School Management: democracy, impasses and perspectives

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Abstract:

This research presents the theme: School Management: Democracy, Impasses and Perspectives, whose objective is to understand the importance of democratic management in the school universe, as well as to highlight the various ways that the school community may be actively participating in the educational process. It is justified because it reinforces the importance of making democracy effective in the school space in a perspective aimed at meeting the basic needs and the full realization of citizens. To this end, a bibliographic study was carried out on the subject. According to the research carried out, it was found that the challenges for the development of a democratic management are enormous and required from the educational manager a posture of articulator of changes within the teaching units, and that this can be the differential of schools in the face of the impasses of modern society. Therefore, it is clear that much still needs to be done, in the sense that these democratic practices, in fact, are effective and generate the expected results, since many schools and managers are still resistant to changes proposed by democratic and autonomous management, thus preferring to remain in the traditional management model. It is hoped that this study will serve as a basis for schools to be aware of the need to put into practice actions aimed at the realization of a democratic school, with the main goal of developing a solid learning committed to the formation of the individual.

Keywords: School – Democracy – Management

Introduction

The work presented here has as its theme: School Management: Democracy, Impasses and Perspectives, focusing on fundamental aspects for the realization of democratic practices that favor the effectiveness of educational processes and the formation of citizenship. Thus, the present work is justified because it reinforces the importance of making democracy effective in the school space from a perspective aimed at meeting the basic needs and the full realization of citizens. The main objective of this study is to understand the importance of democratic management in the school universe, its perspectives and impasses, as well as to highlight the various ways that the school community may be actively participating in the educational process.

Thus, the methodology used to carry out the work consisted of bibliographic research that deals with the theme. The concepts of several renowned theorists were used, which enabled the foundation of the theme in question, such as: Freire, Libâneo, Lucke Paro, among others, who helped the discussion about the role of the manager to the challenges imposed by the process of collective planning and the search for democratic management.

The research is very important for the school community, as it contains a broad theoretical framework that provides great reflections on the subject, emphasizing the role of the school manager, as a fully active and integrated being, so that he can outline objectives and goals to articulate actions to achieve success in all activities in the school institution.

Therefore, the realization of this study is of paramount importance, since democratic management in the school causes many doubts about how to make all those involved in the process participate, not only in the execution of projects, but mainly in the making of decisions that involve their lives. It is also interesting to point out that the ability to manage the school institution is relevant for the development of the learning subject, given that the student does not learn only in the classroom, but in the school as a whole, being important the way it is organized and how it works, the global actions it promotes, the way people relate to it and how the school relates to the community, that is, a quality education results from the set of relationships between external and external factors. existing in the school space, and the way in which these relationships are

organized. Hence the relevance of studying this theme and showing that it is possible to carry out a democratic practice within the public school.

Democratic School Management

Reflecting on democratic school management, it is pertinent to expose that Brazil is the result of a history marked by a culture of authoritarian administrations of legal orders, which were based on the right that force exercised over people, and not on the force of the right that people had. To this end, breaking with this authoritarian thinking, created with the objective of making individuals submissive, in relation to the orders they received and the way in which they were imposed to comply with these rules, constitutes a complex and difficult task. It is notorious that we come across in our coexistence the most different behavioral forms, in which people are moved by inertia, rivalry, corporatism, prejudice, distrust, disinterest in change and the new, conformism, lack of perspectives and the inability to create new possibilities.

Freire (2003) points out that:

> As political beings, men cannot fail to be aware of their being or of what they are being, it is necessary that they become permanently involved in the political domain, always remaking the social and economic structures in which power relations take place and ideologies are generated. The vocation of the human being is not to be dominated, but to "be more", to make and remake his history, intervening in his environment, because democracy is the recognition of the subject as a member of communication, the right to participate in direction and public affairs.

