The Forms of Organization of a State and Social Movements, the definition of public policies in Pará

Prof. Maria Marize Duarte

PhD in social sciences-Política Area. Pontifícia Catholic University of São Paulo (PUC). Faculty of the Universidade do Estado do Pará (UEPA) in Masters program in science of religion (PPGCR) and undergraduate program in social sciences. Leader of the research group: social movements and Citizenship Education in the Amazon (GMSECA). Travessa Curuzu, 2303. Fit 1303. Subdivision: Marco. ZIP CODE: 66,085-823. Belém-Pará.
E-mail:marize.duarte@uol.com.br/marize.duarte@uepa.br

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Abstract

Its Deals with the study of social force fields and their internal struggles in the definition of educational policies in Pará. The aim is to investigate the mechanisms of action, involving two fields of social forces, referred to the left (civil society) and the institutional (Society policy). The field of social forces on the left part and or is represented by its internal settings and their stories of struggle in relation to educational area and their actions, comprising the definition of a new form of management organization in school spaces and struggles the preparation, organization and systematization of new methodologies that aim to improve the quality of education. The social bases of this process are the social representations of the political that have been accumulated by the social movements of neighborhoods, the struggles in the definition of educational policies, experienced by organizations of teachers, neighborhoods, trade unions and political parties.

The field strengths referenced by institutional, deals with public policy definitions mechanisms relating to education, represented by defining the rules of the game and its social plots, concerning the confrontation between the two camps of forces, which discuss and reflect on the basis of differentiations in terms of the ideals of democracy and participation in the definition of social policies and education, which are structured in the state governments in the period 1985/96, in Pará-Belém. This study is based on Forestan Fernandes ideas in relation to the process of producing knowledge that involves various intellectual operations of the methods of investigation and interpretation. In this study, the research techniques used were bibliographical, documentary and interviews in order to identify the organization, criticism and classification of social forces camps. The method of interpretation understood the reconstruction, understood as an analytical representation of the object of study. The interviews started from a problem situation that required a general introduction to the different social actors- participants of social movements - basic informants to understand the social forces camp in defining multidimensionality the institutional field. It is observed that social force fields have a differentiating framework, the institutional space, which is represented by the policies advocated by the governors and, in the space of representatives of civil society, the struggles that oppose these policies.

Keywords: Social Movements, Field of Social Forces, Social Participation, Democratization and Public Politics

1.0. Introduction

To analyze the social forces general confrontation in public policymaking in Belém/Pará perpassaremos by different structures of forces present in institutional fields relating to social movements, unions, supporters and those linked to the State. For the purposes of analysis will take based on two types of confrontation, not to fall into a dichotomous view, because the empirical reality demonstrates that both State-side as on the side of the forces connected to the neighborhood organizations, teachers’ organizations, trade unions and leftist parties have different levels of confrontation due to cyclical and structural analyses in relation to the process of democratization, of Preservations and processing of the capitalist system. Important to note that both social forces on the right as on the left feature infighting configured on different fields of differentiations, expressed in their praxis.

To understand the left force field in the definition of public policies we take based on their internal settings and their stories of struggle against the educational field, the definition of a new form of management organization in schools, the struggles in defining new teaching methodologies as attempts to improve teaching quality from the complaints of the high dropout rates, failure and grade repetition. Evidenciaremos the social representations of the political struggles in the definition of educational policies experienced by organizations of teachers, neighborhoods, trade unions and political parties.

To analyze the institutional field, understood as the multidimensional space of positions, we essential consider the understanding of symbolic status of the force field. This status includes the eighties and nineties and corresponds to the symbolic time of governments to Jader Barbalho, Hélio Gueiros, Jader Barbalho and Almir Gabriel. Public policies, championed by such governments directly affected the Pará population, clashed with defending social forces of the ideals of democratization and participation in defining these policies regarding the field of education, urban planning, defining new educational experiences, etc.

This symbolic status, dealing with the rules of social games set to opposing groups, is a network of relationships of social plots, demonstrated by the social arrangements of the different groups involved. These social plots, observed
during these governments directly affect social movements, trade unions and supporters generating different reconfigurations.

The methodological field, in the present study comprised a set of research techniques such as bibliographical, documentary and interviews for the identification, organization, criticism and classification of the phenomena under study. The interpretation method comprises the reconstruction, understood as an analytical representation of the object of study, such as the presentation of the social phenomenon - force field - as concrete thought. Research and interpretation processes are the synthesis of a single process of knowledge production that try to represent analytically the real. The reconstruction process of this reality understood several times approximate the actual syntheses of great importance is the study of Florestan Fernandes, Pierre Bourdieu, Alberto Melucci, presenting experiences about the research field and combine that with our way of perceiving the universe and the object of the search. In previous studies we noted, also, a series of investigations of actions an attempt to analytical representation of the object of study in three approximate syntheses related to studies in the field of educational policies, but at present we basically will pause to understand the symbolic status, puzzles the senses and meanings of actions multidimensionality in the field of social forces.

The social forces of left field - organic, left - movement and political society in defining public policy in Belém / Pará: The social actions in the 1983 period - 1999

2.0. The field of study

Studies show that Pará is the second largest Brazilian state in land area, corresponding to 32.37% of the North and 14.65% of the entire national territory. The resident population in Pará is 6,188,685 inhabitants in an area of 1,253,164.5 km². The distribution of the population by household situation corresponds to 33, 50% (2,072,911) rural and 66.50% (4,115,774) Urban. It has great potential in minerals and natural resources. Due to the presence of such resources the state has experienced an intense process of transformation in economic, political, social, cultural and environmental terms. Para although having wealth that could improve the quality of life of Pará population registers high rates of social exclusion, both in the field and in the city, represented by the conflicts and deaths in the field, by slave labor, lack of rural and urban reforms, etc.. In this sense, the biggest problem is due to the concentration of land that produces the confrontation by conflict between landless, squatters, Indians and squatters. It is therefore the collective actions that deal with the definition of social policies, educational, economic, cultural in the field of social forces. The analysis of empirical reality, represented by the Pará society understands as an essential prerequisite to the determination of new collective actions. The study of decision-making in complex systems, understood as political society, due to the plurality of interests enables visibility undisclosed, that is, hidden or excluded in the decision making process. In this sense, the collective protest and mobilizations desocultam silence, obscure and / or hidden elements in complex decision systems. The power of movements and collective mobilizations desocultam the interests of state power, which have apparent form the neutrality of rationality.


The debate on autonomy, alliances and negotiations permeate the eighties and the first half of the nineties. To understand the social force field puzzles we have considered in Bourdieu (1989) comprising political representation and / or the political field and / or field strengths and / or field of struggle is the place of competition of the agents that produce (political products, problems, programs, reviews, comments, concepts, events) and consumers, ordinary citizens who choose according to the product distancing place. These products created by the agents generate the elements of a political theory. This theory of the political field comprises elements for the monopoly of professionals; competence, at stake and interests; the double game; the system deviation; the slogans and ideas strength; credit and belief; species of political capital; the institutionalization of political capital.

The study Melucci (1990) point to the analysis of globalization and / or planetarization where only a limited aspect of democracy is evidenced as the process of competition for public resources. Records that social movements have contributed and brightened significantly new powers, new risks and new potential for democracy in the contemporary world. The decision-making process in complex systems is characterized by uncertainty when exposed to change and differentiation. Complex systems conceal three kinds of dilemmas:

a) dilemma of the need for change / stability: understand the variability of stakeholders interests that require changes associated with the permanence of a system of rules and regulations of maintaining a stable core;

b) dilemma due to the organizational skills of growth and domination of the political process decisions or exchange of social groups in defense of their interests and the fragmentation of the decision-making structure of political society and the concealment of policy decisions;

c) expansion of individual and collective rights and requirements planning, coordination and control of the plurality of interests, decisions and protection of the rights of representation and decision-making. In summary, the above mentioned dilemmas understand the variability and predictability; fragmentation and concentration; participation and representation planned, in the political sphere, two faces of a larger problem of the overall system, comprising the integration and construction of identity.

