial process of elaboration, seeks to understand the relationship between school management and social vulnerability, intending to perceive how the vulnerable context affects the school and its processes (pedagogical and administrative), as well as to situate the central role of school management in this conjuncture. In this way, it intends to conceive how school management conducts its practices in places marked by social vulnerability, poverty, and social inequality. Thus, a bibliographical survey was carried out in order to build a debate focused on the performance of school management in places of high vulnerability and, in light of this, to be able to make considerations about democratic practices and the contributions of this conduct within the school.

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



Once the mapping with the RBPAE was completed, an advanced search was conducted in the BDTD. The descriptors democratic school management and social vulnerability were used, as well as the Boolean and in a first attempt and, finally, the Boolean or. When the Boolean and was used, a total of sixteen papers were found. When the Boolean or was used, a larger number of papers were found, totaling 189 results. In both searches, works were found that dealt with themes related to: a) higher education; b) school councils; c) municipal management; d) educational management; e) curriculum; f) evaluation policies; g) EJA; h) political debates; and other works in the area of education, but which were far from school management, besides not being associated with social vulnerability. Therefore, no work was selected in this scientific base, since no works were observed that contemplated the relationship between school management and social vulnerability intended here.

The search process was not limited to any specific language, allowing results to appear in other languages as well, although no results other than Portuguese were found. The year of defense followed the same time frame used in the RBPAE, considering the productions of the last decade, comprising the years 2012 to 2021.

Finally, the search was carried out by the CAPES Periodical Portal, using the descriptors and Boolean: democratic school management and social vulnerability, which resulted in a total of 344 works. After this, a second filtering was done, removing some subjects that appear in the sidebar filters, such as: health, sustainable development, agriculture, and higher education, since they were not related to the theme of the research in question. Then, the filter in the area of education was chosen, and the time frame of ten years was defined, leaving 38 articles. From these, we excluded those that dealt with: a) judicialization of education; b) inclusive education; c) financing education; d) environmental education; e) physical education; and f) vocational education: a) *Temas em Educação journal*; b) *Saúde & Ciência Coletiva journal*; and c) *Social Science Journal Política & Trabalho*.

It is worth mentioning that in the three scientific databases there was the need for a greater delimitation and cutout to choose the works that would compose the survey. In

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



all of them, we opted, as an exclusion criterion, for studies that dealt specifically with early childhood education, high school, youth and adult education, full-time education, and higher education, since the focus of this research analysis is centered on elementary school. Thus, a total of five papers were chosen to compose this EQ. In the following chart, it is possible to verify these quantitative figures in a clearer and more objective way. In addition, the use of descriptors and Booleans in each platform is also systematized.

Table 1 - EQ Work Quantities (2012 - 2021)

Basis	Descriptor 1	Boolean	Descriptor 2	Results	Chosen Resultss
RBPAE	unspent	unspent	unspent	400	2
Educação&Formação	unspent	<i>unspent</i>	unspent	274	3
Rev.Pemo	unspent	<i>unspent</i>	unspent	230	4
BDTD	democratic school management	<i>And</i>	social vulnerability	16	0
	democratic school management	<i>Or</i>	social vulnerability	189	0
CAPES	democratic school management	<i>And</i>	social vulnerability	344	3

Source: Own elaboration (2022).

Further on, as a form of organization for the analysis, the papers will be discussed in chronological order, starting from the oldest to the most current, in order to realize approximations with the debate proposed here. In other words, we aim to establish relations and connections between the current research and the discussions held within the scope of the selected articles.

3 State of the Question Results



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



The basic concepts of the research are democratic management and social vulnerability. With this in mind, the EQ sought to find works that dealt with this relationship and its approximations. This topic aims to map these productions in order to understand the main findings of the bibliographical survey at hand.

As far as the RBPAE is concerned, it is possible to notice that 2021 was the year with more publications of articles in general. However, 2020 was the year with more articles published with respect to the themes focused on the discussion of school management. Despite this, it can be seen that the number of publications from this perspective is still very low. Considering the entire period of analysis, it is possible to affirm that only 6.5% of the articles in the RBPAE deal with school management and its other issues, which demonstrates the need to expand the productions related to these themes, especially with respect to the thematic relation between school management and social vulnerability, since only two works present an approximation to the theme.