In this way, the importance of the individual being involved in the political process is perceived, since, in a democratic society, the participation of people is seen as essential and therefore, the power of political decision-making is with the citizens, and it is necessary for the community to discuss, reflect, think and find possible solutions and interventions for its own difficulties. When reflecting on the history of democratic management, it is clear that from 1995 onwards, it has received a new look. The Federal Government carries out an evaluation process of the current Brazilian educational situation and foresees actions modifying some structures. What is presented is a proposal for decentralizing educational management, in which the decentralization of actions and strong centralization of decisions are presented, with regard to curriculum and evaluation, given that

these are considered essential activities in the school environment. However, participation, as a background to the process of democratization of educational management, presents different concepts and conflicts. Lima (2000) recalls that:

> Participation represents the process of democratic construction, and the learning of democracy takes place through its practice in the political sense, so it is incompatible with managerialist and neo-scientific connotations, with the well-known processes of conservative and pragmatic re-semanticization in which decentralization and participation are associated with effective management techniques.

It is then observed that participation is a mechanism of democratic management and the learning of democracy occurs precisely through its political practice. In our national culture, all issues, whether religious, economic or educational, need to go through the screening of the public power, constituting a successive negotiation between the State and the social sectors, concerned with their inclusion or exclusion in the ways of access to benefits and privileges controlled by the State. It is emphasized that the participatory management of each school unit is linked to the establishment of legal and institutional structures and the organization of actions that point to a democratic and progressive perspective of education. In turn, such actions involve aspects of greater amplitude, formulation of public policies, aspects of specific spheres and processes of planning, execution and evaluation of activities in the school space. Thus, in the process of developing participatory management, it is essential that there is space for debate, for the survey and exposure of different ideas, in which pedagogical meetings, class and school councils, student councils, parent-teacher associations are excellent opportunities for the involvement of the school community, thus becoming important moments for the exchange of ideas and suggestions. From this perspective, it is pointed out that the realization of a democratic space is not a simple task. Even for this reason, it is inconceivable that this work is thought to be carried out by only one person. Common sense suggests that a single person holds governmental power, and that he is responsible for administrative management. However, it is considered that this idea is not correct and the school is no different, since it also has other collaborators, in addition to the principal, coordinator and supervisor.

Furthermore, it is revealed that Education should be apprehended as a space of awareness, since the school, in the development of its activities, needs to be concerned with the constitution of the conscience of its students. To this end, it is up to the school to position itself against the alienation established by the capitalist society in which we are rooted. Thus, it is necessary to fight for the liberation of our students, in which liberation here can be understood as awareness. However, it is necessary to reinforce that this critical awareness should not be conceived only at the individual level. To this end, it is essential that each student has the opportunity to expose his or her vision of the world and life, experiencing a relationship based on dialogue with the other subjects of the process and also with the world in which he or she is inserted. Therefore, the consolidation of the school as a democratic environment becomes indispensable, since it is necessary to break with the old rupture that it matters only with the interests of one or two people or a dominant group.

However, in order to achieve success, a project that aims at the humanization of the school space is essential, the participation of all the subjects involved there, especially the students and the community, is essential. It is pointed out that the Law of Guidelines and Bases of Education 9394/96 is a fundamental element in the changes through which the Brazilian educational system runs, since it makes it clear which principles should guide the management of education at each level of government (union, states and municipalities), namely: decentralization, autonomy and participation of the school community in the decision-making processes of schools, that is, the Law emphasizes democratic management in public education. Thus, articles 3, 14 and 15 of the Law of Guidelines and Bases of Education (LDB), determine the legal bases of democratic management:

> Art.3 – Education shall be provided based on the following principles: (...) democratic management of public education in basic education, in accordance with this Law and the legislation of the education systems (...).
> Art. 14 – The education systems shall define the norms of democratic management of public education in basic education, according to their peculiarities and according to the following principles: participation of education professionals in the elaboration of the school's pedagogical

political project; local community participation in school boards or equivalent.
Article 15 – The education systems shall ensure that public school units of basic education that integrate progressive degrees of pedagogical and administrative autonomy and financial management, in compliance with the general rules of public financial law.