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Regarding the conception of democracy based on competition for government resources in the capitalist mode of production, based on the separation between civil society and political society. Depending on changes in the making system decisions and their representations that produced a mix of public and private due to the interbreeding of social organizations, this design tends to be replaced by the prospect of independent public spaces of government institutions, the party system and of state structures or decision-making centers. These spaces take on the model of an articulated system of decision-making, negotiation and representation, in which the development of significant practices in everyday life can be expressed and heard regardless of formal political institutions. Public spaces hold the function of making visible and collective issues raised by the movements.

Therefore, movements avoid institutionalization and ensure an open society to take responsibility for the problems, demands and conflicts concerning the purposes and meanings of social action, raised by movements. Thus, a democracy of everyday life makes it possible, or nulling the specificity and independence movements or hiding the use of power behind supposedly neutral decision-making procedures. The complex societies in any democratic transformation process must take into account the difference between the representation structures and the demands or interests represented. We observed, however, that such settings regarding the appearance of public spaces and / or decision-making centers at the expense of relations between civil society and political society appear in the analysis of eighty decades (1983-1989) and ninety (1990-1999), in this study, as little relevant in the analysis of the symbolic status of the social forces field.

2.2.0. The symbolic status of political society force field: government platforms, social practices and the recognition of the legitimacy of democratic institutions

The period of 1983-87⁴ presents a new situation in the State, as it came to be ruled by an opposition party to the federal Government, represented by Jader Barbalho administration. The popular movements analyze at the time that the platform of Government was democratic, but the Administration ignored the appeals and demands of the various social movements, relating to land ownership, better transport conditions and democratization of education. Consider too, the resistance of the ruler to recognize the legitimacy of popular entities, which for a Government that said what should be democratic in principle of action, was seen as a problem.

In the history of the relations between State and organized civil society movements we observe a set of democratic entities, created at the end of the Decade of 70 and early 80, with their political platforms of claims. The situation of para presents as basic configuration actions coming from the left - organic and movement - represented by the entities, unions and parties, that second phase (1994)⁵ presents the most varied actions concerning Para Society of human rights (SPDDH) - the opposition to Union boards that oxygenam the ancient structures with the growth of new forms of organization of unions based on participation of the associates; - the growth of conflicts between the civil construction Union and entrepreneurs; - demonstrations of local intellectuals in defense of the various forms of rights; - the positioning of the journalists ' Union in relation to the torture of priests and farmers and the risks of large projects for the ecology of the Amazon region; - the discussions about the fate of the Amazon who win national dimension and are on topic of SBPC; - the fierce conflicts between the State and the Church in the light of the struggle for land in the country and the arrest of the French priests, who favor the changes of guidelines in movements organized in places of residences; - the population increase of Bethlehem and fierce conflicts around the ownership of urban land; - the reactivation of the student movement by JOINING and other organizations-UMES, UES, CAs; - teachers of first and second degrees that create organization-APEPA-and fight for better wages, for more funds for education, in defense of the public school and a better quality of education; - the emergence of the Organization of the Faculty of the Universidade Federal do Pará - ADUFPa - articulated in national level by the ANDES. These organizations represent a broad front of opposition to the authoritarian State and the military regime. The emergence of social movements in all levels of society, clumping diversified categories, contributed to the process of unification of struggles in community level.

These social forces begin to issue positioning in relation to the new scenario concerning the Jader Barbalho election for governor of Pará, whose project is opposed to the proposals of popular organizations, because it is based on welfare policies - state of the people, mother, among others - whose assessment of both directions of the popular movements and their advisors that without an organizational base of support to government initiatives tend to deviations on the individual promotion, strengthening of co-option and patronage practices.

The plots defined social and affected directly organised civil society movements, formed by the composition of the organic and left move left⁶, represented in different perspectives and the ways to deal with the new Government. The sectors usually associated with the left movement defended the autonomy of the movement in relation to the State, taking a critical stance in the face of the State. The sectors most linked on the left were favourable to organic alliances and negotiations in support of Government Jader Barbalho (PMDB), a symbol of the hopes of democracy and participation. Relations between the State and social movements, unions and supporters change their configuration, as the Government invests in the conquest of leaders and intellectuals to key positions, both in State at City Hall, linked to planning, research, social welfare and community offices. The new organic intellectuals, represented by the political parties of the PMDB, PCB and PC do B, are constant presence in the places of residences where pass make the speech processing, of change, of concern to resolve the shortcomings.

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This situation produces the creation of new entities, which will be the new Government's speakers in the peripheral neighborhoods of Belém.

The new organizations with active participation of leaders and intellectuals who knew the ins and outs of social movements and could counter with the same organizational instruments, generated in the process of fighting in open confrontation with the Government forces from the military. The position taken by the left organic plots is also a decision in both local and national level in terms of stimulating the creation and community centers, associations, federations, as can be seen, in Belém, Pará, with the mechanisms of creation of the Federation of community centers and resident associations - FMCAM. As opposed to Commission-related leaders of neighborhoods of Belém-CBB, directly and/or indirectly linked to the Partido dos Trabalhadores - PT in different forms of organisation affect the process of challenge facing the State.

The composition of forces present in English, according to Petit (1996), affects the referrals of questions linked to public policies and consequences of various economic analyses and structural, relating to education, transport, sanitation, health, etc. The groups present in the ideological-political positions defended PT differentiated in relation to the type of party to build model and, subsequently, become trends, such as: the joint-Stop; the joint-current; the Revolutionary Communist Party (PRC); the Revolutionary Communist Movement (MCR), resulting from the merger of three organizations such as the Red Wing the movement for the emancipation of the proletariat (MEP) and the Communist Organization-Proletarian Democracy (OC-SD); Socialist convergence (CS). The CS was out of PT and will form the Socialist Workers Unity Party (PSTU). Such groups operating in social movements and unions. In 1985, the militants of the PCB and PC do B away from the PT to pitch the legalization of their parties. In 1985, the joint-Pará and the joint-Chain form the spindle Block, consisting of the militants EN considered independent and represented by the current of Santarem; by members of the PT of the Northeast Tocantina; by graphics; for the core and for the stage, Sacramento whose members assume jointly the direction of PT at the regional Convention/1985.

This Convention participated 636 (636) members with voting rights. In 1986, the PT faces the electoral process with a series of internal divisions, due to their tendencies and factions and, at the Convention, with the participation of 125 (125) delegates, representing 33 municipalities in Pará, choose senior candidates and proportional, so configured: Nazarene Noronha, candidate for Governor, Avelino Gonzo and Roberto Cortez, candidates for the Senate. Between 1987-1992, the trends go through a new process of dissolution as the PRC (1987), which turns into two streams the new left and the movement for a Marxist Tendency; the MCR (Socialist Force Trend); the emergence of the Socialist Aspect- VS, associated with the MT; the National Articulation (Articulation-Centre, unit in the fight and Left the joint, the moment of truth); the PRC enters with its militants in the PT. In 1988, left the PMDB the founders and/or resettled of the PSB and constituted the PSDB-Brazilian democratic Social Party.

The period of 1987-1991 understands the process of administration of Hélio da Mota Guerreos, whose political project is to create a base of independent popular organisations together, Jader although holds the Federation of community centers and resident associations - FMCAM liaise, now offers direct benefits to associations and community centres, through the distribution of stoves, typewriters, sewing machines, chairs, with great repercussion in the press. Social movements, unions and supporters consider this period as intense social turmoil represented by strikes, attempts of inserting and opening channels of participation and intensive and extensive repression teachers, principals, administrators, who dared to challenge the governmental mechanisms defended by the State Government. The period of 1991-1995 corresponds to the second Government of Keren and first of Carlos José de Oliveira Santos, who takes the State Government with the incompatible of the Governor to run for election to the Senate. Jader time is characterized by basic strategy does not contemplate joints with social movement organizations, support base of his first Government, but stock productions that invest directly in the areas of invasions. From 1994, Carlos Santos, intensify the political economic and social turbulence in virtue of the strikes for better working conditions and wages, because of constant decay and loss of civil servants in General, ending by building a movement set of all Secretaries of State, widely reported by the media.