Regarding the journals *Educação e Formação* and *Rev.Pemo*, the articles selected represent less than 2% of the total number of works available in the databases. This percentage reinforces the low quantity of works related to the theme and the relevance of research in this sense, so as to fill an existing gap in the literature and, at the same time, bring to scientific debate a poignant theme that reflects the need for further studies in the area of democratic school management.

With regard to the CAPES journals, few articles were found that could contribute to this study, which strengthens the premise that there is little production on the theme, thus justifying our research. As for the BDTD, no studies were found using these descriptors, which also alerts to the relevance of expanding scientific production in the area.

The prominent themes and concepts that appeared in the texts were: a) inequalities; b) quality of education; c) cultural capital; d) family participation; e) socioeconomic level; f) right to education; g) justice; h) family background. Regarding the methodological procedures, four studies have a qualitative approach and one has a mixed approach. The methodologies used were: a) case study; b) literature review; c)

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



document analysis; d) analysis of socioeconomic data from SAEB, IDEB and the School Census. Regarding the years of production of the papers, one was from 2013; one, from 2015; one, from 2019; and two, from 2020. This increase in 2020 can be explained due to the year the pandemic started, which deepened social inequalities¹ and poverty levels². Regarding the theoretical framework used, all the papers were based on Bourdieu and Passeron, which highlights the significance of these theorists for the field of study.

In the next section, the texts that make up this EQ are discussed, in order to present their objectives and the main discussions that contribute to the research at hand.

4 School management and social vulnerability: what the literature points to?

Bezerra and Amaral (2020) reflect that the right to access formal education has always been restricted to the higher strata of society, that is, the elite. In the history of Brazil, it is possible to perceive an education system strongly marked by inequalities. Despite the universalization of basic education, it is not in the interest of the upper classes that the people have access to knowledge. For this reason, education for the elite has been increasingly improved, while the level of education for the disadvantaged classes has been increasingly lowered, as Saviani (1999) states.

In this sense, there is still exclusion within the education system itself, in addition to educational offerings with different quality standards (SAMPAIO; OLIVEIRA, 2016). In this scenario, Bezerra and Amaral (2020 p. 190) cite that education has become "an instrument that reinforces marginalization and legitimizes the social order". This assumption is corroborated by Bourdieu and Passeron (1992), who state that the education system legitimizes the dominant culture. Thus, a symbolic violence is provoked inside the school, which segregates the students between those who are close to this prevailing culture and have access to cultural capital and those who are marginalized from this reality.

In their text, Bezerra and Amaral (2020) have the objective of investigating the family participation in monitoring the learning of elementary school children in public

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



schools. The authors state that for the construction of a dialogue between family and school, it is necessary to understand that the initiative must come from the school itself, because family members are in a disadvantaged position. In addition, the authors understand that it must be a network effort and not be restricted to the school principal or the teachers, but involve a team that works together, even incorporating other spheres that are located outside the school, such as the municipal guardianship council, State or Municipal Education Secretariats, and the State Public Ministry. We start from the understanding that school management presupposes a collectivity that incorporates teachers, other employees, students, families, community members and public bodies, in order to strengthen democratic processes that will have an impact through positive results in terms of student behavior, concentration in class and school attendance.

This constructive relationship that Bezerra and Amaral (2020) refer to is what we call democratic management, considering the notion of a school integrated to the community, in which education professionals are aware of community problems and needs. Moreover, a support network is formed to solve them, always seeking to mitigate the difficulties and the impacts on learning. Having this knowledge of the reality of the community where the school is inserted is important, because this is how the team can apprehend the inequalities existing in that space, and thus establish strategies on how to mitigate them. "Inequalities" in plural, because there are several dimensions. Sampaio and Oliveira (2016) address the theme in their article "Dimensions of educational inequality in Brazil," whose objective is to analyze three dimensions of educational inequality: access, treatment, and knowledge. The authors point out that these inequalities should be examined so that public policies can be formulated.

To begin the analysis, it should be noted that the concept of educational inequality is polysemic, so that each dimension of inequality is associated with a concept of equality. The first inequality is that of access to the school system. The concept of equality, in this case, is that of opportunities. This means that everyone has the right to attend school regardless of any individual and personal characteristics, such as socioeconomic status, race, and ethnicity. However, in reality, these factors influence the

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



lives of subjects and, especially, the family socioeconomic level affects the performance of students, hindering the possibilities of individuals' evolution in their studies (SAMPAIO; OLIVEIRA, 2016).