According to the Law of Guidelines and Bases of Education, the democratization of management, interpreted as a collective process of decisions and actions, is presented as a fundamental instrument for improving the quality of pedagogical work, because as space is opened for the participation of collegiate bodies in decision-making in the daily life of the school, whether in the elaboration and monitoring of the political-pedagogical project, or especially with regard to the pressures on the public power to fulfill its responsibilities, at the same time the educational process is constructed as a democratic social practice.

Considering that participation has not historically been part of our culture, it is worth remembering paro (2004) when he emphasizes that:

> In addition to being a guiding principle, democratic management represents a change in the way of understanding the act of managing. In a society marked by authoritarianism, whose broader social, economic and political dominants act against this trend, such a transformation becomes very difficult.

However, even supported by legislation, it is known that there is still much to advance in terms of achieving a truly democratic society. An example of this fact is that we live in a country whose government option is democracy, however, in our reality, there are many contradictions that show the opposite. In turn, school democracy only becomes effective from a process of democratic management, understood as one of the ways to overcome the hierarchical and authoritarian centralizing character, with the objective of guaranteeing the participation and autonomy of schools, in the improvement of teaching, meeting the desires and needs of the population that makes up the school community.

Funções do Gestor

It is listed that the current educational situation, especially represented by public schools, has been developing gradually. In this way, the school institution, as well as the management process, has been assuming different modes of action, according to the conception that is presented about the social and political purposes of the educational process. Libâneo (2003) emphasizes the possibility of situating the technical-scientific conception in opposition to the socio-critical conception with regard to the process of construction of school management. It should be noted that the scientific technical conception brings in its core a bureaucratic and technicist perspective of the school, in which it conceives the management as centralizing and that it holds the power in a person, and decisions are made from top to bottom, complying only with prior planning, in which there is no presence of teachers, pedagogical coordinators, students, staff and parents.

In this way, the school is seen and managed as an objective, impartial, technical reality, which can be planned, organized and controlled to achieve effective results. It is then exposed that this conception is based on the hierarchy of positions and functions, complying with administrative rules and determinations, with the aim of rationalization and efficiency of the work developed at the school, thus constituting a merely bureaucratic and business administration. In turn, the socio-critical conception advocates the school institution as a system that adds to individuals, according to the intentional character of their actions, and also the social interactions that they implement among themselves and with the socio-political environment, pondering democratic principles in the decision-making process. According to this model, the school is not seen as something objective or impartial, on the contrary, it is conceived as a place of affective social construction in which teachers, principal, coordinators, parents, students and members of the community (local leaders who are involved in the educational context) are present.

Thus, in this conception, the manager plays an important role and when making decisions, he makes them collectively, giving the agents involved in the process the opportunity to participate in the discussions and deliberate,

developing the relationship based on collaboration. In view of this, the school overcomes the stigma of management based on authoritarian conceptions, whose purpose is to conceive new ways of managing the educational process, based on more democratic conceptions that bring in their essence actions of decentralization and innovations, with pioneering and creative projects, in which partnerships are essential links for the quality of education. Therefore, this remodeling of positioning suggests the importance of redefining local power, being conceived as a space of diversity, autonomy and sharing, that is, of democracy.

In this context, by enjoying autonomy as the foundation of management, it provides the individual with the opportunity to participate in the decision-making process, and he will choose the way to act or solve problems with his peers. By understanding this principle of autonomy, it allows a theoretical and methodological break with the rational scientific prototype that called the organizational and administrative analysis of schools. From this perspective, schools will be seen as a space for social construction, in which there is an appreciation of the role of subjects and the social and historical context of their action. Thus, the autonomy of the school and its management implies the confrontation between political, managerial, professional and pedagogical logics and interests that perform a certain capacity for articulation. Barroso (1996) reports that:

> The autonomy of the school is not the autonomy of teachers, or the autonomy of parents, or the autonomy of managers. Autonomy, in this case, is the result of the balance of forces, in a given school, between different holders of influence (external and internal), of which the following stand out: governments and their representatives, teachers, students, parents and other members of local society.