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7Pará. Paths for the future. Government Hélio Guerreos 87/91. Para future of the manufacturing bases are education - rescue the credibility of the public school, fundamental in the formation of a new man for a new society - and agriculture - combine traditions and Para economic vocations with improved quality of life through the use of food and raw materials produced. The needs of identified parasite public education referred to the low population level of schooling, the deficit of jobs and educational opportunities; precarious conditions of development of school education; lack of financial resources; low quality of education; deterioration of the performance indicators of the state and municipal public education; centralised and undemocratic management of the educational system; disconnect the connection between the educational process and the socio-economic realities and cultural and environmental paraene; qualitative shortage of human resources and devaluation of work, low wages and insufficient incentives for professional growth; decisional process insynymastic; a historical and organizational model. The period has reference to a State Education Plan, prepared by staff who knew and/or participated in the social movements, which deals with the 1st grade education universalization; the qualification of public school with improved material conditions and educational practice; modernization of the educational system with a view to efficiency, agility, accuracy, scientific, accessibility and democratization of decisions. This four-year experiences at the national level deep political turmoil, social financial, represented by different types of plans and coins - Cruise, Cross, New Cross and Cruise - involving freezing of prices and wages; promulgation of the Brazilian Constitution (10.05.88) with achievements relating to workers because of their mobilization and militancy of their representatives, etc. See PETIT. In 1988, the dissolution of the MCR leads to the emergence of Socialist Tendence Force. In 1989, it appears the VSS - Socialist Strand. That same year, the experiences of the Frente Brazil Popular in favor of Luís's candidacy for the presidency, appear with the Coalition /90 - Popular Front New Pará, made up of the PSDB party, PT, PSD, PDC and PCB who defend Almir Gabriel (PSDB) candidate for governor and Ademir Andrade (PSDB) senatorial candidate. With the defeat of Almir, the parties are divided on the second turn. The Front elects four (4) of the seventeen (17) paraenases representatives to the House of Representatives and nine (9) of the members of the Legislative Assembly, these six (6) were EN - Edmison Rodrigues (Socialist Force), Geraldo Pastana (Articulation Current) Zé Carlos (Para Articulation), Emerson Neri (s / trend), João Batista Araujo - Nanny (Socialist Convergence) and Aida Maria (Articulation Pará). For the House of Representatives elects Socorro Gomes (PC do B), Waldir Ganzer (PT), Giovanni Queiroz (PDT) and Paulo Rocha (PT).  

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The 1995-1999 period corresponds to the current Government of Almir Gabriel in associating the public policies of development of para with the national and world. Considers that technological changes and management of this end of century draw a new world, requiring the modernization of national and regional economies. Notes that the regions whose development is lagging behind, as in the case of Brazil and the Amazon, require profound adjustments to the process of "competitive insertion". Such a process requires a system of partnership between the various social actors - entrepreneurs, representatives of the State, non-governmental organizations and other segments of civil society, etc. - with a view to a broad set of reforms relating to the political and economic stability, investment incentives, the production of scientific and technological knowledge, the introduction of technological innovations, provision of infrastructure and basic services financing of exports and imports, organized networks of marketing, organization of business information systems and skilled workforce, are essential elements of the process of "systemic competitiveness". Notes that the public policies for education, health, housing, sanitation, security and food, constitute important elements in the systemic competitiveness agenda, in addition to pointing to the need for preparing a workforce healthier physically and psychologically, with a view to taking decisions on execution of tasks, to fundamental new profile required for the workforce. And, in this regard, point to a new model of social organization, due to the new pattern of accumulation, in which relations between the different social actors are qualitatively different, such as: between State and civil society; among the various spheres of Government for the cooperation and the welfare of the population; among the constitutional powers with regard to autonomy, responsibility and co-management; among the various segments of public administration with a view to the construction of the "public". This model aims to raise the quality of life of the population; reduce social inequalities between populations and regions of the State. The basic guidelines of this model, based on maximization of available resources and reduction of waste, intend to expand the level of government investment; build partnerships with other spheres of Government and civil society; get the industry and spatial integration of the actions of Government. The fundamental strategies of this model, based on dynamization of economic base and reorientation of the productive structure, the technological standard and the spatial distribution and the social economic benefits, they will seek to expand the economic base and promoting the reform of the State. And, in that sense, this new model of social organization is committed to the ideals of neoliberalism, therefore the educational policies are also included in this view via adjustment reforms in General. The new social movements experience other forms of experiences in the field of public policy and definitions tend to direct intervention through mechanisms of actions propositional how can we demonstrate through actions in the debates concerning the organic law of the Municipality, the Urban master plan of Bethlehem and design of Micro-drainage - concerning the urbanization of downloaded (flooded areas) - that affect the population of nine neighborhoods of Bethlehem. The trends of social movements point to stock-building propositional, mainly in the public space of municipal power, depending on the PT administration in the coming years. Internal differences present in the movement tend to overshoot in the historical process from the political, technical and administrative clash that will be enforced in different social spaces allowing new perspectives to the social movements of the neighborhoods, with a view to the training of new social actors for defining public policies that democratize the overall space of the actions of the State. These trends can be observed in different historical analysis of motion in relation to the confrontation with the Government and registered by the current leaders, whether it be by militants of the movement.

2.3.0. Symbolic statues of social force fields represented by the teachers associations, the organizations of neighborhoods, trade unions and parties: the experiences developed by the left - organic and left - movement.

2.3.1. The militants experience reports in relation to the symbolic status of the times of Jader Barbalho administrations, Hélvio Gueiros, Jader Barbalho / Carlos Santos and Almir Gabriel.

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Message to the Legislative Assembly - 1992/94. Government Work / Para. Because the state Constitution / 88 ensures the regionalization of the planning process; popular participation in training and establishment of the infrastructure of the activity of the formation of the professional of community medicine, ensuring the balance of state finances articulated development planning, etc. Considers the main task of the educational system to restore the credibility of public education, by improving the quality of services available to society. Educational issues identified as desynchronization of the education system evidenced by repetition (15.27%), avoidance (10.91%) and disapproval (15.52%) in Elementary Education / 92; marked number of lay teachers (non-qualified); high school deficits in elementary school (22.22%) in Early Childhood Education (81%) and high school (89%); failure of equivalency (PH teaching materials). The general assumptions, based on the principles of constructivism, treat the universalization of basic education - the school offer to all, maintenance of school property and improving the quality of education; enhancement of teacher due to understand how one of the causes of low productivity of teaching the poor qualifications of the teacher; administrative democratization - integration of school / community, greater autonomy to the Regional Units of Education - ERUs, establishing partnerships with the various governmental and non-governmental organizations. See PETIT. When Jader Barbalho left the government in April / 94, had the support of 29 state representatives in over 11 elected by the coalition that supported him for governor / 90. To cope with the expected application Hélvio Gueiros the state government, Jader joins Senator Jarbas Finch (RR) attempt to reposition the government of Pará, after 30 years. Gueiros composes with Almir, considering candidacy for vice governor of his junior son, coalition made up the PSDB, PFL and PTT, and by most of the parties that formed the Popular Front New Pará in 1990, PSB, PDS, PSC, PPS and PGD and Jarbas Finch had the support of PPR, PMDB and PP and Waldir Ganzer for governor (229.005) and Edmundo Rodrigues for Senator (287,793) had a massive vote in coalition with the PSTU, PV and PT. The author notes that the coverage given by the media to strike of public servants was targeted to reach electorally, according to political preference of the owners of each of the media, candidates supported by Jader or Gueiros as focused on the strikers / public state servers or the municipality. The strikers were focused sympathetically and opened space to candidates who denounced the serious situation of the health system and education in Bethlehem; low pay for servers and by extension of most workers. Those accountable to the situation the Federal Government, as a result of the government candidate, diluim before some sectors of the population the effects of the Economic Stabilization Plan.