The second conception of inequality is that of treatment, which is associated with equal treatment. In this case, it is assumed that all individuals should experience equal conditions within the educational system. In other words, the treatment of all students should be homogeneous and uniform, through common curricula and equal infrastructure of institutions, for example. However, Sampiao and Oliveira (2016) reflect that, in Brazil, regional inequality is quite pronounced. While the South and Southeast regions are marked by financial accumulation, the North and Northeast regions have much smaller budgets and, consequently, a poorer population and more precarious schools, with funding policies that are still very insufficient..

The last dimension of educational inequality is that of knowledge, which is linked to the knowledge acquired by individuals throughout their education. This is a dimension of educational inequality, since it is not enough that the student has access to the school system and is guaranteed the same standard of quality. Besides these factors, it was found that pre-existing inequalities affect student performance, that is, the socioeconomic conditions they have influence their study results. In this way, Bourdieu (2007) formulated the theory of reproduction, which explains that the fact that children achieve school success is closely related to the socioeconomic status of their family. In this case, students from popular classes have less chances of achieving school success (SAMPAIO; OLIVEIRA, 2016).

Lara (2016) produced a scientific article aiming to deepen the discussion about the topic of sociocultural inequality. The author presents concepts of inequality, its principles and sustaining foundations. In addition, she discusses the role of the state in understanding this concept, as well as the potential for Latin America to overcome it. Initially, she states the existence of various types of inequality: social, socioeconomic, gender (...) Therefore, they are grouped into the "sociocultural" category.

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



Lara (2016) emphasizes that to address policies to reduce sociocultural inequality it is necessary to glimpse the macro-level context concerning capitalism, which grounds this inequality. At the same time, the author understands that inequalities are eliminated with the construction of rights and the re-democratization of the social structure. Lara (2016) cites as an example the case of Latin America, strongly marked by poverty and inequality. With regard to the relationship between education and inequality, the author cites that it is not possible to unlink these two concepts, since the school is established in an unequal capitalist society, exposed to this reality marked by social vulnerability.

When the author refers to the possibility of a society based on equality, Lara (2016) states that this is only possible if class society is overcome and the capitalist system is restructured, since inequality is structural.

In the writings of Almeida and Santos (2019) inequalities are discussed in light of Reproduction Theory. The authors bring to the debate the concepts of Habitus, Field and Social Capital from the Theory of Reproduction, developed by Pierre Bourdieu and Jean-Claude Passeron. Within this theory, the authors state that family heritage can be replicated by the school, in relation to the socioeconomic status of individuals. This issue is also related to the strategies adopted by families in relation to the education of their children.

By appropriating Bourdieu and Passeron, Almeida and Santos (2016) discuss the three types of school investment strategies. The popular class invests very little in children's education, which reduces the chances of educational success, given the relevance of socioeconomic and cultural resources for the subject's performance at school. Meanwhile, the middle class invests more in education, aiming for greater success and social ascension for higher classes. Finally, the elite invest more intensely, because it is a layer that possesses more capital (economic, social, and cultural). Thus, for this upper stratum, school success ends up being a certainty. These assumptions reinforce the role of school in the reproduction of inequalities, reinforcing the relevance of Bourdieu and Passeron's ideas in the understanding of educational inequalities.



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



In this scenario, recognizing that social inequalities also cause educational inequalities, we place the writings of Carvalho, Ramalho, and Santos (2019), who present the Mais Educação Program (PME) as a possibility to expand the right to education, given the social consequences that this experience provides for poor students. This program is based on a conception of integral education that places students' culture and territory as central to their education. Thus, it was created in 2007 to attend schools that present, mainly, low educational indicators and are located in poor territories.

The authors' article aims to situate the emergence of the PME in the Latin American political-educational context and analyze the social consequences of this experience for poor children and young people in Brazil. As a result, it points out that the program has positive effects on the life trajectory of students in poverty. Initially, it extends the school day, serving as an instrument of social protection; after that, it is an important factor for a quality education. It is possible to see in this program an effort by the State to propose social justice for children and young people in vulnerable situations² e risco social.