Therefore, school autonomy goes beyond the autonomy of a certain class, in fact it is the balance of forces, in which all agents involved in the process are important and have a lot to contribute in the educational context. Thus, it is a concept constructed socially and politically through the interaction of the different organizational subjects in a given school, because in the end, no subject or school institution is entirely autonomous. Therefore, the challenge for school management consists in need to use the organizational logic that is more

favorable to the students, offering them better opportunities to achieve the objectives of their training.   In turn, power is related to any possibility of decision-making by the subject about the conditions of his daily life or about the facts that make up the historical context of his time. Coercion as the final form of power, with authority justified by the conviction of those who obey voluntarily, and manipulation, as power exercised blindly over the imposing, come together in the constitution of power.

Mills, (1975) points out that:

> They are supposed to represent their constituents: and when appointed, they to represent, indirectly, the voters of their appointees. But everyone knows that this is nothing more than an obstruction, a rhetorical formula by which all men in power in almost all systems of government today justify their decision-making power. Sometimes, this can be true both in terms of their motivations and in terms of who benefits from their decisions.

It is verified, then, that power, as well as struggles, are the result of implicit conflicts between human interests, and such conflicts are essential due to the hierarchical nature of the social system. Thus, the school emerges in this context, as a conniver in the conception and preservation of the problem and as an important means to clarify and criticize the nature and origins of power, enabling opportunities to transform its procedural bases. Therefore, from the struggle experienced by the subjects who are part of the management of schools, various forms of the activities of power resulting from their historical trajectory, organizational culture, social reality and the constant influences of the social world are born.

Libâneo (2003) reports that such possibilities are synthesized as: technical-scientific, self-managed, interpretative and democratic-participatory conception.

1. The technical-scientific conception centralizes power in the school principal, evidencing subordinate relations in which some have more authority than others. It proposes a certain rigidity in the system of norms and in the procedures for monitoring activities, enabling linear communication, greater emphasis on tasks than on people, and technical division in school work.
✓ The self-management conception is based on collective responsibility, the absence of centralized management and the emphasis on the direct and equal participation of the members of the school. It refuses the exercise of authority and the most systematized modes of organization and management. The group's ability to create its rules and procedures is valued.

✓ In the interpretative conception, it considers the subjective meanings, intentions and interactions of the subjects as essential in the understanding of management processes, visualizing organizational practices as a social construction based on subjective experiences and social interactions.

✓ The democratic-participatory conception, on the other hand, seeks to advance in the search for a mediating relationship between the direction and the participation of the components of school management, emphasizing the importance of the construction of common objectives by the collectivity. A shared form of decision-making is intended. It can be inferred that the mode of organizational option also defines its pedagogical dimension, assuming the broader objectives of the school, related to its commitment to the conservation or transformation of social relations. The democratic-participatory conception demonstrates the need to combine emphasis on human relations and participation in the decision-making process, with effective practices to reach the subjects of school management with quality. It values a proposal of participatory management, with the intention of democratic exercise, which implies the intervention of education professionals, students and parents in school management, with a view to a conscious and planned direction in the educational process.

Knowing that school management is a complicated process, it demands knowledge and adoption of basic principles, submissive to the real needs of each educational unit. In this sense, it is pointed out that the autonomy of the school and the educational community, a dynamic relationship that occurs between the principal and the participation of the people present in the educational process, as well as the planning of activities, continuing education, analysis and problem solving, broad democratization of information, shared evaluation, which come from the process of choice and the performance of the education professional, and he will need to lead the entire process of developing school management and work in partnership with the other members in order to achieve everyone's goals.