Multi-Year Plan: 1996-1999. Government of Pará State. Secretary of State for Planning and General Coordination. Bethlehem 1995. The government's social promotion area includes education, culture and communication, under the coordination of the Minister of Education of the government of Pará, after 30 years. Gueiros composes with Almir, considering candidacy for vice governor of his junior son, coalition made up the PSDB, PFL and PTT, and by most of the parties that formed the Popular Front New Pará in 1990, PSB, PDS, PSC, PPS and PGD and Jarbas Finch had the support of PPR, PMDB and PP and Waldir Ganzer for governor (229.005) and Edmundo Rodrigues for Senator (287,793) had a massive vote in coalition with the PSTU, PV and PT. The author notes that the coverage given by the media to strike of public servants was targeted to reach electorally, according to political preference of the owners of each of the media, candidates supported by Jader or Gueiros as focused on the strikers / public state servers or the municipality. The strikers were focused sympathetically and opened space to candidates who denounced the serious situation of the health system and education in Bethlehem; low pay for servers and by extension of most workers. Those accountable to the situation the Federal Government, as a result of the government candidate, diluim before some sectors of the population the effects of the Economic Stabilization Plan.
The militant A (1997) in his account of experience emphasizes the forwarding of the struggles of the neighborhoods by the neighborhoods of Belém (CBB) as the struggle for possession of the land; against the federal Government (PROMORAR - Project); for education on the basis of the absence of vacancies in schools, represented by the "school f  or a l l". Evaluating the historic moment of the Administration Jader Barbalho notes that the movement was unable to make an assessment of the new situation that was installed with the Keren. The CBB has dealt with the new Government in the same way that previous Governments (Alacid Nunes), linked to militaress, fighting the policy and co-opting that developed in the middle. I mean, nobody understood the new moment installed with the election of Keren, a bottom-up leadership, a leadership that had penetration in the population, had a speech again, incarnated the hope of a new era, in the agony of the military movement, and we went to him with the same speech, with the same strategies, with the same tactics to beat him as if we were fighting the Alacid or a representative of the military dictatorship. At this point I think we broke because he made an efficient policy of co-option of leaders, began working knowledge that we haven't seen in Alacid and not in other Governments. Brought to you a set of left-wing militants who had knowledge of how to work with the population - MR-B and related persons of the PT - began to work with the Government and on behalf of their own economic situation I think my evaluation is that Peprah, adding all these factors just isolating us. Efficient policy Jader made we would cut itself off of the population and the movement began to disaggregate. The Government has co-opted several entities - Jader and communities they serve as a chain of transmission of the Government policy and reinforced later with helium Gueiros.

The militant reflection points to the political representation of the figures of Jader and agents of social movements, active in the districts of Belém, where watching the fights as intense, constant claims of floods in terms of education, land tenure, etc. The two figures that are opposed are two types of social forces. The first hope of participatory democracy produces a form of isolation of a particular social group, which can not decipher the puzzles, differences, etc., between two government policy proposals - military (authoritarian) and democratic (participatory). It happens that the knight of hope, knowing the intricacies, the mazes, the crossroads and underground political actors, ends up charmed by the singing of the sirens of the segments - leaders, organizations, communities, political parties - which formed the social body sought the collective consciousness. The second, flaming sword of utopias of social, loses some of its social body and drift out to sea - the same speech, same strategy, same tactics - in search of a safe haven and the paths and detours, this seas ends up distance increasingly harbor - awareness of the population of the city of Belém.

The voice of the militant presents discussions of the various segments, participants of social neighborhoods movements, which are by the differences in their political relations. The symbolic status of these representations is set in Neighborhoods Commission of Belém - CBB, social space that Notebook NAI - National Secretariat for Institutional Affairs. Reflections on the PT and the local government. 11th Party National Meeting of Workers. Rio de Janeiro, 29 to 31/8/97. The Frente Popular Bethlehem - FBP, composed by PT, PC do B, PPS, PCB and PSTU, elected for mayor in Belém / Pará, professor Edmilson Rodrigues with 46% of votes in the first round and 54% in the second round. See Workers Union of Public Education - SINTEPP. Magazine Educational Space, number 3. Belém / Pará, dez./1993. All the presidents of the organization of civil servants were also organizers and systematizing the proposals and actions of the PT - Workers' Party, such as: 1979 - Ermelinda Garcia; 1983/84 - Edmilson Rodrigues (state representative and current mayor of Belém / 97); 1985 - Harold Smith; 1991 - Gloria Rocha (a current officer of advisory services in the current administration of PT / Bethlehem / 97).
expresses and defines a multidimensional system of positions of social actors. The logic of difference is contained in the debates on the democratic management and its enabling instruments; in the forms of intervention of the parties in the organization; Space achievements of participation and defining the forms of participation in these spaces.

We observed that the "dream of participation", cherished for years, is made possible by the relatively inclusion in legal instruments - Federal and State Constitution, organic law of the Municipality, master plan - represented in the various types of Advice. The debate on the functioning, the limits and the definition of such political participation channels, pointed little clarity for execution because of the absence of a proposal based on local realities. In clashes between the social forces on the character of the Board - Directors and/or - the form consultative advisory supersedes the deliberative, when the advances show that propositivas actions would make it possible to guarantee the autonomy of movement in relation to the structure of the State. This discussion of the autonomy movement in relation to the State, to parties, trade unions, etc. is the bone of contention between the social segments of these movements and, in particular, the internal struggles waged inside the Partido dos Trabalhadores-PT. The Minotaur in his Labyrinth Partido (political trend variability), ends up limiting the field of organization.

The militant C (1997) States that always objected to the way the parties, organized groups of the left ran the popular movement, always dealing with the Trade Union and popular movement as warehouse of political parties. The Jader Barbalho was elected with the support of 90% of the popular sectors, despite the existence of PT. The CBB began beating against the Government of Keren reivindicatórias shares, where the only specific movement was centered in the area of education that they managed to build community through schools, the resolutions of your Congress point the clash with the State apparatus, being one of the targets the project of the Department of agriculture - - people's table where the direction of the CBB ruled that no entity linked to CBB efetivasse agreement with SAGRI arguing that this was a deliberate way to organize the population to claim their rights with representation, right. Then what happens? You instead of Councillors, if you elected the Chief Executive, its proposals are being forwarded, you missed representation, right. Then what happens? You instead of organizational bodies to claim their rights with propositivas actions, you’re not going to the head of the entity, the Office of councilman, Congressman, etc.)”.

The militant's analysis found in the debates concerning the understanding of the party, government policies to the popular sectors and transformation of the actions of the movements before the parliamentary actions. Express your ideas in front of different times, and the popular movement, the struggles for positions in troubled defence of proposals delivered by the organized body of left that embraced the "ideal jaderistas", demonstrating the strategies and tactics employed to ensure the proposals delivered by the Department of agriculture, on account of the Commission's deliberation of neighborhoods of Bethlehem-CBB for non-execution of an agreement with this government institution.

Questions the role of leftist parties within the movement - "warehouse of political parties", "transmission belt of left-wing political parties" - by understanding attributed to form of understanding of social reality, set, ready and finished the analysis of underground parties and only made possible by the population. The images of the "warehouse", "belts", the "election committees", the "trailer" appear in the text with a sense of repetition, of round and round, inventories of res (things), and contra-movimentos movements, be taken by seconds and/or third parties (boats and/or people), the cunning to hide the participants what the parties define previously in their mazes.