In this context, we situate the debate brought by Arroyo (2020), whose objective is to highlight the political radicality of proposing an Education Management that incorporates school management, with active resistance to a democratic agenda with social justice. That said, it is worth emphasizing the relevance of public educational management in the promotion of justice and democracy in schools. In a first moment, the author points out this existing relationship between State management and educational management, since the latter is determined by the former, in what Arroyo calls the administration of the Others, that is, of the unjust, the oppressed, and the marginalized. In his conception, the State places these subjects in a position of violent, disruptive da

2 The concept of social vulnerability is mainly associated with the lack or fragility of access to income. However, as Carmo and Guizardi (2018) state, besides the economic issue, vulnerability is also related to unequal conditions of access to public services. Thus, an individual who is in a vulnerable situation is one who is exposed to possible risks and damage to their integrity, presenting difficulty in living with quality and changing their social condition. Thus, vulnerability makes individuals susceptible to social risks such as violence, unemployment, insecurity, poor health, homelessness, mortality, and exclusion from the school system (ABRAMOVAY et al., 2002)..



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



orderly, undisciplined. Thus, educational management ends up reproducing this vision of its students in its practice. In this way, Arroyo (2020) states that it is necessary to reflect on whether the current State is a producer of justice or injustice, in order to reflect on the construction of an educational management for social justice.

For the author, "the defense of educational management with social justice points to the management of education doing justice with those who are unjustly treated by the injustices of the State, society, and the school itself" (ARROYO, 2020, p. 771). This makes it possible to reflect on the role of school management in institutions marked by poverty, where it is necessary to guarantee rights to the poor, while rethinking theories, practices, policies, and curricula. In other words, an administration committed to managing lives threatened and marked by social injustices presupposes a democratic administration that recognizes the strength of the participation and contribution of the school and local community in facing the serious problems that affect the public school and the solutions that may emerge from/in the collective. As Arroyo (2020) states, it should be a management with social justice, focusing on the formation of its professionals, so that they can recognize the role of the State as producer of victims of inequalities in social structures and patterns of race, gender and class, and that also gives voice to families, in a movement of listening to the injustices experienced by them..

To move toward educational management with social justice requires rethinking the conceptions and theories of educational management, and overcoming forms of blaming the unjust for the injustices they suffer. It requires educating educational managers to overcome these unjust ways of blaming families, students [...] management theories that do justice, recognizing that injustices are socially produced. That there are those who are unjust because there are injustices, there are unjust structures. There are unjust (ARROYO, 2020, p. 758).

A management that is not committed to social justice can reinforce that injustice increasingly affects its students, both in the learning process and in human development (ARROYO, 2020). In this sense, it is possible to situate the school effect, that is, the difference that the school can make according to its conceptions and practices. Moraes, Dias and Menezes (2020) aim to analyze the school effect of Brazilian public schools of



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



basic education in the light of Bourdieu's critical-reproductive approach. Initially, the authors place some factors that contribute to the variation in school results, such as: a) social origin; b) cultural level; c) family background; while stating that, according to the Bourdieusian perspective, the school only reproduces, legitimates and perpetuates inequalities that already exist before the student enters the school environment.

One of the predominant factors that influence the students' school success is the socioeconomic level. However, the cultural level is one of the most important factors in determining school success, since the school has a dominant culture, from which the poor population is very distant. This means that the lower social classes have much more difficulty in learning this different cultural standard imposed by the more socially and economically favored classes.

Moraes, Dias and Menezes (2020) conducted a study that analyzes the IDEB of schools, considering their socioeconomic context, by means of Data Envelopment Analysis (DEA), a programming model to measure school efficiency. Through the analyses, the authors point out that, according to the IDEB results, students with higher socioeconomic status achieve proportionally higher performances, which reaffirms the Bourdieusian theory that there is a strong correlation between performance in evaluations and social and economic conditions. However, other analyses have shown that some variables that affect school success are actually endogenous to the schools, that is, they are factors that exist within the institution itself, as shown below.

One of these internal factors is the adequacy of teacher training. In their research, Moraes, Dias, and Menezes (2020) state that teachers with inadequate qualifications are concentrated in schools with lower Socioeconomic Status Indicators (SESI), a variable that belongs to the school, not to the families. Other elements pointed out by the authors as internal factors affecting school success are: a) the number of students per class; b) class hours; c) turnover; d) insufficient resources. They state that schools with lower INSE have more students per class, fewer class hours, high staff turnover, and fewer resources than schools with higher INSE.



