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Map of summaries of scientific articles existing in the CAPES database on the theme of the school political-pedagogical project (PPP)

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Abstract: We discuss the characteristics of the production of articles on the theme of the Political-Pedagogical Project (PPP) in Brazil. A mapping of the abstracts of articles existing in the Capes Periodicals Database on the subject was carried out. A total of 57 abstracts were used, through the elaboration of an instrument that allowed the mapping of the relevant characteristics of the production. A relevant discussion on the PPP was verified at the higher education level, where a significant part of the articles focuses on the nursing course. Only 14 of the abstracts were associated with the basic education level. Among other findings, a possible theoretical weakness emerged in the articles contained in this journal database, with authors cited in only 7 out of 57 abstracts.

Keywords: Political-Pedagogical Project. Abstract mapping. Research evaluation.

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Keywords: Political-Pedagogical Project; summary mapping; evaluation of investigations.

1. Introduction

Taking into account the social inequality and serious injustices characteristic of
Given the current social reality in Brazil, it is urgent that we unite in the struggles for the improvement of education.
especially from teaching in public schools, considering that they are the ones that receive the portion
of the most excluded population in society.

Currently, the Political-Pedagogical Project (PPP) has become one of the
Possible elements for such improvement, since, on the one hand, it can promote and intensify the
collaborative work, on the one hand, can trigger disruptions with the current organization of the work.
work and the functioning of educational institutions.

We mention here that we opted for the nomenclature Political-Pedagogical Project because
We understand that the term encompasses everything from the most specific dimensions of the school,
from pedagogical, community-based, and administrative aspects to the more general ones: political, cultural, and economic.

It is worth noting that there is a different nomenclature used in the Guidelines Law.
and the National Education Framework, LDB (Law No. 9,394 of 1996): “Pedagogical Proposal” in the articles
12 and 13 and “Pedagogical Project” in article 14.

We maintain, above all, that the Pedagogical Project is political because it is intentional in
the core of the school, by guiding and directing its work, giving it a direction. However, being the
An intentional Political-Pedagogical Project requires understanding that it inherently contains...
worldviews, conceptions of humanity, and education held by those managers and educators who define it.

According to Gadotti (2001),

> A project cannot be built without political direction, a guiding principle, a course. Therefore, every school's pedagogical project is also political. The school's pedagogical project is, for that very reason, always an unfinished process, a step towards a goal that remains the school's horizon.

Thus, the PPP (Political-Pedagogical Project) has been understood as very central in the literature.
pedagogical on the subject. Vasconcellos (2004, p. 169) defines the Political-Pedagogical Project
with the following explanation:

> It is the institution's overall plan. It can be understood as the systematization,
> never definitive, of a participatory planning process that is constantly being improved and refi

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> It is concretized in the journey, which clearly defines the type of educational action that one wants to carry out. It is a theoretical-methodological instrument for intervention and change in reality. It is an element of organization and integration of the institution's practical activity in this transformation process.

Veiga (2009, p. 167) also assures us that:

> The Political-Pedagogical Project, in giving a new identity to the school, contemplates in its reflections the issue of quality education, understood here in its inseparable dimensions: the formal or technical, the social, and the political. One is not subordinate to the other; each has its own perspectives.

The PPP is also identified by legal norms and governmental bodies as a
one of the fundamental elements to contribute to improving the quality of education in the country.

However, in day-to-day school life there seems to be a kind of "divorce" when it comes to talking about PPP. On the one hand, PPPs tend to be highly valued as an instrument for advancing...
The quality of public education. On the other hand, there is the observation of the so-called "PPP in the drawer,"
frequently mentioned in informal conversations with professionals working in
public schools. This refers to the PPP (Political-Pedagogical Project) that exists in the school, but which is not implemented and is not...
taken as a basis for the organization and integration of the educational institution's activities,
exactly opposite directions from those indicated by Veiga (1998):

> [...] the Political-Pedagogical Project goes beyond a simple grouping of lesson plans and various activities. The project is not something that is built and then filed away or sent to educational authorities as proof of fulfilling bureaucratic tasks. It is built and experienced at all times, by everyone involved in the school's educational process.

In order to seek elements that contribute to the understanding of this
"Disparity," the present Final Course Project for the Pedagogy course (TCC), seeks
Initial analytical approaches involve identifying the type of academic research being conducted.
being carried out in the country regarding the Political-Pedagogical Project.

Some of the authors who provided the foundation for subsequent discussions, starting from
The bibliographic research that aided in the construction of this text was: Veiga (1998 and 2009),
Vasconcellos (2004), Gadotti (2001) and Knoblauch et al. (2012). In addition to these theorists, the
Relevant legislation, at both the federal and state levels, also contributed to these reflections.

More specifically, we took article abstracts as our object of analysis.
scientific articles on the topic of the Political-Pedagogical Project available in the periodicals database
from CAPES (Coordination for the Improvement of Higher Education Personnel). From this,

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We mapped certain characteristics of a total of fifty-seven journal abstracts.
academic, peer-reviewed journals available in this journal database.

In this sense, the overall objective was to carry out a qualitative and quantitative mapping of existing academic production on the topic of PPP, in the Capes journal database, examining the abstracts of scientific articles available there. The specific objectives of the study The goal was to characterize the production and evaluate quantitative dimensions, pointing out possible... trends and/or absences.

Following this text, we first present a literature review of
Some aspects related to the topic: connection with the Brazilian public school system; legal basis. which foresee the Political-Pedagogical Project in educational institutions; what the authors References mention the role of the PPP (Political-Pedagogical Project) in the quality of education and its most important characteristics. relevant.

Following this, we present the methodology and data source used in this study. research, as well as the data collected through mapping and initial analyses.

2. Literature review

Brazilian public school

The Brazilian social context has long been characterized by an abysmal Inequality. This inequality refers to the poor distribution of resources among... population. Embedded in an economic system of rampant capitalism, it has shown extreme conditions of social and spatial inequality, which manifest themselves in a particular way. between the regions of the country.

This economic disparity is reflected in many ways, drastically harming the quality of life of the population. Despite the Federal Constitution, codes and statutes to ensure equal rights for all to access education, housing, health, public safety, However, the reality falls far short of what it should achieve in practice.

Within this context, we find the all-important Brazilian public school system.

Public education is education for everyone, by everyone, reaching everyone in a way that... compulsory for all, thus guaranteeing its universality. And if this public education is It is mandatory, it must be free, since it is for everyone and maintained by the State; and if it is maintained by

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State-run and egalitarian, it must be secular. These principles are linked to the genesis of education.
public (Lopes, 1981, apud Souza, et al., 2005, p. 7, v. 1).