Notes the Messianic return Jader - although the left is around Almir Gabriel; the destruction of the popular movement and Union for Helium Gueiros and rupture of the conservative traditions by observation of the struggles of the past - cabanagem, indigenous and African - stilled by forms of party organizations. The understanding of social movements as
"left-wing political parties ' committees" is represented as the current role of social movements (leaders, militants, participants) to mediate between the parliamentarians and the population of the districts; to raise the demands of the communities to provide speeches, laws, regulations, etc.; of change in the character of movements - organization, awareness and transformation of society by the propositions for actions - as a result of the dialogue if effect on parliamentary instance unlike the processes described in the 70/80.

The militant D (1997) analyses the contributions, education and development entity as now conceived, went through a series steps such as creativity, education and community education and development, whose own history which is defined by the evolution of the social movement and popular. As educational institution experiences, participates and organizes the General movements of the population resident on the outskirts of Bethlehem. In the late 70's and early 80 arise various entities such as the CBB, the Para Society in defence of human rights-SPDDH, which organizes the Democratic Popular Front in backing and support to the different candidates here in the State and among them Ademir Andrade, Jader Barbalho, José Chaves, Apolonildo Brito, Sebastian Sousa and João Marques, at that time considered the most progressive. In 1982, Jader Barbalho wins the Government with the slogan - "Jader Barbalho in Government the people in power". CBB itself takes the program Jader Barbalho Government published in the press, that translates into a booklet and discusses in every corner here in the metropolitan region in a document to prepare the motion to put it this way: "Now has a Government that promises and will make room for participation, then we'll charge him." But at that moment there was dispute here in left field that was the candidacy of EN. The various sectors progressives support Jader Barbalho. The PT elections dispute living a rift in own direction of the party organization generating intervention including brokering Luís Inácio (Lula) da Silva. Jader Barbalho, with the promise of a progressive government, wins the elections. It turns out that the Organization of social movements and at one point fights combine as occurs with the State, municipal and community teachers. Social movements in conjunction with national authorities - National Joint Movements and trade unions-ANAMPOS - joint created (1978) from an assessment of the national situation, participating in the construction of the Central Única dos Trabalhadores - CUT, Federation of Association of residents and community centers-FECAMPA, whose role in the State political scene was to create here the law. The creation of the Metropolitan Federation serving as an instrument of Government policy proposals contravenes the neighborhoods of Bethlehem-CBB, but in the 90 some partnerships occur between both, because the story itself and the dynamics of the situation was showing those needs. The process of elaboration of the State and federal constitutions translates some gains for the various sectors of civil society through the participation of popular movements in the process of training or preparation of State and municipal laws (Constitution, organic law of the Municipality and Urban master plan). How can we register for the preparation and approval of the Urban master plan for Belém, flag at the national level with respect to the urban question ever present in previous constitutions. The FMetropolitan Urban reform órum of Bethlehem, for discussion of the strategic plan brings together entities such as CBB, the Metropolitan Federation and entities of civil society, etc. The problem that I put in my evaluation is that we haven't had the ability to live with diversity. What I mean by that? To the extent that you have a party that has a certain hegemony within a certain class entity I have noticed, both of unions, as in level of the popular movement, this party-political dispute, when it takes inside the entity has two consequences: first, reducing the field of action of the entity - will go, because it starts to reduce its field of action, because they get to see the entity as a party apparatus, the other forces that are in movement itself will go, causing the entity to become weakened. The CBB, for example, always had your way, practically from birth to the present day, people close to the workers ' Party-PT, with a few exceptions, I think we identified much the CBB with the workers ' Party; This is good on one side, because it shows that is a combative, but on the other side she narrows because the other see it as a small unit, which has no space. I think that our inability to deal with the forces, at that time, which gave the Division the movement that was including the Metropolitan Federation. The Federation had the same behavior in a given situation when defending the official public policies, where the forces were not combative with incentive to intervene, was also a mistake because I think the big problem is how do you consider the popular entity. I understand that brings together a variety of political positions, so the question is in relation to popular entity x party. Second: loss of potential: is a more consensual aspect is because the popular movement, national and local level, be prepared for a new era of brazilian political climate which tends to public policies. The legislation/88 creates the advice - Advice, advice health education, Advice, Transport Council of children and adolescents, women’s Council, etc. - claimed by the movement itself is space that could be conquered and homogenized by the popular movement, but is distant and can't afford to invest, to occupy these spaces and on the other hand has no proposition. We can illustrate by Bethlehem master plan which approved the special areas of Social Interests- but the popular movement ZEIS lacks propositivas actions in popular designs that may suit the population. The consequence of years of complaints, claims (...) reduced our capacity for proposing. The Decade of 90 is characterized by the absence of purposeful movement capacity regarding public policy social care policies of Governments of Ghal and Almir could be challenged if present appropriate proposals to the needs of the population. Now, we have a left-wing Government (EN) and consider this process as a new transition, I see the prospects of the movement and I think this is a dilemma that will join us for these next few years. (...)"

For the militant understanding of social forces, present in the scenario of para, demonstrates the different moments of the struggles of organized sectors of civil society. The first time, represents the implementation and creation of local
entities and their intense national organisations joints. Discussions related to popular participation, loose campervan between the old and new militant left-wing organisations, dealt with the provision of space and/or channels of participation with a view to the process of democratization. This moment is Rico of propositions and needs to create a support base - federal, State and municipal governments - to defend the proposals of popular and Union movements. The entities - phase, CBB, SPDDH-Pará Society in defence of human rights - the Democratic People’s Front in defense of the progressive candidates.

The second part comprises the advancement of social movements in the propositivas actions of processes and tools to enable the democratization of management - Federal and State Constitutions, the organic law of municipalities, Urban master plan, Advice, etc. - the mobilization of militants in subsidizing the representatives of left field in the Chambers, state legislative assemblies and the National Congress. The third part deals with the potential loss of a struggle of social movements and of internal disputes the following consequences: reduction of the field of action of the entity (removal of the various threads that couldn’t also "trimming" the entity) and loss of potential fights (lack of training for a new era of political climate). This situation can be demonstrated by the actions of movements in relation to current Advice - education, health, Women, children and adolescents, etc. - conquered during the great debates, national and local levels, which resulted in legal instruments, were distant from the absence of propositivas stock movements.

The militant E and (1997) consider that there is a process of redefining in this Government of Almir Gabriel. Now I was realizing when I went to the meeting of the State Council for the defense of children and adolescents, we see all those spaces that were achieved at the expense of the struggle of the movement, they are not being busy as they should, because there is a qualification of civil society to put together with the Government to discuss proposals. In the State Council are represented 10 and 10 non-governmental organizations, but the guys can’t break up a policy of assistance to children and teenagers the perception I have of this period of Almir Gabriel is a line of them “Fazerção”, do action. Then, his wife is President of the State Council and she says: "look, the Government is doing, is doing”. There is a lot of Advice - Woman, Social Assistance, health, safety, Numbing - but the entities have few frames to put in these councils. An evaluation that we did in the children’s Forum shows that were not prepared for the scale of participation in such Advice. Also not enough we go once a month to vote, if the process is who’s in there and there is no manual, beautiful and wonderful, now you can give an opinion. There is on the Board of the child, there is the ECA assistance Council exists the LOA, the organic law of Social Assistance, but from there you can formulate in terms of public policies to guarantee the attendance of these laws. The representation of civil society is very weak, because she can’t counter, but in the sense that the State get out of the defensive, as I put in the meeting today we have the same interest - defense of children and adolescents - so, you can do what? Is the issue of social assistance can do what? Is the issue of woman? So, it is very difficult, you know, are spaces that we have achieved. but we’re not knowing use. Look, there’s the Guardianship Councils, have the children’s Municipal Council, and you see all the kids on the street - smelling the drug. In relation to the field of Education Secretory closed the service agreements to children of four years, preschool, claiming it is in the process of decentralization that will compete to the municipality and ready, there is still the municipalization, has no money and the State says it won’t meet, ready. That wouldn’t happen in 82, no way, because the level of organization of the population was another (...) This population, of course, go to the street, I’d report it here, today, have already made 12 meetings and they can’t break up. As for the CBB I think actually there was a reversal from guidelines in his role as articulator and feeder of the fights because of certain political groups within the PT, consider the entity as Union as political space, as it is not a Trade Union was losing the reference in the movement, associated with the crisis of disembarkation and search for new ways failed to secure the structure (...) I would say that she was equipped. (...) in the discussion of the the Child’s, where’s the CBB? When you’re up there you can’t take any proposal (...) It seems that the direction of movement is lost, because the base broke up and are looking for new ways and the direction too. I wouldn’t say that it tends to die, can be revitalized with another form of acting, because she has the understanding of what is the urban question and leaders who were there knew the output by public policies passed. I think the University distanced himself more of the community, the Academy, they are doing theses and I don’t know what more there, but they’re not, you’re not helping anything here the movement, that is also a reflection, because who has time to read, to study, to propose is there?
and/or to disable the definition of policies that address directly the reality of children and adolescents.

