CRITICAL PERSPECTIVES ON LAW, EDUCATION AND LABOR RELATIONS IN CITIZENSHIP EDUCATION

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ABSTRACT

This article critically revisits and expands the discussion on the intersection between education, citizenship, labor relations, and culture in the contemporary context. The need for a complex and multifaceted approach is emphasized, highlighting the fundamental role of educational managers in promoting significant social transformations through their active and dynamic engagement with the community. The central objective is to investigate how the actors of the teaching-learning process perceive and relate to work and citizenship, recognizing the potential of basic schools to promote a deep and critical understanding of law, citizenship and their cultural, managerial and educational implications. In doing so, the article seeks to outline innovative strategies that can challenge and reconfigure current pedagogical practices, promoting a more inclusive and social justice-oriented education.

Keywords: Managers. Actors. Transformation. Citizenship.

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INTRODUCTION

The article addresses the imperative need to understand the profound transformations that characterize the contemporary world, which often result in insecurity and paralysis in the face of complex reality. The relevance and urgency of exploring, in a broad and integrated way, the interrelations between education, citizenship, work and culture are underlined. This examination goes beyond a view limited to purely intellectual and artistic issues, proposing an analysis that also incorporates anthropological aspects of everyday life.

The aim is to give a new meaning to citizen action in the context of educational management, highlighting the importance of a holistic approach. The article emphasizes that educational managers must actively engage with their communities, transforming this subordination into concrete actions aimed at promoting significant social transformation. Thus, the proposal is to foster a deep and critical engagement of managers, capable of mobilizing and empowering school communities to face contemporary challenges in a proactive and innovative way.

By integrating a comprehensive understanding of the various factors that influence education and citizenship, the article seeks to outline strategies that allow the construction of more inclusive and social justice-oriented pedagogical practices. This perspective recognizes the potential of primary schools as crucial spaces for the development of critical and active citizen awareness, which is fundamental for large-scale social and cultural transformation.

> [...] the interrelationships, particularly significant between culture, ideology, politics and economics. However, it is a matter of giving the cultural component the attention of life and overcoming any prospect of reducing it to a mere by-product or reflection of the social structure in force in our society. There is an increasing awareness that the cultural dimension is a configurator of the human[...] (Candau, 2000, p. 61-62).

Cultural issues related to collective action for the construction of management and citizenship go far beyond artistic and sporting events. They involve a cultural construction in which citizen commitment and understanding of labor relations depend on a curricular transformation in schools and entrepreneurial actions aimed at infrastructure. This is essential to ensure the effective participation of the community in the proposals of the contemporary educational manager.

The fundamental perspective establishes that the importance of a curricular approach that integrates and values active citizenship and labor dynamics from basic

education is understood. Educational managers have a crucial role in implementing strategies that promote community involvement, through adequate infrastructure and initiatives that encourage collective participation.

Curricular transformation should be seen as a continuous process, where teaching not only informs, but also forms citizens aware of their rights and duties, prepared to contribute significantly to society. In addition, entrepreneurial actions in infrastructure must ensure that schools are inclusive and accessible spaces, capable of welcoming and mobilizing the entire school community around common goals.

The contemporary educational manager must act as a facilitator and a transformative leader, promoting a culture of citizen commitment and understanding of labor relations that transcends the classrooms and extends to the entire community. It is this integration and collective engagement that will enable a true cultural construction of citizenship and effective management.

> [...]work balances the economic positions of the respective subjects by granting guarantees to the weakest, with the intention not of protecting them, but of realizing the ideal of justice. The protection of one of the subjects of a certain social relationship is repugnant to the ideal of justice. The ideal of justice is realized when the law compensates for initial inequalities by granting guarantees [...]. (Romita, Arion Sayão, 2000, p. 61-62).

The educational manager must be deeply involved, both personally and professionally, in the school community. This involvement should go beyond his administrative responsibilities and include the active engagement of his family members in the development of the school, whether public or private, where he exercises his mandate.

The effective posture that the manager must adopt goes beyond the school environment, getting involved in the educational management of his neighborhood, municipality, state and even the country. It is critical that he understands the specific needs and challenges of his local community, while maintaining a broad and strategic view on education policies at different levels.

The commitment of the educational manager must be reflected in concrete actions that promote integration between the school and the community, encouraging the active participation of all members, including parents, students, teachers and employees. This can include organizing community events, implementing volunteer programs, and fostering partnerships with local organizations.