Thus, it is the responsibility of a public, secular, free, and universal school to welcome all...
citizens who need it at some point in their lives, without discrimination,
providing a culture that makes them autonomous, critical and participatory subjects in
society, that is, citizens.

Currently, in our society, school still constitutes one of the main
instances of the realization of the educational phenomenon. In this sense, it needs to be at the service of
community, and it is up to the community to provide the means so that the individuals who are part of it can
to take personal responsibility, both within and outside of it, in matters pertaining to their citizenship.

According to Marilena Chauí (1991, apud Souza, et al., 2005, p. 6, v. 1), the concept of what
The term "public" stems from the need to understand that a collective human sphere exists.
interface and interaction between people.

Given that a public school, for everyone and by everyone, is a social right established in
In Brazil, it is urgent that the quality of education be your priority. From this perspective, many institutions
educational institutions at the national, state, and municipal levels, government agencies, teachers, and
researchers have taken the school's Political-Pedagogical Project as an object of study, in
In pursuit of improving the quality of education.

The Political-Pedagogical Project is generally considered one of the most important documents.
The importance of the school is evident, considering that, even from a bureaucratic point of view, a school could not function without it.
It can't even open its doors. In other words, it's often presented as "the heart of..."
school" aiming to organize its pedagogical work, both inside and outside the classroom. Thus
Therefore, it needs to be experienced at all times and by everyone involved in the process.
Educational resources are difficult to find in Brazilian public schools.

If the school has social functions, the PPP (Political-Pedagogical Project) should make it possible to put these into practice.
functions, based on an intentionality that makes them effective.

One key element that can define these social functions of the school is the guarantee
the formation of men and women capable of exercising their citizenship in the face of the reality in which they live.
They find. Citizenship here is understood as the competence to critically understand the
historical character of reality.

If we live in a complex context, we need to be attentive and able to explain and act upon the
difficulties that surround us, in a critical and autonomous way. It is only in this
In a way that human life will become more dignified.

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Therefore, it is up to the school and its educational practices, along with policies...
public institutions must guarantee both access to and retention in school, as well as an education of
Quality that allows one to confront exclusion.

Legal basis

For a school to be of high quality, it needs to carry out its actions intentionally.
educational, that is, knowing why you are doing it and for whom you are doing it. In this context, the PPP presents
potential to become an element for improving the quality of public schools.
Brazilian. Thus,

> The Plan is a document that records what is intended to be done, how to do it, when to do it, with what to do it, and with whom to do it. For a Plan to exist, a group must first meet and, based on available data and information, define the objectives to be achieved, compare the objectives with the available human and financial resources, define the timeframe for carrying out the actions, and ultimately, organize the set of actions and resources (Sobrinho, 1994 apud Prado, 2002).

The PPP, being a document of utmost importance for educational institutions, is
recognized by national legislation. The Law of Guidelines and Bases of National Education, LDB.
(Law No. 9,394 of 1996) entrusts the school with the responsibility of developing, implementing, and evaluating its
pedagogical project. Title IV of the law, section on the Organization of National Education, article 12,
Paragraph I provides that: "educational establishments, respecting common norms and those of their
education system, will be responsible for developing and implementing its pedagogical proposal" (Brazil,
(1996). According to this legal provision, the school, as its primary task, must assign itself the
An exercise in reflecting on your educational intent.

Later, in article 13, item I, it stipulates that: "the teachers will be responsible for:
to participate in the development of the educational proposal of the educational establishment" and in article 14,
Paragraph I provides that: "the education systems will define the norms for the democratic management of education."
public in basic education, according to its peculiarities and in accordance with the following
Principles: participation of education professionals in the development of the pedagogical project of
school" (Brazil, 1996).

Thus, it becomes clear that constructing, implementing, and evaluating the PPP is the school's responsibility, something that
It goes beyond the realm of interpersonal relationships to become a "realistically" dimension.
situated within the specific structures and functions of the school, within the resources and limitations that make it unique,
involving ongoing actions over different periods" (Marques, 1990, apud Veiga, 2009).

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As the law stipulates, the PPP is also proposed with the aim of decentralizing power. and to democratize decision-making within the school organization, from a management perspective. democratic, thus enabling greater participation from all members of the school community. Example This is also outlined in the regulations of the Paraná State Department of Education. Superintendency of Education, when it states: II. Regarding the legality and legitimacy of Political-Pedagogical Project:

> 1. The development of the Pedagogical Project, the Pedagogical Proposal, or the Curricular Proposal is foreseen in the Law of Guidelines and Bases of National Education nº 9394/96, in its articles 13, 14 and
> 15.
> 2. The Political-Pedagogical Project must be discussed, approved, and its implementation monitored by the School Council, as stipulated in Article 6, § 1 of Deliberation No. 16/99 – CEE.
> 3. The Political-Pedagogical Project in its guidelines, foundations and The principles must be legitimized by the School Regulations, which, likewise, must be constructed and defined collectively and approved by the School Council (SUED/SEED, 2010).

This brief reference to the legal bases that establish the Political-Pedagogical Project of The school allows us to consider that the PPP is ensured by legislation and regarded as a A document that deserves highlighting in education.

Quality of education

The term quality comes from the Latin word qualitate and means property, attribute, or condition. of things or people, capable of distinguishing them from others or determining their nature. On a scale of values, quality that allows one to evaluate and, consequently, approve, to get it right. or refuse (Ferreira, 2004).

The principles of inclusion and social equality are what underpin quality education. It is therefore necessary

> To strengthen the conditions for student access, success, and retention in school, as well as the development of strategies for the integration of different educational institutions in society, and to invest simultaneously in basic and higher education. This strategy concerns the coordinating action of public authorities, and between them and society. Achieving the social and political quality of education is a joint task of public education system managers, organizations, education professionals, researchers and specialists, the school community, and, in short, the entire society involved in the educational process (Veiga, 2009, v. 3, n. 4, p. 163-171).

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formal rearrangement of the school (Veiga, 2002). Many authors define it as the main landmark of PPP, the fact that it is by no means neutral. There would be no neutrality in it, but rather Intentionality, in everything that defines and proposes to accomplish. That is,

> In this sense, it is reinforced that it is important to understand that the Political-Pedagogical Project bears the marks of the worldview, humanity, and education held by public policy managers, school administrators, and educators, since there is no neutrality in pedagogical practice (Souza, et al., 2005, volume 3, p. 4).