Notes also the weakening of social struggles and points to the problems of child education when the current Government, according to remarks by the Secretary of education, says the jurisdiction of the municipality, claims lack of funds and introduces the deadlock. Recalls the heyday of the process of organization, in the early/80, this fact would not occur due to the ability of popular mobilization policy. The loss of this capacity reflects to some extent in ensuring the implementation of the legislation itself. Discusses the interference of parties within the popular entities. Take, as an example, the neighborhoods of Bethlehem-CBB in the internal tendencies of the workers' Party-PT, starting from faulty analyses have come to understand the entity as a Union. This understanding associated with the crisis of disarticulation, the search for new forms of organization, shows that the foundations of traditional identity are redefinitions in terms and political space in the light of new social contradictions. Considers that the arguments produced by universities, little and/or no result brings to the movements, due to the distance of the social reality. Examines the field of intellectuals need to produce reflections on this reality. These should generate proposals that meet the interests of the communities and represent the present historical moment lived.

2.4.0. The symbolic status of forces in the field of teachers and community organizations institutions: The social repertoires building experiences

The symbolic status of the force field on the left is represented in two types of entities - on public servers of education and the social demands of organizing neighborhoods - where the debates, discussions, the fights, the controversial proposals, make demands and propositas in relation to education, health, housing, sanitation, transportation, food, environmental, etc., configure public policies qualitative demands for population belenense.

The history of the Organization of public servants in the area of public education of the State of Pará experience several moments of transformation, whether in their historical forms of re-structuring, either in advance in terms of claims outside the State. The movement of teachers offers visibility, before government bodies, in the late 70 (1979) with the Foundation of the Association of Teachers of the State of Pará - APEPA. We lived in military dictatorship, in which the freedom of expression, freedom of organisation and the other civil society movements were understood by military groups as attack on the established social order. In 1980, the teachers are organized around your entity - APEPA - mobilize students and paralyze the public education of the 2 degree, strike quashed by the State, which appears to some sectors of the movement as non-victorious. However, the foundations of a moment in the Organization of distinguished teachers, in that the proposal forms, multivariate in relation to the structure and the Organization of society, tend to permeate the State movement in your joints with the national movement of teachers. We consider that it does not occur as a result of the disintegration process of repression on the entity, how ascribe some theses that analyze the movement of teachers from Pará, but defining the foundations of the organization.

In 1983 the Organization of teachers, based on the experiences coming from other entities at the national level, includes street movements - public acts and marches in defense of education - and wage negotiations. These negotiations between the State and the movement are not resolved by consensus and the teachers are frozen for fifteen days (01 to 10/15/83). The claims against the present negotiations as a result minimum salary for a schoolteacher; installation of Joint Committee to reform the status of the teaching profession; readmission of dismissed in 1980 strike.

Trade unionists analyze the main result achieved by category was the new form of organization in view of the experiences of democratic management. Record that the end of the strike movement organized the "Central Committee" and have structured the "Neighborhoods" committees, reference point for the effective organization of the teachers Union. In May 1985, teachers and public schools shut down servers for a period of three months, open confrontation with the Government Jader Barbalho, with intense organisational work next to the category and to the people. The main achievements were the classification of thousands of contractors, minimum wage for servers and installation of Joint Commission of the status of the teaching profession. In 1986, teachers are frozen for fifteen days, requiring approval of the new Statute of the State public Teaching and conquer floor-wages, career of 10 references, automatic vertical progression, chalk powder (10%), about the whole journey and strengthen ties with the directors, supervisors and educational advisors.

The historical data, referring to the trade union movement of teachers, record the period of Government of Helium as greater political backlash Gueiros in relation State and civil society organizations. This situation produces sharp growth in the country contrary to organizational category, demonstrated by the increase in the number of branches in the cities of Pará and General articulation between the various categories that constitute the production space of knowledge. Note that the strikes - 1987, 1988 and 1990 - were all physically, politically and socially repressed. The records indicate that approximately 4000 workers had their wages and discounts its leaders - President and Deputy - had to resort to a hunger strike in an attempt to open negotiations. During this period the basic characteristic is reflected in the absence of respect for the standards and workers in education, expressed in the Statute of the Magisterium. The category advances from the approval of the Public Server syndicate in the constituent Assembly, leading to the extinction of the old municipal associations and the creation of the municipal branches. In 1988, the creation of the Union of workers of public education do Pará-SINTEPP, allows the expansion of its base, by the incorporation of a larger number of municipalities, enabling the regional formation.

The documents analysed show that, in addition to the economic, political and social claims, there was a concern with the redefinition of the structure of the school administration, basic foundation of the democratization process of the institutional field. This concern will be reflected in the constant struggle for the democratization of schools through direct elections for Director, freedom of organisation and creating school boards. Teacher
organization records note that the first Councils were created on the basis of agreement between Organization of teachers and State, represented by the Secretary of State for Education - SEDUC, broken agreement after strike in 1988. School boards were sanctioned as complementary law 06/91 and, this also sets the three-name list for choice of Directors. The current balance assigns to the State ownership of General Dynamics operation, expressed in the internal regulations of State schools.

We observe that the record in law follows the movement developed by trade unions, popular and partisan in the fight for the overall process of democratization of society. This will also have reflection in the institutional field, so in State and municipal schools, linked to the Government, with a view to the enhancement of the Magisterium and the struggle for democratization process via management change, always involving damages in confrontation with the Government. This situation is represented in the adoption of the single legal Scheme-RJU, in which the entity promotes discussions, assemblies, meetings and school shutdowns and formulation of Alternative Design/91, deprecated in the Legislative Assembly in 1993. Emphasize that the actions of the category are permeated by many struggles and achievement of workers together with their legislative representations.

The teachers ’ organization process moves forward when articulates with the Secretaries in General and constitutes the collective agreements between the Inter-parliamentary Union composed of servers - public - where they engage the claims for all civil servants, thus enabling General interference in the public policies of the State, when the trade union movement as a whole passes the stop field of general problems of the State. This form of organization makes claims and guidance definitions of public services which may establish the main fights the economic, political, administrative and social.

The forms of Government’s response to the servers are authoritative, constantly expressed in records of negotiations, as compared to filling vacancies through open tender. The process of negotiation between the State and the civil servants has always been permeated by a Web of relationships, in which the game of social forces are directly associated with the organisational capacity of social groups that claim. This process involved years of work of these organizations present in all congresses, in active participation in the formulation of the Federal Constitution (1988), State Constitution (1989) and the Municipal organic laws (1990).

We can say that, in addition to the category of teachers, other organizations took part in the movement of claims of public policies, with a view to the democratic management of the city. Based on documents and interviews with participants of these movements, we will try to present one of the versions of the story of plots between the State and social organizations of the neighborhoods of Belém.