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



For this reason, Moraes, Dias and Menezes (2020) show that managers spend much more effort when they are managing a school with low INSE, which reinforces the challenges faced by school management in a context of poverty and social vulnerability. However, the research of Moraes, Dias, and Menezes (2020, p. 129) points out that, "even in the most unfavorable socioeconomic contexts, efficient schools can be found, that is, schools with a positive school effect and that, therefore, make a difference in the academic success of students are school's own variables.

To achieve this positive effect, democratic management is considered an essential factor. To explore this topic further, Soares and Colares (2020) constructed a state of the art study on democratic management and its implementation in public schools in the North and Northeast of Brazil. The authors found that in the period from 2013 to 2020, there was low interest in researching the implementation of democratic management. They state that the number of papers was much lower in the Northeast region, which demonstrates the relevance of expanding the discussion. Soares and Colares (2020) state that, in the selected texts, the narrative that democratic management is still very distant from public schools is predominant. This distance can be explained by means of challenges that impede its materialization. The authors cite absence of participation and clientelistic practices as examples, which reinforces the importance of the community participating in the school processes, so that education may have more quality. Another important point mentioned by the authors is the interference of the private sphere, which prevents the effectiveness of participation, collectivity, and democratic processes. Therefore, they suggest that it is necessary to break with these obstacles to democratize and qualify education, especially in this historical context marked by crises and setbacks in human rights.

The article by Lima de Assis, Assis e Santos (2021) makes a study about the democratization of the Public School from the School Council, understanding the context of neoliberal policies in which they are situated. Two schools were chosen in the municipality of Baturité, in Ceará. Both attend low-income students and residents of the peripheries, therefore, in a situation of social vulnerability. Initially, the authors return to

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



important discussions, such as the relevance of expanding access to school and participation in decision-making. In addition, they reinforce that democratic management is placed as a "dialectical process that needs to grow and develop in a theoretical and practical debate that changes the relationships in the school and around it through the participation of all segments directly involved [...]" (LIMA DE ASSIS; ASSIS; SANTOS, 2021). The authors also call attention to the fact that the school needs to be articulated with the real and the context in which it is inserted. Thus, management must be very well tuned with its objective and subjective reality, seeking to horizontalize relationships through dialogue, collectivity, and decentralization (LIMA DE ASSIS; ASSIS; SANTOS, 2021).

Lima de Assis, Assis and Santos present the School Council as an important instrument and strategy for participation in school, being a space for building a participatory culture and helping to consolidate democracy in school. In addition, it functions to supervise the application of resources, control quality, evaluate actions, and contribute to the transformation of the processes and of the subjects that comprise them.

In this debate, the authors talk about the political structure of the State of Ceará, where there was a government, in the 1980s, marked by the management of the public thing in a business way, following the mercantile logic and based on the neoliberal policy. Thus, they situate that the scenarios of Ceará and Baturité started to open to participation, where there was the creation and revitalization of councils related to public policies. Moreover, the first School Councils began to emerge, admitting that the participation of individuals from the local school community contributes to the strengthening of the political exercise inside the school, democratizing society and education.

Fernandes and Sousa (2021), when appropriating the writings of Krawczyk, also state that the theme of democratic management as a way to improve the quality of education gained strength from the 1980s. At this moment, as explored earlier by Lima de Assis, Assis, and Santos (2021), social struggles for a more democratic society

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



intensified. Thus, the school also began to occupy the center of the debate and, in this way, participatory management became more meaningful in the school environment.

The article by Fernandes and Sousa (2021) aims to discuss the practice of school management today. They mention that there are many challenges in the implementation of democratic management within the school, especially due to the divergent opinions of the community. That is, even with the active participation of school players and their surroundings, there are still difficulties in experiencing a democratic space. This reinforces the idea that just the act of participating is not enough. Besides this, there must be a change in the school culture, in order to learn to deal with collectivity and all its contradictions. Another difficulty mentioned by Fernandes and Sousa (2021) is the external influence, especially when immersed in the capitalist logic.

5 Concluding remarks

This EQ sought to understand the discussions on democratic school management and social vulnerability present in the literature, in order to contribute with new discussions to the research field in the educational area. From the bibliographical survey carried out in the RBP AE, the journals *Educação & Formação*, *Revista Práticas Educativas, Memórias e Oralidades* (Rev.Pemo), *BDTD*, and the *CAPES Periodicals Catalog*, it was possible to perceive the incipient production focused on the relationship between school management and social vulnerability, since no work was found that established this direct relationship. In this sense, the works that make up this EQ constitute approximate themes, aiming at a theoretical contribution to the research in question.