It is only through experiences, processes, results, and pedagogical practices experienced in the interactions between all those involved in the school process, that is, students, teachers, parents and guardians, staff and community representatives, that education It can reach its full meaning.

However, for this to happen, it is immediately necessary to break with the conservatism of educational conception present in the organization of school pedagogical work and in life The students' academic performance depends on a process, on a continuous effort from everyone. those who believe in a quality school based on a dynamic school management system. democratic.

This democratic management requires a break from traditional school administrative practices. conservative and the challenge of dealing with situations such as student failure, exclusion, and so on, everything that marginalizes the working classes. It is worth highlighting that democratic management aims to also to preserve a holistic view of the school, that is, how the school is organized and how the classroom is organized, including its relationship to the immediate social context (Veiga, 2002).

Still for Veiga,

> Democratic management necessarily implies rethinking the power structure of the school, all with a view to its socialization. The socialization of power fosters the practice of collective participation, which mitigates individualism; reciprocity, which eliminates exploitation; solidarity, which overcomes oppression; and auto dependence on intermediary bodies that develop educational policies of which the school is merely an executor (Veiga, 1998, p. 19).

Given this, we can say that there is no single standard for a quality school. because the concept of quality is dynamic and is always being redefined. Therefore, each The school proposes, reflects on, and acts in favor of the process of building quality education (Veiga, 2009).

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Still in the process of building quality education, the school must to transform into a community with collective dialogue, listening to what the school community has to say. has something to talk about.

From this perspective,

> It is necessary to transform classroom and school life so that social practices and academic exchanges can be experienced that induce solidarity, collaboration, shared experimentation, as well as other types of relationships with knowledge and culture that stimulate research, comparison, criticism, initiative, and creation [...] Only by living democratically in school can one learn to live, to feel democratically in society, to build and respect the delicate balance between the sphere of individual interests and needs and the demands of collectivity (Gómez, 2000, apud Veiga, 2009, p. 168).

By acknowledging its strengths and weaknesses, the school will be able to intervene to improve its quality, according to your own methods and priorities.

Political-pedagogical project

The term project comes from the Latin word projectu, which means to throw forward. Plan, intention, Design. Company, undertaking. Provisional drafting of a law. General building plan. (Ferreira, 1975).

> Thus defined, we can conclude that it seeks a direction, with intentional action and a commitment defined collectively. Therefore, every pedagogical project of the school is also a political project because it is intimately linked to the socio-political commitment to the real and collective interests of the majority of the population. It is political in the sense of a commitment to the formation of citizens for The pedagogical dimension holds the possibility of realizing the school's intentionality, which is the formation of a participatory, responsible, committed, critical, and creative citizen. Pedagogical, in the sense of defining the educational actions and characteristics necessary for schools to fulfill their purposes and intentionality (Veiga, 2002, p.1).

Planning is an inherent component of pedagogical work. Therefore, an action... Intentional and planned, it aims to improve the quality of education. Therefore, a PPP (Political-Pedagogical Project) Developed collectively and lived in the daily school routine, it can only contribute to the work. pedagogical. Hence the question arises as to what and how to plan the intentional actions of the school. This issue was addressed by Souza et al. in 2005 when they pointed out that,

> Planning involves at least three steps: having a clear understanding of where you want to go; being able to gauge how far you are from that point;

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> arrival; and that it be defined what should be done to reduce this distance (Souza, et al., 2005, volume 2, p. 1).

The Political-Pedagogical Project is not the school principal's plan. It is a process of... Collective school work, which needs to constantly reflect on the problems of The entire school environment, from proposals to finding solutions for each need and for... each specific problem.

> It therefore has value in articulating practice, in remembering the meaning of action, and as a point of reference for the journey. The Political-Pedagogical Project also involves a collective construction of knowledge. Thus, built participatively, it is an attempt, within the scope of education, to recover the human, scientific, and liberating meaning of planning (Vasconcellos, 1995).

Everyone involved in drafting the PPP has the opportunity to reflect in doing so. their educational practice, to give new meaning to their experiences, to reclaim values, to express the knowledge they have accumulated and the worldview they possess, to establish new relationships of coexistence and indicate a horizon of new paths (Souza, et al., 2005).

> The project is precisely a theoretical-methodological instrument that aims to help face the challenges of daily school life, but in a reflective, conscious, systematized, organic, and scientific way. And, what is essential, it is participatory. It is a work methodology that makes it possible to give new meaning to the actions of all agents in the school (Vasconcellos, 1995, p. 143).

Therefore, if the school's Political-Pedagogical Project is built collectively, it would be... It is everyone's responsibility to carry it out, and it is important that they understand the reality that it permeates as well as the fact that she

> It pursues goals. It is important to emphasize that educators need to be clear about the goals of their school. Therefore, it is necessary to reflect on the educational action that the school develops based on the goals and objectives it defines. The goals of the school refer to the intentionally intended and desired effects (Alves, 1992 apud Veiga, 2002).

However, this is not what can be observed. Often, teachers and administrators They don't realize what the purposes of school are, what goals they want to achieve, what what they should do to improve the quality of their educational work and how to reach a consensus. to develop new paths to be followed. The plurality of ideas and different points of view. Points of view regarding school life make the process difficult. However,

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> Consensus is not the starting point for interaction between the protagonists, as it only obscures diversity; it must be sought through a process that includes discussion and conflict; ultimately, consensus and decisions must be built.
> collectively (Spósito, 2002, p.52).

Many teachers still believe that the development of such a project will only end in... whether it's just talk or writing, but not being put into concrete practice. Faced with this, many don't They become complicit in its development, thus hindering the full potential of the work. pedagogical. As Gadotti and Romão say, 2001,

> The school project depends, above all, on the boldness of its agents, on the boldness of each community in assuming its own 'face' both internally, in the smallest manifestations of its daily life, and externally, in the historical context in which it is inserted.

However, it is at this moment that the collective movement must emerge as a It is intended as an incentive, not an imposition, with the purpose of guiding educational work. consistent and secure for the PPP.

Another characteristic that seems to directly affect those involved with the PPP of In school, it is the organization of school work aimed at meeting bureaucratic needs. to the detriment of the pedagogical issues themselves, since the first method has been prominent since the Its genesis, the structuring of school planning.