The story of the Committee of neighborhoods of Belém -CBB (1979) demonstrates the representation of these plots because it contemplated public policy as a whole and, in their meetings, discussed the conditions of life of the Brazilian people and the tasks of the community movement in terms of education, health, housing, transport, cost of living, constituent Assembly, etc. The movement of the neighborhoods in Belém always concentrated their claims around the education and, in discussions concerning the constituent Assembly, claimed that:

"The brazilian public school of the 1 and the 2 degrees, especially the para, it doesn't come by ensuring the registration of all children and young people who seek it, plus cause and evasion disapproval index because of a teaching that has nothing to do with the reality of the student; overcrowded classrooms; teachers underpaid and ill-prepared; most schools with appearance of Recycle Bin or imprisonment without any condition of learning and participation of students and teachers. Consider that, for the residents of the outskirts of the city of Belém, the school is still one of the few spaces that kids have to seek some knowledge, try a professional course that helps to improve wages and living. Such residents, organized into associations, begin to awaken to the need of this school be changed, believe the only way is to democratize it, for such need ensure the following Constituent on claims, such as: - Ensure the entry and stay of all children and young people who are still out of school - 8 million young people from 15 to 19 years - across the country through: distribution of uniforms, school meals and textbooks to all students; increase the number of slots for both the 1 and the 2 degrees, building new schools on the outskirts of the city in places indicated by the population through their community associations; expand the number of rooms and retrieve existing schools, leaving recreational areas, ventilation, basic infrastructure such as water, electricity, sewage and decent toilets. - Ensure the teaching quality through: providing the best possible schools for performance of the work of the teacher and the pupil, with laboratories equipped with consumables; with school libraries with books up to date and in sufficient number to search by part of all elements of the school, as well as spaces and furniture like tables and chairs; organize classes with fewer students, to facilitate the learning of the child and the attendance by the teacher; such as: The series 25 to 30 students; the series 2 onwards - 35 to 40 students; pay for teachers and employees a fair wage of at least 4 minimum wages; pay hours, meeting planning, correction of proofs, amounting to at least 10% of the total workload of the teacher; ensure that the content taught in school to integrate the experiences of life and work that students already bring; promote courses for teachers. - Ensure the participation in the decisions of education: to facilitate the necessary conditions for the free association of all the existing categories at school parents, students, faculty, and staff. "(CBB: 1985)

The educational field is parsed by the CBB on three major axes for the access and permanence of students in the school, the quality of education and democratization, based on participation in the decision-making process. The authority understood that changes in the process of knowledge of public schools are associated to the solution of these problems. Access would involve the construction of schools and classrooms, according to the community itself, to know and experience the problems of lack of vacancies in their neighborhoods, in this manner would greatly extend the
offer of slots. The residence represents the security of children and adolescents in schools is directly associated with the school uniform, school meals and didactic material. The quality of education is linked to the General conditions of teaching and training of teachers, upgrade laboratories, updated libraries, number of students/class, decent wages and articulated curriculum content to the social reality. Participation in decisions involves the process of democratization of the school essential to changing the school management.

The symbolic status of the CBB is represented by their campaigns and struggles in motion. Points in their programs of actions and/or claims the following tariffs: implementation of a school health program (return of the dental and medical schools); creation of school boards, with a view to effective participation of parents, pupils and teachers in school decisions, since the choice of directions of schools, until the planning based on the needs and demands of the residents; activation of recreation parks and sports centres in neighborhoods on the periphery; creation of public nurseries in ensuring community participation in the Administration; construction of at least 03 community public library to provide students with a better quality of education; construction of more public schools in neighborhoods to ensure places for all children; General reform of public school buildings and conservation for the maintenance and cleaning constant by periodic distribution of cleaning materials; use of schools in night hours and weekends for community activities of associations and Community Centres; construction of schools and infrastructure for functioning in all housing estates; regionalization of school lunches; use of teachers of own neighborhood; financial support for the improvement of infrastructure of community schools district and recovery of municipal schools; school uniforms under the responsibility of the SWITCH and SEDUC; construction of a reception hall communities to be developed the popular culture in the neighborhood (gangs, typical food, contests, etc.); support and encouragement of the theatre groups; installation of multi-sports courts; implementation of vocational schools in the neighborhoods; reactivation of Filmacoteca Hall and return to film screenings in communities (Community Centres and associations); direct election of the directors and co-chairs of the municipal schools and City Hall to support direct election and universal in State schools.

The claims show the breadth of concerns with the educational issue. Based on these statements, we can classify them in administrative, political, social and cultural, whose central axis refers to the democratization of the school with a view to participation in the decision-making process. The practice of administrative structures in the field definitions, which focus on the decentralization of decisions, led the neighborhoods movements emphasizing the public schools their management dynamics, supported and experienced by housewives, street vendors, construction workers and civil servants from different neighborhoods of Belém, that constituted the support base of the Organization-CBB.

We observe that the popular entity invests in pedagogical practice, elaborating a proposal for teaching, in order to prepare the children to face the formal education. Everything is done as if it were an intense training process of talking, listening, express their ideas, create and experience a wide range of experiences, involving the activities of physical education, motor skills, songs and dances, children's games, theater and arts in General. The main themes revolve around cooperation, solidarity and the critical spirit. The relevance of the experience on teaching and learning, developed community schools, remembered by the participants of the process, demonstrated its applicability for teachers currently working in community public school, so is expressed:

The militant F (1997) States that these community schools can gestate a literacy method based on molds of education oriented by Paulo Freire, education conscientizadora. Then there's a whole discussion and community teachers taught in these schools community centers were selected based on several criteria such as: insertion in the popular movement, degree of instruction and study of methodology of pedagogy for teaching children. There was a permanent Commission that was to guide teachers and schools in school doing some kind of supervision, to see if the teacher was following the procedure described collectively, had difficulty and what's wrong with the students. Made a cartilha, who suffered several criticisms, because although the methodology point a new vision still reproduced elements of traditional education, couldn't respond to the goal that we were looking for and then was made a video showing the conditions of the school - Charter School for whom and for what? - objective of the experience. The coordination of these schools began to be made by the Commission of the neighborhoods of Belém-CBB, created in January, 79 had including public relations people at the University, people who were willing to help, until the Paulo Freire was in Bethlehem to discuss with people on the move, the teachers of the movement were count this experience of Belém in São Paulo, Recife and Rio de Janeiro by keeping permanent joint with these States.

The participant of literacy experience in community schools emphasizes the principles of the method, the selection of teachers, monitoring the forms and the resulting products. Reports that the principles of method were based on Paulo Freire's methodology, based on the process of action reflection x x share (knowledge of social x reflection on this reality x transformation through awareness-action). The selection for community teachers was based on criteria such as participation in the popular movement, level of education and study methodology. The forms of monitoring held a structure of collective decisions and a "Standing Committee" arguing with the community teachers the difficulties and problems with students. The resulting product of the experience was "a primer", containing new and traditional elements related to teaching.

The militant G (1997) community schools develop a pedagogical proposal different than wearing a more democratic method, a method from even reality itself (...) there was talk on Universal Method and others spoke Method Paulo Freire. The dynamics of the method
was the decoding of reality building the teaching material from this reality, i.e., was a method that worked the regional reality and the local reality, right. Even challenged, for example, those, that formal method that the teacher is in front of the students and starts to put a lot of things and the students do not question. Challenged and demonstrated to the State in a new way to school, to do education. The fight community schools influenced the process of democratization of schools through the Student Alumni, resumption of school boards’ installation and expansion of the concept of a school focused on by the community, the community participating in their decisions. The struggles for school boards led to the recognition and institutionalization through specific legislation. I think there, including, it seems that the State was the first to recognize these school boards, first city itself, and the process of direct election for Director is much more recent. So the form of the struggle for democratic management in the city had this influence and then, it is worth mentioning the struggle of the students, it is worth mentioning also the struggle of teachers, organized in their association, which later became Union. I attended a first experience of School Board (1991) where they wanted to discuss everything and take care of everything and the Director lost his authority to run, everything was on behalf of the Council, made up of people who had no experience of its true role was the integration, the evaluation of methods, resolve the administrative issues and open the school to the community. When you created a conflict (...) the experience was traumatic and despite the long past still echoes in the current elections.