In this way, it is added that the concept of school management is something new, and becomes of great importance for the existence of a school that meets the current demands of social life, which consists of forming citizens and offering, in addition, the possibility of apprehending essential skills and abilities that facilitate their introduction into society, and it is essential that the entire school community is committed to the formation of subjects and that they have their rights respected. Therefore, democratic management is the responsibility of the school manager, and it is up to him to ensure that the school fulfills its role, which consists of being a place of education, perceived as a space conducive to the elaboration of knowledge, Obtaining skills and training of values.

To this end, it is up to the manager to stimulate and articulate with the school community the fulfillment of the educational project, thus developing the participatory management of the pedagogical-administrative action, ensuring the management of the school in its administrative, economic, legal and social aspects.

In this way, the role of the manager is that of articulator and mediator between the school and the community, encouraging participation, respecting people and their opinions, experiencing democratic management. Therefore, the manager who intends to be honest in his actions needs to be aware that alone, he cannot solve all the difficulties faced by the school. And for this, the decentralization of power presents itself as the best way to divide responsibilities, where all subjects who are part of the educational process (students, parents, teachers and employees) participate in decision-making always aiming at quality education. In this context, it does not mean that the success of the school consists only of the manager or an authoritarian administration that centralizes all decisions, on the contrary, it is necessary to understand the manager as a cooperative leader, who can gather the desires and expectations of the school community and articulate the union and participation of all subjects present in the school daily life with common goals. Luck (2009) points out that the principal cannot focus only on administrative issues. As a leader, it is up to him to have an overall vision and an action that apprehends the school in its pedagogical, administrative, financial and cultural aspects.

In this sense, it is perceived that the manager must work on the school in all its aspects, whether pedagogical, administrative, financial and cultural, for this, taking care of and managing each area will be crucial for the school unit. Therefore, the principal needs to be the main articulating agent of pedagogical management, constituting the first responsible for its success, having pedagogical support as support in this task. It is observed that in the daily life of the school, the principal is essential to foster the collective construction of the pedagogical project, as well os its implementation, monitoring and verification of the achievement. Therefore, it is essential that the manager exercises his leadership function, thus organizing the school, and directing actions that make decision-making a collective process. It is also necessary for this to be a

pedagogical leader who supports the establishment of priorities by evaluating, participating in the elaboration of teaching and development programs and training of employees, encouraging his team to discover what is necessary to continue progressing, helping professionals to better understand the educational reality in which they are inserted.

In view of this, it is perceived that the existence of several aspects regarding the manager's role in the school, such as the bureaucratic character, which requires a lot of time from management, preventing him, in most cases, from also taking care of the pedagogical part, which is compromised. However, the participation of the manager in the pedagogical area is essential, since monitoring the results achieved by students is essential to ensure quality education. Therefore, it is believed that democracy in school will only be real and effective if it can count on the participation of the community, in the sense of being part of, inserting, participating, discussing, reflecting and inferring as a subject, in this space. It is necessary to make democratic management concretely carried out in the practice of daily school life, because, according to Antunes, 2002, only those who effectively exercise democracy effectively participate.

Educational Management: the challenges of daily school life

It is pointed out that when reflecting on educational management as well as the challenges of daily school life, it leads us to the need for a brief approach, of the social political contour of our country. In this sense, it is observed that in the historical process of organization and reorganization of Brazilian society, power relations set the tone for the advance or regression of democratization in educational management, since the predominant traits of authoritarianism, whether in the colonial period, in the slave regime, in the fragility of the Republic of Marshals, in populism or in the military dictatorship, They forged very strong legacies in the hard-won democracy of Brazilian society. The improvement of democratized power relations and respect for the citizenship of the people competes for space, day by day, with the conservative policies of physiologism and coronelismo that still exist in Brazil. Thus, the school, as a social institution that interacts with society, is in this context and has its daily life permeated by

authoritarian practices and theses. Thus, the discussion on the democratic management of education itself is part of the struggle for the democratization of society and there it is found its broadest foundation, as stated by Carlos Abicalil (1995):