Vasconcellos (1995) also lists other misconceptions and difficulties that permeate the construction of the school's Political-Pedagogical Project, such as: lack of democratic practice in school; lack of objective conditions of space and time for meeting, reflection, elaboration and project monitoring; staff turnover; lack of work experience in group; lack of hope/trust in the institution; immediacy, perfectionism, complacency. on the part of the subjects, among others.

In this context of difficulties, we also find the so-called "drawer PPP," that is... which exists in a predominantly bureaucratic way, being unknown to the school community. and irrelevant to school practices. The "drawer PPP" (Political-Pedagogical Project) is frequently mentioned in conversations. Informal interactions with individuals who experience daily school life are problematic because the school is considered lengthy, formal, or reduced to a rigid, lifeless, and meaningless sequence of steps. It is also, However, it is still seen as a document that defines a concept, a particular way of working. for school, but it is not put into practice in school life. Questioning these limitations, Vasconcellos indicates that

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> The PPP (Political-Pedagogical Project) is not something that is presented as an 'extra' for the school, as a list of concerns that refer outside of it, to 'stratospheric' issues. On the contrary, it is a work methodology that makes it possible to reframe the actions of all agents in the school (Vasconcellos, 1995).

Thus, it becomes evident that, often, those responsible for the drafting themselves...

Those involved in the PPP (Political-Pedagogical Project) fail to understand the importance and purpose of producing a document.

like this one, given that many issues should be taken into consideration in its preparation,

such as: What is the function of the school? What kind of citizen and society do we want to form? What is the

What pedagogical work needs to be developed?

Reflecting on such issues makes it possible to outline which conceptions have already been formed.

among the agents responsible for its development and more, it is possible to make evident what they are.

the goals to be achieved with the PPP. These issues make us

> to take a position on what we want our school to be like, what knowledge and culture it will value in its educational work, how it will work with the experiential knowledge built by students and educators, what relationship it will establish with the community in which it is located, how the different social actors will participate in the construction and organization of the school's pedagogical work (Souza, et al., 2005, volume 3, p. 8).

To further deepen this discussion, we can refer to Vasconcellos (1995),

when it mentions that the Political-Pedagogical Project can be structured in three parts: I.

Reference Framework (what we want to achieve), II. Diagnosis (what we lack to be what we want to achieve)

What do we want?) and III. Programming (what will we do concretely to make up for this lack?).

> Observing the project structure, we can identify the three fundamental dimensions of conscious human action. Broadly speaking, the Reference Framework corresponds to the dimension of Purpose; the Diagnosis, to Reality; and the Programming, to Mediation. However, in each part of the Project, we have a new internal articulation between the three dimensions (Vasconcellos, 1995).

Next, we will briefly allude to the meaning of these three dimensions:

I. Reference Framework

The first step requires that all ideas, options, and theories be made explicit.

The group wants them to guide school practice. Furthermore, it is essential to analyze in which

The context in which the school is situated will be used to subsequently define which training project to adopt.

It will compromise.

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Even because,

> The Reference Framework is the position taken by the planning institution in relation to its identity, worldview, utopia, values, objectives, and commitments. It expresses t 'Direction', the horizon, the path that the institution has chosen, based on theoretical elements of philosophy, science, and faith. It therefore implies choice and justification (Vasconcellos, 1995).

Thus, it is within this framework that the meaning of schoolwork and expectations are expressed. outlined by the group.

II. Diagnosis

As a second step in the development of the PPP, we have the diagnosis, which can be... defined as a mapping of the difficulties and data of reality, according to the analysis carried out within the reference framework. In this sense,

> The diagnosis is therefore not simply a portrait of reality or a mere raising of difficulties; above all, it is a careful look at reality to identify radical needs, and/ or a comparison between the situation we are experiencing and the situation we wish to experience in order to meet those needs. Although description is necessary, it is not sufficient for its critical understanding. It is clear, therefore, that before making the Diagnosis it is fundamental that the entire Reference Framework be completed and known by the community (Vasconcellos, 1995).

On this point, it is crucial to bear in mind that diagnosis is not limited to criticism. facing reality, but also in identifying positive elements that may be present. present in this context. The diagnosis, to be effective, must identify the problems. relevant issues, and based on them, define a position in an attempt to resolve them.

III. Programming

Once the diagnosis is complete, it is necessary to think about concrete, permanent or temporary actions. temporary measures, or even developing an action plan to achieve the intended goal. established within the reference framework. All to address the deficiencies identified from the diagnosis.

To have a well-developed action plan, it is important that each identified problem... take effective action to remedy it. Thus,

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> Programming is the set of concrete actions undertaken by the institution, within the timeframe foreseen in the plan, which aims to overcome the identified needs (Vasconcellos, 1995).

From the author's perspective, if these three dimensions are considered, it will be possible To develop a consistent Political-Pedagogical Project for the school. However, it is worth remembering that After it is drafted, it also needs to be collectively put into practice, evaluated, and Replanned, whenever circumstances indicate it.

3. Methodology and sources

This is a bibliographical research, carried out based on a survey of Abstracts of articles found in journals in the Capes database, focused on the topic. of the PPP.

The Capes periodicals portal was officially launched on November 11th. 2000, "around the same time that virtual libraries were beginning to be created and when the Publishers began the process of digitizing their collections" (MEC, 2014). In 2001, It had a total of 1,882 periodicals, increasing to 26,372 in 2010, a growth seen over the years. years "more than 24,000 titles with full text" (MEC, 2014). On October 24, 2014, This periodical database contained a total of 1,377 periodicals, both national and foreign. contained within the field of knowledge of education, thus constituting a significant virtual library with free access.

We first accessed this database through the website www.capes.gov.br. We accessed Initially, the data was from May 21, 2014. The periodicals database contained... At the top of the page, prominently displayed, is the search field where you enter the word(s). desired(s)1. When we entered the term Political-Pedagogical Project, it appeared

Initially a total of 297 abstracts, with no change in quantity when written with The initial letters can be capitalized or lowercase.

These summaries were organized on the website page as follows: title of Work, author(s), name of the publication journal, year and other publication details, abstract. of the work (generally available in Portuguese and English). If the complete text was available. available or not, and also a link to view online (with the magazine cover, details) bibliographical, etc.) and another link for details (title, author, subjects, publication, description, identifier, source).

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There was an average of ten summaries per page, for a total of nineteen pages.
at that moment.

One of the options for sorting abstracts on the website is by article.
peer-reviewed. We chose to work with these because we understand that they follow certain criteria.
favoring higher quality texts. Based on this condition, 187 abstracts were added.
Next, we activated yet another sorting criterion, called Most Accessed.
Therefore, we would prioritize summaries of articles that had the widest circulation. Initially,
It seemed that these summaries are the same ones that appear when we activate the criterion.
Relevance. However, there was no time to verify whether they actually coincide.