This EQ is composed of five productions, all of them scientific articles published in journals. Regarding the approximate themes, it was found that the texts are focused on the discussion of inequalities, social justice, right to education, family background, cultural capital, socioeconomic level, and family participation. The analysis of the articles shows that society is marked by deep social inequalities, in which there is a strong social

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



division of individuals between the popular and the elite. These inequalities enter the school context and end up generating dimensions of educational inequalities, exemplified by Sampaio and Oliveira (2016). These inequalities are present from access to the school system to the quality of educational opportunities offered to students, in which the more privileged classes have much more qualified opportunities than children and young people living in poverty.

In addition, it is a fact that many children, adolescents, and adults are excluded from school. When they are inserted in the school environment, they experience an education designed for the higher layers of society, since "the elitist school of 'certainties' has become a selective process oriented to the 'exclusion' of the worst, by relative exclusion" (CANÁRIO, 2008, p.78). The school was born elitist and remains largely elitist, even with the processes of its pedagogical and administrative democratization. As a result, students from the popular strata end up presenting difficulties in the student trajectory, in performance evaluations and in following the curricula. For this reason, it is understood that school acts as a reproducer of preexisting social inequalities (BOURDIEU; PASSERON, 1992), making the Theory of Reproduction one of the main access routes to deepen the relationship that we intend to establish between democratic school management and social vulnerability.

In this context, democratic school management appears as fundamental, since the management team, teachers, employees, parents, local community need to know the concrete reality of the school and its surroundings, so that it is possible to offer a quality education and solve existing community problems. In this way, the school would be contributing to the non-reproduction of inequalities, since it would be attentive to deal with them and mitigate them as much as possible.

School management needs to act in favor of promoting justice. Only democratic school management is able to deal with the problem of social justice, because an authoritarian school management reinforces educational inequalities even more. In fact, social justice in the school environment cannot exist far from democratic practices that strengthen the legal principles of a lay, plural, and quality public school for all. As Arroyo

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



(2020) suggests, the school must rethink its conceptions, practices, curricula, and policies in order to serve the unjustly treated and prevent injustices from affecting more and more the development of low income students, whose school performance is affected by several social factors, such as: social origin, cultural level, family background, and socioeconomic level.

Certainly, school management in contexts of social vulnerability is a huge challenge, which requires school transformation in all its dimensions: pedagogical, financial, and especially democratic and participatory. The word participation is central, since everyone should be included in the school system and actively participate in it, because by listening to their voices, it is possible to build a school that meets the real needs, enabling the formation of a full and active citizen that favors progress in the teaching-learning process. Finally, making a discussion that associates school management and social vulnerability constitutes a possibility of effective contribution to the area of school policies and management, in the sense of evidencing the organizational and pedagogical challenges that public schools in contexts of poverty face daily, deepened with the Covid-19.

References

ABRAMOVAY, M. *et al.* **Juventude, violência e vulnerabilidade social na América Latina**: desafios para políticas públicas. Brasília: UNESCO/BID, 2002. 192 p. Disponível em: <https://www.livrosgratis.com.br/ler-livro-online-40313/juventude-violencia-e-vulnerabilidade-social-na-america-latina--desafios-para-politicas-publicas--juventud-violencia-y-vulnerabilidad-social-en-a-latina--desafios-para-politicas-publicas>. Acesso em: 30 jul. 2022.

ALMEIDA, G. S. de; SANTOS, M. I. A. dos. Teoria da reprodução social e as desigualdades educacionais. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 1, n. 3, p. 1–15, 2019. DOI: 10.47149/pemo.v1i3.3571. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/3571>. Acesso em: 5 jan. 2023.

ARROYO, M. G. Gestão da Educação com Justiça Social. Que Gestão dos Injustiçados? **Revista Brasileira de Política e Administração da Educação**, [S. l.], v. 36, n. 2, p. 768-

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



788, 2020. Disponível em: <https://seer.ufrgs.br/index.php/rbpaee/article/view/100820>. Acesso em: 18 jul. 2022.

LIMA DE ASSIS, A. C.; ASSIS, J. B. L. de; SANTOS, J. M. C. T. A gestão democrática via conselhos escolares: análise de experiências em Baturité. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 3, n. 2, p. e324786, 2021. DOI: 10.47149/pemo.v3i2.4786. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/4786>. Acesso em: 5 jan. 2023.