> Precisely in the construction of a public space of law, which must promote conditions of equity, guarantee the material structure for a quality service, create a collective work environment that aims to overcome a selective and excluding educational system and at the same time make the interrelation of this system with the mode of production and distribution of wealth, with the organization of civil society, with political organization, with the definition of the roles of the Public Powers, with the theories of knowledge, the sciences, the arts, and cultures. Abicalil (1995, p. 268)

In this way, it can be seen that currently, in times of neoliberalism, the theme of management is associated with the paradigms that underlie conservative changes in the way of thinking about society and educational management. The strategy used even has the appearance of new policies to improve education, but the essence of the discourse is easily demystified if we question its political and democratizing character and its perspective of social inclusion.

However, the thesis brought to the interior of the school, that of the total quality of education, proposes as a formula to be applied that of business management, in which the search for results, pedagogical pragmatism, the efficiency and effectiveness of the models make clear the competitiveness as a method and the search for individual success as a rule. The other side of this strategy, with the clear intention of secondarizing the public character of education, invests in the processes of decentralization and municipalization of education, in the delegation of responsibility to states, municipalities and the private sector.

Therefore, this logic of adjusting education to the needs of the market is evaluated by Gentili (1999) under the allegation of three premises of the total quality thesis:

> 1. That education (under current conditions) does not respond to the demands and demands of the market;
> 2. That education (under ideal conditions of development) must respond and adjust to them;

1. That certain (scientific) mediation instruments allow us to inquire about the degree of education/market adjustment and to propose the appropriate corrective mechanisms.

In view of this, it is possible to perceive the absence of any allusion to the school's political pedagogical project, as well as to the broader perspective of formulating an educational project based on the public character, democratic management and social inclusion. We then introduce Melo (1999) who says:

> The merely statistical indicators, arising from this model, need to be questioned with the demand for the democratization of access and permanence of all in school. And not in just any school. But in a quality and democratic public school. The selective and bureaucratic rules of the school administration must be protested with the conception of a democratic management that develops within the school, giving rise to new labor relations, socializing power, building the effective participation of all segments of the school community. Melo (1999, p. 48)

It is then observed the need for educational management to really assume its democratic character, in which it is possible to share power and ensure the effective participation of all agents involved in the educational process.

Perspectives of Educational Management

When listing the perspectives of educational management, it is interesting to quote Luck (2000):

> In the Brazilian educational context, management has gained great prominence and, therefore, has surpassed the old view of administration, where it is understood that educational problems are complex, moving to a view where teamwork, organization, and competence are fundamental factors of the quality of education. Management arises to overcome the lack of guidance and competent leadership; also a theoretical-methodological framework that will ensure the organization and orientation of work in education.

From this perspective, it can be seen that educational management in our country has advanced, in the sense of breaking with the idea of administration in which educational problems are complex, now valuing teamwork, with a focus on a democratic school, in which the participation of all Those involved in the educational process becomes paramount to the success of the school.

According to Luck (2000):

> The achievement of advanced objectives, in line with the new needs of socio-economic-cultural transformation and creative and open development of human skills, through the dynamization of human talent, synergistically organized, and the competent organization of work and creative use of the most diverse resources.

Thus, school management must consider these needs and act responsibly, in which the creative and open development of human skills is provided. Therefore, educational management as an area of action needs to determine the course and put into practice actions capable of sustaining and dynamizing the processes of education systems and schools.

Luck (2000) presents two axes of action of the manager, the horizontal axis, which are the material and human conditions, and the vertical axis in the work of educational management, emphasizing that these axes must be in balance so that there is a true practice of management.

It is worth mentioning the importance of the school adopting interactive, participatory and democratic practices, which are the participation of managers, employees and customers, establishing alliances that aim at new perspectives that guarantee new stages of development. Partnerships are important so that school managers can act collaboratively with the community. The leader must work in an integrated and team manner.