Based on this, with the aim of organizing the collected data, after several readings and
Reinterpretations of the 187 abstracts, based on the mapping carried out by Knoblauch et al.
(2012) regarding the term "school culture", we highlight the aspects that seemed to us most
relevant and we have compiled a database consisting of two tables3 with the main
characteristics of this production.

Since it wasn't possible to fit all the data into a single table, we divided the...
The information is presented in two parts, as follows:

Table 1A: Author(s) of the article and abstract number; Journal; Place of publication;
Year of Publication; Article Title; Keywords; Themes/Concepts Emphasized.

Table 1B: Area of knowledge (history of education, sociology of education);
Authors cited in the abstract; Research Period (contemporary or historical);
Objectives/problem; Methodology mentioned; Level/modality of education referred to;
Conclusions.

Table 1a - Main characteristics of production

1. It should be noted that there has been a recent change in the way the Capes website is organized, and it is no longer available in the same way as when we collected the data for this research.

Author(s) of the article Abstract number	Magazine	Place of publication	Year of Publication	Article title	Keywords	Themes/ Concepts emphasized

SOURCE: CAPES PERIODICAL DATABASE (2014).

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Table 1b - main characteristics of production

Area of knowledge (history of education, sociology of education)	Authors mentioned node summary	Period Researched (contemporary) eo ou historical)	Objectives/ Problem	Methodology cited	Level/ type of education referred to	Conclusions s
SOURCE: CAPES PERIODICAL DATABASE (2014).						

Even though the summaries were taken from the term Political-Pedagogical Project, the Detailed reading showed that two of them were repeated and many were not related to the thematic. Some abstracts only mentioned the word project, or political, or pedagogical in other contexts, not approaching what we intended. Examples of this were the summaries number sixty-two, mentioning the “liberal republican educational project” and the sixty and six, "project-based learning in schools".

After several readings of the 187 abstracts, we decided to discard the duplicates; those existing only in foreign languages and/or that had the complete text of the article and the Title in a foreign language; articles that did not have an abstract, containing only the title. work and author; and summaries that did not refer to the Political-Pedagogical Project, not doing The theme is not mentioned in the title, abstract, or keywords, in the direction of the two. examples given previously.

Therefore, 130 abstracts were discarded. With that, our research was... limited to a total of 57 abstracts retained for analysis.

It is important to highlight at this point that, initially, we would only consider this for analysis purposes. Abstracts of articles that discuss the PPP (Political-Pedagogical Project) in Brazilian (public) basic education. However, after reading the abstracts, we had a big surprise, since out of 57 Of the abstracts, thirty-three, or more than half of the analyzed production, referred to teaching. superior Brazilian. Therefore, it seemed sensible to us to also consider these summaries. for our study.

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Finally, it is of utmost importance to highlight that, for the construction of such analyses, we took into account... as a reference the article "Survey of research on school culture in Brazil", by Adriane Knoblauch, Ana Lúcia Silva Ratto, Luciane Paiva Alves de Oliveira and Valéria Milena Rohrich Ferreira, (Knoblauch et al., 2012), who presents the mapping of the term "school culture" in the context of the production of Brazilian postgraduate programs, through the abstract of Theses and dissertations located on the Capes website.

Below, we present the results of the quantitative survey of some of the aspects examined. It is worth remembering that, given the limited time available, it was not possible to to delve into all analytical possibilities. However, the results form the basis of our initial interpretations.

4. Initial mapping and analysis

Based on the organization of the data, we arrived at the following grouping in relation to level/type of education:

Table 1 – Distribution of abstracts relating to the level/modality of education to which they refer. refer

LEVEL / MODALITY	FREQUENCY	PERCENTAGE
Higher Education	33	57.89%
Basic Education	14	24.56%
Indefinite	6	10.53%
Indigenous Education	2	3.51%
Technical Schools	2	3.51%
Total	57	100%

SOURCE: CAPES PERIODICAL DATABASE (2014).

Regarding the levels and modalities of education, out of a total of 57 abstracts analyzed, This aspect was mentioned in 51 of them (89.47%). Regarding basic education, there were 14 the delimited summaries, two of which explicitly refer to the first stage of basic education, early childhood education, (summaries number thirteen and twenty-four) and two relating to elementary education (thirty and fifty). The remaining 10 abstracts did not specify. to which stage did they belong, however, because they mentioned words such as "school" in their summaries?

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"public", "Brazilian basic schools", "political-pedagogical project of the school", we understand which dealt with basic education in Brazil and, because of that, were included in this group.

An example of this can be seen in the objectives/problem of the summaries numbered... eight4: “the aim was to verify how the Political-Pedagogical Project is understood and its relationship with the construction of the autonomy of public schools”; and number ten: “aiming to reflect on "Experiences in the management and organization of Brazilian basic schools."

Looking at the data set, we find a vast volume of related summaries. to higher education, a fact that reveals particular importance to the discussion about the PPP. In this sense, Thirty-three abstracts refer to an educational level equivalent to 57.89% of the production, which This represents more than half of the abstracts evaluated. An even more peculiar fact is that twenty and five of these higher education studies are in the health field, with twenty-three of them on the subject of context of the undergraduate nursing course.

4 See Appendix 2.

In addition to these educational levels, there are fewer studies related to "indigenous education" and "technical schools," both accounting for 3.51% of the output. This is valid. It is worth highlighting that the two summaries dealing with technical schools are linked to the health field: Technical Schools of the SUS (ETSUS) and Technical School: Professional Development Program (PAP) at the Dante Pazzanese Institute of Cardiology (IDPC).

Subsequently, with a slightly higher rate of 10.53% of production, are the abstracts labeled as undefined, meaning those that were not explicitly presented in the abstract. no element that would allow relating it to the level or type of education to which it refers. They referred to them. In these cases, the elements generally seem to indicate that they are theoretical discussions about of the theme of the Political-Pedagogical Project. Examples of this are articles number one and three, which raise questions such as: “Education and psychology: the construction of a political project- "Emancipatory pedagogy"; "Innovations and political-pedagogical project: a regulatory relationship" or emancipatory?”

Despite the centrality of this PPP theme in discourses that point to the elements Necessary for advancing the quality of education, the research disseminated by the CAPES Database, They highlight the importance of higher education, especially courses in the area of health/nursing.