BARROS, R. P.; HENRIQUES, R.; MENDONÇA, R. Desigualdade e pobreza no Brasil: retrato de uma estabilidade inaceitável. **Revista Brasileira de Ciências Sociais**, [S. l.], v. 15, n. 42, p. 123-142, fev. 2000. Disponível em: <https://www.scielo.br/pdf/rbcsoc/v15n42/1741.pdf>. Acesso em: 08 ago. 2022.

BEZERRA, O. L.; AMARAL, A. P. Relação família-escola: experiência de uma extensão universitária com famílias de baixa renda em escolas da rede pública do município de Mamanguape/PB. **Revista de Ciências Sociais - Política & Trabalho**, [S. l.], v. 51, p. 180-197, 2020. Disponível em: <https://periodicos.ufpb.br/index.php/politicaetrabalho/article/view/48295>. Acesso em: 7 jul. 2022.

BOURDIEU, P.; PASSERON, J. C. **A reprodução**: elementos para uma teoria do sistema de ensino. Rio de Janeiro: Livraria Francisco Alves, 1992.

BOURDIEU, P. Reprodução Cultural e Reprodução Social. In: BOURDIEU, P. **A economia das trocas simbólicas**. Tradução e organização: Sergio Miceli. São Paulo: Perspectiva, 2007. p. 295-336.

BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996**. Estabelece as Diretrizes e Bases da Educação Nacional. Brasília, 1996. Disponível em: https://www2.senado.leg.br/bdsf/bitstream/handle/id/572694/Lei_diretrizes_bases_4ed.pdf?sequence=1&isAllowed=y. Acesso em: 6 abr. 2022.

CANÁRIO, R. A escola: das “promessas” às “incertezas”. **Educação Unisinos**, v. 12, n. 2, mai.-jun. 2008. Disponível em: <http://revistas.unisinos.br/index.php/educacao/article/view/5309>. Acesso em: 9 jun. 2022.

CARMO, M. E.; GUIZARDI, F. L. O conceito de vulnerabilidade e seus sentidos para as políticas públicas de saúde e assistência social. **Cadernos de Saúde Pública**, [S. l.], v. 34, n. 3, p. 2-13, 26 mar. 2018. Disponível em: <https://www.scielo.br/j/csp/a/ywYD8gCqRGg6RrNmsYn8WHv/?format=pdf&lang=pt>. Acesso em: 30 jul. 2022.



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



CARVALHO, L. D.; RAMALHO, B.; SANTOS, K. A. O Mais Educação na América Latina: legados a infâncias e juventudes pobres. **Educação & Realidade**, [S. l.], v. 44, n. 1, 2019. Disponível em:

<https://seer.ufrgs.br/index.php/educacaoerealidade/article/view/80711>. Acesso em: 8 jul. 2022.

CAVALCANTE, P. A Questão da Desigualdade no Brasil: como estamos, como a população pensa e o que precisamos fazer. **Texto Para Discussão**, [S. l.], 30 set. 2020. Instituto de Pesquisa Econômica Aplicada - IPEA. Disponível em:

http://repositorio.ipea.gov.br/bitstream/11058/10263/1/td_2593.pdf. Acesso em: 30 jul. 2022.

CRESPO, A. P.; GUROVITZ, E. A pobreza como um fenômeno multidimensional. **Rae Eletrônica**, São Paulo, v. 1, n. 2, p. 1-12, dez. 2002. Disponível em:

<https://www.scielo.br/pdf/raeel/v1n2/v1n2a03.pdf>. Acesso em: 30 jul. 2022.

FERNANDES, F. R.; SOUSA, F. G. A. de. Gestão Escolar da teoria à prática. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 3, n. 2, p. e324562, 2021. DOI: 10.47149/pemo.v3i2.4562. Disponível em:

<https://revistas.uece.br/index.php/revpemo/article/view/4562>. Acesso em: 5 jan. 2023.

LARA, A. M. B. Políticas de redução da desigualdade sociocultural. **Educ. Form.**, [S. l.], v. 1, n. 3, p. 140–153, 2016. DOI: 10.25053/edufor.v1i3.1621. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/118>. Acesso em: 5 jan. 2023.

MENEZES, D. T.; MORAES, J.; DIAS, B. F. Efeito escola na educação básica: observações a partir da perspectiva bourdieusiana. **Revista Temas em Educação**, [S. l.], v. 29, n. 1, 2020. Disponível em:

<https://periodicos.ufpb.br/index.php/rteo/article/view/47642>. Acesso em: 8 jul. 2022.