Luck (2000) states that:

> Democratic management occurs to the extent that school practices are guided by philosophy, values, principles and consistent ideas present in people's minds and hearts, determining their way of being and doing. In other words, a careful look at the set that makes up the education system. In the process of decentralization of education, the school acts autonomously, with the participation of the community, the State only contributes in a general way.

Therefore, the need for the school to constitute itself as a democratic space is clear, and from the moment the decentralization of teaching occurs, the school develops its autonomy, the school community actively participates in the educational process and the State only contributes to the process.

METHODOLOGY

To conduct this research, an exclusively bibliographic approach was chosen, based on secondary data collected from the SciELO and Google Scholar platforms. The selection of articles prioritized publications published between 2010 and 2023, using symbols of descriptors such as "democratic school management", "impasses in education" and "collective participation". In addition, inclusion criteria were established, such as peer-reviewed articles and empirical or theoretical studies aligned with the theme. In this way, the selected sources allowed us to map contemporary debates on democracy and challenges in educational management.

As for the method of analysis, we present a qualitative perspective, anchored in the constructs of content analysis, as proposed by Bardin (2011). In this sense, the texts were categorized into thematic axes, such as "models of democratic management" and "obstacles to participation", identifying patterns and contradictions in the discourses. At the same time, the triangulation of authors was used to validate interpretations, crossing contributions by paro (2010) on the relationship between democracy and school effectiveness with Dourado's (2016) critiques of decision-making centralisms. Thus, the analysis favored interpretative depth to the detriment of statistical generalizations.

Regarding collective perspectives, the data revealed tensions between theory and practice, as highlighted by Lück (2018) and Souza (2019). While the first emphasizes co-responsibility as a path to democratization, the second points to institutional precariousness as an entry into effective participation. Likewise, agreements are a gap in studies on the intersection between democratic management and regional inequalities, a topic little explored in the proven sources. Thus, the analysis evidenced both conceptual advances and persistent challenges, pointing to the need for further investigations.

Finally, it is noteworthy that the methodology used allowed the systematization of a critical overview of the theme, although limited by the time frame and the databases consulted. Content analysis, by enabling the definition of discourses, reinforces the complexity of democratic school management, as proposed by Cury (2007) and Ferreira (2020). It is concluded, therefore, that the qualitative bibliographic study, although not exhaustive, offers subsidies to

compensate management models in the light of the demands for inclusion and equity.

FINAL CONSIDERATIONS

It is noteworthy that the research sought to reinforce the importance of making democracy effective in the school space, in a perspective aimed at meeting the basic needs and the full realization of citizens. In this way, it was possible to understand the importance of democratic management in the school universe, its perspectives and impasses, as well as to perceive the various ways that the school community can actively participate in the educational process.

Thus, the main objective of the research was achieved, because through the bibliographic research it was possible to have a vision that when the school works the management in a democratic way, thus allowing the participation of the school community in the decision-making process, this contributes to the educational environment, providing many improvements to all people involved in the school space.

As presented in this work, from the 90's onwards this new management model emerges, from a democratic perspective, however, much still needs to be done, in the sense that these democratic practices, in fact, are effective and generate the expected results, since many schools and managers are still resistant to changes that democratic and autonomous management proposes, thus preferring to remain in the traditional management model.

It is also pointed out that only with the use of mechanisms that democratize management, it is not enough for it to become truly democratic, and collective participation is decisive in achieving the objectives proposed by the school community. Thus, it is perceived that the challenges for the development of a democratic management are enormous and require from the educational manager a posture of articulator of changes within the educational units, and that this can be the differential of schools in the face of the impasses of modern society, which requires competitiveness, skill and dynamism.

Therefore, it is hoped that through this research, schools can awaken to this theme and put into practice actions aimed at the realization of a democratic

school, having as main goal the development of a solid learning and committed to the formation of the individual.

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