In this regard, we find it strange that it was only possible in 24.56% of the abstracts. to infer or indicate that it is a primary school. In that case, why then would the much-touted

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The importance of the PPP (Political-Pedagogical Project) for improving school functioning has not been matched.
Given the volume of research focused on this level of education, is the field of education...?
Is it possible that there hasn't been a notable interest in studying this issue? Could it be that the PPP, as such...
Which approach, as it is being formulated, does not find support or adherence in daily school life? Or is it...
that aspects of daily life are less considered as objects of study in research in
Course in the country?

Therefore, we consider it relevant to evaluate the amount of research related to PPP.
In the context of contemporary schools, this is shown in the table below:

Table 2 – Summaries according to the researched period (contemporary or historical)

PERIOD RESEARCHED	FREQUENCY	PERCENTAGE
Contemporary	52	91.23%
History	5	8.77%
Total	57	100%

SOURCE: CAPES PERIODICAL DATABASE (2014).

In line with what Knoblauch et al. indicated (2012, p. 563), one aspect that has become
Visible from the data tabulation was the classification of the abstracts according to their delimitation.
The temporal aspect of work can be classified as historical or contemporary.

Thus, to define a work as being of historical importance, the following was adopted:
If, as a criterion, when reading the abstracts, there was any explicit indication that the study was
focused on a specific historical period. An example of this is summary number seven, whose
The article title is: Estado Novo: Political-Pedagogical Project and the Construction of Knowledge, which makes
an "analysis of the discourse of the secular and religious press in Pernambuco, during the Estado Novo, and of
"content of the private correspondence of the interventor Agamenon Magalhães". From this
Delimitation resulted in the sum of five abstracts related to historical articles, the
which represents 8.77% of all production surveyed.

We thought it best to consider the other summaries as contemporary, since they did not...
They referred to terms that defined a specific historical period. Some examples
The themes of the abstracts considered contemporary are: theoretical studies on
different conceptions of education, management and PPP; power relations and PPP; representations
Social interactions of council members regarding PPPs; reflection on management experiences and school organization.
and PPP.

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It is worth highlighting that the few abstracts that were also considered contemporary were also taken into consideration. They expressed a historical perspective, however, making it clear that the main concern... The study would focus on the present moment. An example of this is summary number six, which "deals with a Description of the historical moments of the nursing course at the State University of Ceará. and its reflections on the current professional training process." From this delimitation, it was obtained- If the sum of fifty-two abstracts, that means 91.23% of all the researched production.

Thus, the data indicate that the theme of the Political-Pedagogical Project, at least in In a central way, it has not been of major interest among studies of a historical nature.

Regarding the annual frequency of publications, we arrive at the following... mapping:

Table 3 – Number of journal abstracts on political-pedagogical projects by year of publication

YEAR	FREQUENCY	PERCENTAGE
1998	1	1.75%
1999	1	1.75%
2000	1	1.75%
2001	0	0%
2002	2	3.51%
2003	15	26.32%
2004	6	10.53%
2005	6	10.53%
2006	3	5.26%
2007	1	1.75%
2008	3	5.26%
2009	4	7.02%
2010	4	7.02%
2011	3	5.26%
2012	5	8.78%
2013	2	3.51%
Total	57	100%

SOURCE: CAPES PERIODICAL DATABASE (2014).

Based on the data above, the publication of periodicals on Political Project- The pedagogical program began in 1998 and maintained an annual production percentage until 2000.

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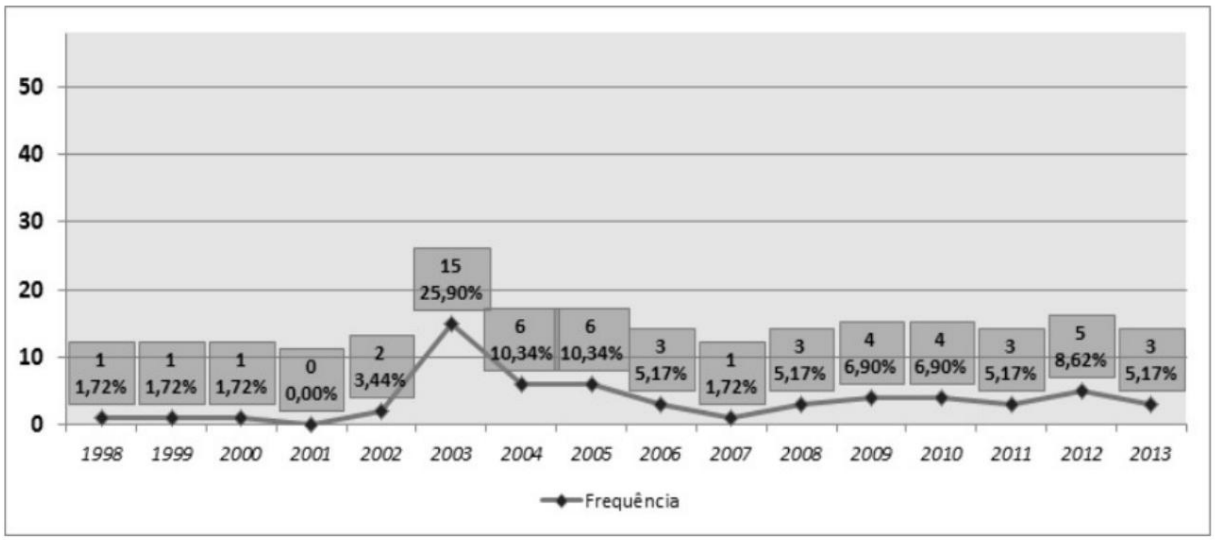
Its lowest point was 1.75%, falling drastically to 0% in 2001. Its peak reached the following levels... 26.32% in 2003, maintaining a significant publication rate as well, with rates of 10.53% in the years 2004 and 2005. From then until 2013, the rates fluctuated between increases and decreases of 8.78% and 1.75%.

The following graph makes it clearer how many journal abstracts there are. Political-Pedagogical Project by year of publication (GRAPH 1).

Graph 1 – Projection of journal abstract indices on political projects. pedagogical by year of publication



SOURCE: CAPES PERIODICAL DATABASE (2014).

It is worth noting here that the period between 2003 and 2005 was the one that pointed to a most significant sequence of articles focusing on the topic of PPP. Future Research can investigate whether it is possible to identify any element as a driving factor in this. concentration, such as the existence of congresses or events clustered around of the theme.