NÓBREGA-TERRIEN, S.; TERRIEN, J. Os trabalhos científicos e o estado da questão: reflexões teórico-metodológicas. **Estudos em avaliação educacional**, [S. l.], v.15, n.30, jul./dez. 2004. Disponível em:

<http://publicacoes.fcc.org.br/index.php/eae/article/view/2148>. Acesso em: 17 maio 2022.

OXFAM BRASIL. **A Desigualdade Mata**. 2022. Disponível em:

<https://www.oxfam.org.br/justica-social-e-economica/forum-economico-de-davos/a-desigualdade-mata/>. Acesso em: 30 jul. 2022.

SAMPAIO, G. T.; OLIVEIRA, R. L. Dimensões da desigualdade educacional no Brasil. **Revista Brasileira de Política e Administração da Educação**, [S. l.], v. 31, n. 3, p. 511-530, 2016. Disponível em: <https://seer.ufrgs.br/index.php/rbpae/article/view/60121>.

Acesso em: 7 jul. 2022.

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do Pemo



SAVIANI, D. **Escola e democracia**: teorias da educação, curvatura da vara, onze teses sobre educação e política. 32. ed. Campinas: Autores Associados, 1999.

SEN, A. K. **Desenvolvimento como Liberdade**. São Paulo: Companhia das Letras, 2000.

SOARES, L. de V.; COLARES, M. L. I. S. A gestão democrática em revistas de educação do norte e nordeste do Brasil (2013-2020). **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, [S. l.], v. 2, n. 3, p. e233857, 2020. DOI: 10.47149/pemo.v2i3.3857. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/3857>. Acesso em: 5 jan. 2023.

VIEIRA, C. A. *et al.* Pobreza multidimensional: um estudo de caso das privações básicas na região nordeste de Santa Maria/RS. **Economia e Desenvolvimento**, [S. l.], v. 30, p. 3-12, 9 set. 2018. Disponível em: <https://periodicos.ufsm.br/eed/article/view/34253/18561>. Acesso em: 30 jul. 2022.

i **Maria Eduarda de Oliveira Bezerra Medeiros**, ORCID: <https://orcid.org/0000-0003-1177-4610>

Pós-Graduação em Educação, Universidade Estadual do Rio Grande do Norte
Mestranda em Educação pelo Programa de Pós-Graduação em Educação (POSEDUC) da Universidade do Estado do Rio Grande do Norte (UERN). Graduada em Pedagogia pela Faculdade de Educação (FE/UERN).

Contribuição de autoria: realização do Estado da Questão através de levantamento bibliográfico nas bases científicas, assim como debate a partir da análise dos textos que compõem a pesquisa.

Lattes: <http://lattes.cnpq.br/5019907562629836>

E-mail: mariaeduardadeoliveirabm@gmail.com

ii

Arlene Maria Soares de Medeiros, ORCID: <https://orcid.org/0000-0002-8151-4382>

Pós-Graduação em Educação, Universidade Estadual do Rio Grande do Norte
Doutora em Educação pela Universidade Federal de São Carlos. Docente pesquisadora do Departamento de Educação da Universidade do Estado do Rio Grande do Norte, atuando no ensino de graduação e pós-graduação *stricto sensu*.

Contribuição de autoria: orientação e revisão do texto, com a incorporação de discussões pontuais no seu decorrer.

Lattes: <http://lattes.cnpq.br/5952418386886733>

E-mail: arilenemaria.medeiros@gmail.com

Responsible Publisher: Cristine Brandenburg

Especialista *ad hoc*: Fulano

How to cite this article (ABNT):

Rev.Pemo, Fortaleza, v. 4, e48747, 2022
DOI: <https://doi.org/10.47149/pemo.v4.8747>
<https://revistas.uece.br/index.php/revpemo>
ISSN: 2675-519X



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



MEDEIROS, Maria Eduarda de Oliveira Bezerra; MEDEIROS, Arilene Maria Soares de. Gestão escolar democrática e vulnerabilidade social. **Rev. Pemo**, Fortaleza, v. 4, e48747, 2022. Disponível em: <https://doi.org/10.47149/pemo.v4.8747>

Received September 15, 2022.
Accepted December 30, 2022.
Published on December 31, 2022.