The respondent recalls the struggles of CBB concerning Universal Method and/or Method Paulo Freire, the influences of community schools in the process of democratization of schools and the deployment experiences of school boards. The method was looking for work to national and local realities from the construction of teaching materials used during class. The proposals carried out by the community schools significantly influenced the school management by the Organization of the Student Alumni, School Councils deployment and change in the design of the school, due to the participation of the community in educational and administrative decisions. Reports an operating experiences of School Board, in which excess democratism eventually determine the spacing of its relevant role to integration, evaluation of methods, the discussion of administrative issues and opening of the school to the community.

The militant I (1997) believe that reached the end of the year half of the class passed, but also just entered the strength, I don’t go out with the boys, playground pro who wanted to go to the playground, who didn’t want to, was. I turned so working directly with them (...) most couldn’t read right, there--it was all through games, reading dynamics in the room worked even reading, let the math aside, social studies worked... science worked, plus the issue of hygiene because the girls were all badly arranged, not handled right and the boys were to get lost around here, no more catavanga away, I worked this issue of hygiene, and in Social Studies, I worked this issue of integration, socialization of them, some habits of coexistence, this issue of respect, mainly this issue of respect to them, that was balancing a little class, the boys had no respect for the girls, called every swear word hair-raising (...) I know that pro end of the year they have been getting ready, I know that I still managed to spend one half of the class, the other half needing four months more, in another year to pass to the 2th series. The class advanced enough, I always can do that job, sometimes when you’re in October, I’m desperate, the gang looks like it won’t go on reading, but I persist in my methodology developed at the time and get out of school. We began to invest in a team that we called at that time “team of method”, which were those teachers that we thought stood out more and we used an election at the end of each training, teachers indicated they were with us following all the work, selecting the songs, teaching resources, all mailing and material primer, methodological support to work and beside that we were going to discussing the question of the reality of the neighborhood, because that child had this behavior inside the room, how could it be different. Based on the methodology of the fourteen social systems articuláveis the issues of health, safety, leisure, education (...) motivated by school staff was organized and was having the ability to understand other problems and see ways to respond on the issues, not waiting around simply by Alderman, by political was the previous practice. The teachers grew intellectually and politically, were girls who were doing the 5th series to 6th series, through the readings of the works as “a school for the people”, “Maria”, “Educate Slum for?”, Texts by Paulo Freire, Moacir Gadotti, that, if played, if discussed, and they had freedom to build all the stuff to work in school the booklet, could not be that ideal primer, but were they what they were doing. The booklets that we did, the work of children, educational games, everything they got and were based on the methodology of Paulo Freire, was construction of words upon the reality of children.

Participants followed the process of training of teachers, the definition of the criteria for election of community teachers, training courses and operation of community schools. The trainings were effected by herding people sensitive to the situation of their neighbors who repeated constantly abandoned school. The selection process of community teachers occurred at the end of each training through election process. These teachers were the method of staff, selected the songs, learning resources, the necessary materials to the discussion of "Primer", essential supports to discuss the reality of the neighborhood.
of community schools to play, sing, dynamics in the classroom. I persist it, because when they appear to read, it’s like BAM! After reading, then, is over. Look, sometimes I wonder, my classes which passed by me, most today are ending the degree, my daughter, for example, I’ve alphabetized all, she never repeated, today it has 15 years, doing the 2the year of the 2 Degree. And other girls and others, because I always bet on that, on the matter of work, lucidly well with music, with jokes, with games, with all this, I mean, I can, and can do this kind of work with adult, it was this experience that I was doing when I was working on the poem, in three communities, but somehow the POEM had no interest in the issue of formal education not strong, it was because the UNICEF required (...) but after just the UNICEF project, they didn’t play the weight class was there in half (…) these communities I haven’t even finished, was doing a personal experience, because if I worked with children within that method with games, with games and all that, because I wouldn’t be able to alphabetize the adult? There, I was doing … I started an experiment here at school and was doing this experience inside and was working; in three months, a class of 25, half of them were already literate almost, in three months, beginning reading, knew the letters, I write your name, I could do words, I could do small phrases, I mean, to me were already advanced, if we can get the job done all year, what do you think? So, for me was in half this experience, so I can’t tell you: "it works!" Because I couldn’t finish this experience was in half, but I persist, when I get a chance, I’ll do it again. I always hit the next button: that at the time when the directors were more rigid, was that we couldn’t do otherwise, because the Director was in the foot, I’ve always done an assessment on top of who is in the class are you, who directs the work there is you, if the Director says : "You’re going to work on that book!" I can work from this book take the lesson of this book for the lesson of the boy’s life. Several things you can do, for example, that evaluation, I have to have four or five evaluations, but who does the assessment is me, who does the job it’s me. Then, the principal of the school, she will know the grade when I deliver my book to her. So, who have to evaluate my student am I, I put the note there the way that I think, that the student deserves, don’t you think? I can do so, take a test, since there has to be proof, if my student took a low note, four, I know my student, who is a hard-working student, a student who reads well, student that day he wasn’t good for his test, he was nervous about his exam, but I know my student. It is probably better that this proves that he’s done, I’ll do a job to provide that evidence, I will develop another activity with him, for what? To me join this note with this and make this note, since it is necessary to note, stay high, I’m going to do some work that I can evaluate, make speed reading i’ll do making text, send it make text, give material, newspaper, magazine, for he lay in there and form the textinhos him and everything else , do you understand? Do some activities that improve the content, participation, organization, creativity does not take into account, how’s my student creativity? Is a student who has (…) is a creature that you give a job, he creates things really, eh, he actually multiplies what you give, a well organized, everything is always right, he always complies with the activities (…)

The end of community experience recounts his professional activities, the school plots in the student/teacher/Director triangle and work processes that determine learning. Describes his work process, with a conductor, conducting reading, social studies, science and math. Acts planned in its actions with songs, jokes, games and understands learning as a process, a movement, always present in his speech. Demonstrates that the daily is a Web of relations, represented in the evaluation process in that Valley, the cunning intelligence, silence, solidarity and duplicity to transposed the authoritarian school instruments. Turns the rules of daily life in content, organization, participation and creativity in the process of evaluation of students. Unfinished experiments with adult reports, says the need for continuity, because in three months, in a class of 25 students, almost half were literate and, other, beginning to read, knowing the lyrics, writing his name, making small words and phrases. The methodological experience of community schools generated efficiency in planning, action and resourcefulness in dealing with situations that tend to put obstacles to the process of learning of their students.

3.0.0. Final Considerations

Analyses of the force field demonstrate concepts and social plots to define the social and educational public policies undertaken by different groups at different times of administration, represented by the political conceptions of the autonomy of social movements from the State; alliances and negotiations in support of the PMDB government; cooptation and / or achievement of leaders and intellectuals to key positions in planning, research and community advisory services; stock productions that invest directly in the areas of invasions; closing the channels of participation and intensive and extensive crackdown on teachers, principals, administrators; association of public policy with the national and world stage; implementation and creation of local entities and their intense links with national organizations; advancement of social movements in propositional actions with a view to enabling the democratization of management and coordination in subsidies to left field representatives in councils, legislatures and Congress; loss of potential struggle of social movements because of internal disputes over the definition of proposals
and referrals from different groups present in the bodies share space.

The analysis of the interviews also indicate the presence of party and trade union forces, linked to left-wing groups, as opposed to the social forces (state and economic) at school, revealed by the times pertaining to meetings and strikes, which presents itself in the process school work legitimized by internal social agents, but their actions are monitored by a process of discussion involving suggestions and decisions. This study also requires insights from the end of the twentieth century and early twenty-first century, when we will try to provide more in-depth perspectives on a full perspective of the links between fields based on the analysis of propositional content. Continued studies will involve the definition of the different levels of participation and the possibility of glimpsing the outlet centers decisions defended the analysis of Melucci

References