It was not possible to see the total number of publications for each year. in this database in the field of education. But, based on the total current count of these publications, that is, 1,377 periodicals in the field of education (according to consultation). (Made in October 2014), in a context of gradual historical growth, it is possible to infer The topic of PPP (Public-Private Partnership) has never received significant attention in publications in the field.

We also mapped which authors were cited in the abstracts, as may be as shown in the table below:

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Table 4 – Authors referenced in journal abstracts

	AUTHORS	FREQUENCY
1	Alves	1
2	Bakhtin	1
3	Bardin	1
4	Bhabha	1
5	Bronckart	1
6	Habermas	1
7	Hall	1
8	Jean-Jacques Rousseau	1
9	Moscovici and his followers	1
10	Padilha	1
11	Saupe	1
12	Shiva	1
13	Souza Santos	1
14	Vasconcellos	1
15	Vygotsky	1

SOURCE: CAPES PERIODICAL DATABASE (2014).

Table four shows the total number of authors cited in the abstracts read, distributed in alphabetical order, for better visualization only. It should be noted that the authors were cited only once, not being repeated in any of the abstracts we researched.

In only seven of the abstracts, representing 12.28%, are authors mentioned who... These studies provide a foundation, some specifically addressing the topic of the Political-Pedagogical Project. as is the case with Vasconcellos, but also other authors who do not address it in their work. specifically the issue of PPP (for example, Bakhtin, Bardin, Bhabha, Habermas, among others). others). Thus, there were summaries that alluded to only one author and others that claimed to be based on- If more, which varied from two to five different authors in the same abstract, totaling The number of fifteen different ones in the seven selected abstracts.

This may indicate a certain theoretical weakness when the subject refers to the Political Project. Pedagogical. However, it should be considered that this variable may not have been taken into account. relevant according to some of the authors of the abstracts, that is, in some cases there may have been consistent theoretical treatment, but the author did not deem it necessary to highlight this feature in the summary. For

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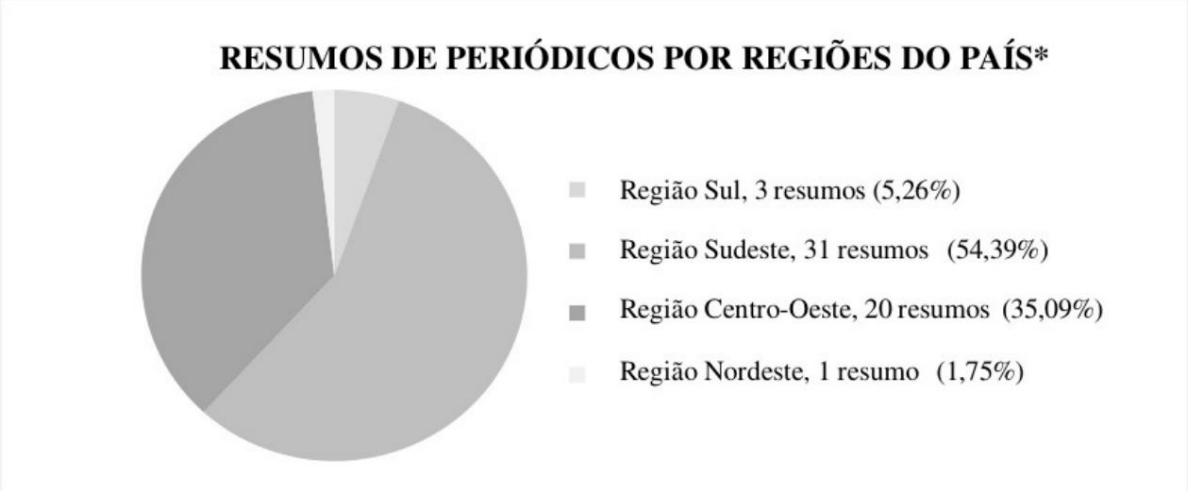
To move in more conclusive directions, future investigations would have to focus on a complete reading of the 57 articles to which the abstracts analyzed here refer.

The data also made it possible to understand the distribution of the 57 works among the different regions of Brazil, as shown in the following graph:

Graph 2 – Distribution of periodical publications by region of the country



SOURCE: CAPES PERIODICAL DATABASE (2014).

*The two abstracts written in Portuguese are not included in the graph above.

periodicals

published abroad (3.51%).

First, it is important to clarify that this verification was carried out through the location of publication of the magazines in their respective regions within the country, not necessarily remaining It was explicitly stated that these works were produced there, as it is known that works can... They can be produced in one region/location and published in a magazine from another region of the country.

Thus, based on the data, it becomes possible to verify that more than half of the magazines They are located in the Southeast region of the country, with an index of 54.39% (31 abstracts). In In second place is the Central-West region, with an index of 35.09% of publications (20 abstracts), followed by the South region with 5.26% (3 abstracts) and the Northeast region with 1.75% (1 summary).

Something that stands out in our data is the second highest concentration of publications occur in the Central-West region (35.09%), well above that observed in the region South (5.26%). Further research focused on this topic would also be appropriate in this area.

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to investigate, if there are any, and what aspects could explain a greater adherence of articles.
about PPPs in magazines located in the Midwest region of the country.

It should be noted that the publication location of the works was not specified.
Regarding the Political-Pedagogical Project in all regions of the country, given that the North region was not included.
contemplated.

Finally, we would also like to point out that the graph does not include two abstracts in Portuguese.
of works published in international journals, as is the case with abstract number twenty.
and eight, published in the International Journal of Research in Education, in Bogotá,
Colombia; and summary number fifty-nine, published in the journal Motricidade, in Vila
Real, Portugal.

Regarding the journals in which the publications are made and the number of abstracts available in each one,
We have the following data:

Table 5 – Journals of publication and number of abstracts they present

	MAGAZINES	FREQUENCY
1	Brazilian Journal of Nursing	15
2	Education & Society	10
3	CEDES Notebooks	5
4	Electronic Journal of Nursing	4
5	Education and Research	3
6	Latin American Journal of Nursing	3
7	Science & Public Health	2
8	PHYSICS	2
9	Journal of the USP School of Nursing	2
10	Acta Scientiarum: Language and Culture	1
11	Acta Scientiarum Human and Social Sciences (UEM)	1
12	Psychology Studies	1
13	Research and Education in Nursing	1
14	Motor skills	1
15	Psychology and Society	1
16	Brazilian Journal of History	1
17	Public Health Journal	1
18	Health and Society	1
19	Veredas Journal of Linguistic Studies	1
20	International Journal of Research in Education	1

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SOURCE: CAPES PERIODICAL DATABASE (2014).

Furthermore, we consider one last characteristic element of these summaries: the The number of abstracts published per journal. Note that there were a total of twenty journals. different, with only two of them published abroad: the Motricidade de Vila magazine Real, Portugal and the International Journal of Research in Education, from Bogotá, Colombia.

The highest publication rates were in the Brazilian Journal of Nursing, of Brasília, Federal District, with an index of fifteen published works, followed by the journal Education & Society, from Campinas, São Paulo, with an index of ten published articles and from the CEDES Notebooks, also from Campinas, São Paulo, with an index of five articles. published. The Electronic Journal of Nursing, of [location], has four published articles. Goiânia, Goiás. With three articles published in the journals: Educação e Pesquisa, from São Paulo. (capital) and the Latin American Journal of Nursing, also from São Paulo (capital). With Two articles published in the journals PHYSIS and Ciência & Saúde Coletiva, from Rio de Janeiro. (capital) and the Journal of the School of Nursing of USP, from São Paulo (capital). With an article The other magazines have been published.

On the other hand, magazines in the field of education that bring a greater quantity of Articles that address the topic of PPP (Political-Pedagogical Project) are published in long-established and renowned journals in the field. field, which can give these articles qualitative aspects, unlike what our Preliminary analysis pointed to the identification of a possible theoretical weakness. based on the few authors cited in the rationale of these articles.

When observing the set of publication journals contained in the table above, something that It is noteworthy that 50% of the magazines, or ten out of twenty, are from the field. health, with five of them in the field of nursing.

To conclude the presentation of the mapping of the data collected, it is worth highlighting that, Due to the limited time available for conducting this research, not all of the The characteristics of the abstracts read were evaluated in this work. Thus, future research They will be able to continue analyzing the points that could not be investigated here. They are They include: Author(s) of the article; Title of the article; Keywords; Themes/concepts emphasized; Area of knowledge; Objectives/problem; Methodology and Conclusions of the articles.

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5. Final considerations

This work made possible a rich experimentation with the procedures of a Scientific research based on the theme of the Political-Pedagogical Project.

Based on the literature consulted, it became evident that the PPP can become a An important guiding element for the school's actions and a great support for the institutions. teaching, if it is built collectively and given the importance and place it deserves, will be beneficial. They fit within the institution.

However, not all institutions value the document enough to make it... a guiding plan for schoolwork. On the other hand, it may not only be a matter of Whether to value it or not, the issue is that the public school does not have the concrete working conditions necessary to... to enable more effective reflection, planning, and implementation.

The qualitative and quantitative mapping carried out using the periodicals database of Capes, first by reading the 187 abstracts, and then the 57 abstracts that constituted The final corpus of the survey allowed us, albeit initially, to verify certain characteristics of the country's production related to the theme, also raising questions and hypotheses about her.

Although many speeches point to the PPP as an indispensable element for the Regarding the advancement of the quality of basic and public education in the country, the research we conducted showed us... that most of the production was geared towards higher education, with particular emphasis on nursing courses. In this sense, it should be remembered that 50% of the publication journals of The articles relate to the field of health, which is equivalent to ten journals, five of which are... These are from the field of nursing. New research may be focusing on this nuance in order to Identify possible reasons for this emphasis.

The research also revealed that the topic has not been... Considered, from a quantitative point of view, with emphasis on studies of a historical nature. The data indicate that when there is production related to the topic, it becomes more visible in studies. which address the current school situation.

It is worth mentioning the identification of a possible theoretical weakness in the articles that They make reference to the PPP, since only seven of the 57 abstracts mention the authors of the theoretical foundation.

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However, it is important to emphasize that our approach to such a universe occurred through reading the summaries, while remaining restricted to some inevitable limitations of this type of text. In this sense, some may exhibit precariousness and detachment in relation to their The purpose, which is to provide a faithful synthesis of the main aspects present in the work, is to... which one is linked.

Simultaneously, given the limited time available to develop the In the research, the abstracts represented what was possible to do, since it would be unfeasible in the... We suggest reading all the articles in their entirety.

Nevertheless, even aware of these limitations, we assume that such a bank... This provided rich and relevant material for an initial approach to mapping this area. production. It should be emphasized that it was not possible to work with all the characteristics raised. This suggests the possibility of other research projects following up on this one. Future Investigations may turn to a full reading of the texts, which should make possible a a more complete characterization of the production.

It is also important to highlight that the body of theoretical work surrounding the The Political-Pedagogical Project is not limited to what is contained in this periodical database. In this sense, future research can map the production on this topic through abstracts. of the dissertations and theses existing in the Capes Thesis Database, just as Knoblauch et al. did. al. (2010), when focusing on the theme of “school culture”.

Another new avenue for investigation could be explored by launching the term Project. Pedagogical in the field of subject searches, from the Capes periodicals database. When the In May 2014, a total of 713 abstract articles emerged, falling to 367. when selecting the ordering of peer-reviewed journals. We discard this This is due to the larger amount of data to be processed given the limited time available. However, it is possible that this number will decrease significantly, as was the case in our research.

It would also be worthwhile to check if this same trend of increased frequency of appearance for higher education studies – especially courses in the field of nursing – This would confirm it in this new universe. Likewise, one might ask whether, on the other hand, to include or exclude... The word "political" in the context of the Pedagogical Project would generate some kind of differences in theoretical production.

Finally, it is worth noting that this total of 57 abstracts found from 1998 to 2013... Referring to the term PPP, it can be considered a very small number, compared to the total of existing periodicals in the Capes database. It was not possible to see which year was...

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total number of publications in this database in the field of knowledge of education, but, based on the current total of these publications, that is, 1,377 periodicals in education area (according to a consultation carried out in October 2014), in a hypothetical context of Given its gradual historical growth, it is possible to infer that the PPP theme never achieved... prominently featured in publications in the field.

Therefore, we can say that, currently, the topic of PPP is not well addressed. represented from a quantitative point of view in the abstracts of the articles contained in the database. CAPES in the field of education.

This leads us to ask ourselves: If the PPP, as proposed by the literature studied, is... of paramount importance for advancing the quality of school pedagogical work, because there is no correspondence with the volume of ongoing research in the country, especially those geared towards basic education? Why hasn't the field shown a prominent interest in... Is there any need to study this topic? Could it be that the PPP, as it is currently being formulated, lacks support? Or adherence to daily school life? These and other questions may be addressed in the future.

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