The manager must be an advocate of the best pedagogical and administrative practices, constantly seeking to improve the educational environment and promote a culture of excellence and inclusion. The support and collaboration of the manager's family members can be a decisive factor for the success of these initiatives, strengthening the support network and the sense of community around the school.

The educational manager who is personally and professionally involved, with a commitment that extends beyond the school to include his community at various levels, has the potential to promote significant transformations in the educational system. By taking an engaged and proactive leadership stance, he can contribute to the development of quality, inclusive, and equitable education, benefiting not only students, but society as a whole.

> [...]in the school daily life, the relations between education and culture(s), how the different dimensions of this problem are expressed in the day-to-day life of schools. [...] We are aware of the scope and complexity of this problem and that the study carried out is characterized by its preliminary and exploratory character, seeking to emphasize a broad view [...]. (Candau, 2000, p. 62).

Culture is intrinsically linked to the relationship between education, consciousness and citizenship, recognizing that it is in a continuous process of construction. The concepts that define this intersection are diverse and cover multiple areas of study, reflecting the complexity and richness of these relationships.

Education, as a social practice, cannot be dissociated from culture, as both influence each other. Culture provides the context in which education takes place, providing the values, norms, and practices that shape educational processes. On the other hand, education plays a crucial role in the transmission and transformation of culture, preparing individuals to actively participate in society and contribute to its development.

Citizenship, in turn, is a social construction that involves rights and duties, active participation and community responsibility. Citizenship education aims to empower individuals to understand their responsibilities and exercise their rights in an informed and critical manner. This citizenship education is not restricted to the knowledge of laws and civil rights, but also encompasses the development of social and cultural skills necessary for democratic coexistence.

The study of the intersection between education, culture, and citizenship entails addressing a variety of disciplines, including sociology, anthropology, philosophy, psychology, and political science. Each of these areas offers valuable perspectives that

enrich the understanding of cultural and educational processes, as well as the formation of citizenship.

Sociology, for example, explores how educational institutions reflect and reproduce social structures, while anthropology provides insights into how educational practices vary in different cultural contexts. Philosophy contributes with reflections on the values and principles that should guide education and citizenship, while psychology investigates the processes of learning and human development. Political science, in turn, examines the power relations and public policies that shape education and citizenship.

The intersection of education, culture, and citizenship is a complex and multifaceted field of study, which requires an interdisciplinary approach to be fully understood. By recognizing and exploring these relationships, we can develop more inclusive and transformative educational practices that contribute to building a more just and equitable society.

> [...] Today's tourism should be considered basically as a product of culture, in the broad sense of this term. For this reason, the explanations of an economic nature that are used to understand the transcendence of tourism are, evidently, insufficient, even if significant, because they do not contemplate or consider the diversity of dimensions of the phenomenon. (Molina; Rodrigues, 2001, p.9).

The theories of knowledge about Labor Relations, explored by Souto Maior, present innovative ideas that broaden the discussion beyond the traditional consumerist and capital models. The author proposes a vision of Labor Law as an instrument of social justice. Souto Maior addresses the etymological confusion that often surrounds the term, which can make it difficult for managers to act, either due to lack of knowledge or lack of involvement. He highlights the need for a transformation in School Management, with a much broader understanding of educational issues, which encompasses citizenship and human rights.

The approach suggests that school managers should transcend conventional limitations and adopt a more holistic perspective. The desired transformation requires a deep understanding of the social and ethical implications of labor relations. By integrating Labor Law with principles of social justice, managers can promote a fairer and more equitable educational environment.

The emphasis is on the importance of knowledge and active engagement of managers in the implementation of significant changes. The lack of etymological and conceptual clarity about labor relations can be overcome through continuing education and training that includes critical aspects of citizenship and human rights. This will allow school

managers to act in a more informed and effective way, promoting the transformation of educational management.

Souto Maior's analysis points to the need for a reassessment of practices and theories on Labor Relations in the educational context. He advocates for an approach that goes beyond economic interests and considers the key role of Labor Law in promoting social justice. The transformation of School Management, in this sense, should be seen as a continuous process of learning and involvement, focused on building a fairer and more inclusive society.

> [...] despite the constant use of the idea of human rights in international affairs, many people consider this concept mere 'printed noise' (to use another mocking expression of Bentham's). It is common to reject the concept as a whole, attacking any belief in the existence of rights that people have simply by virtue of their humanity, and not resulting from specific contingencies and qualifications such as citizenship, linked to the provision in the legislation [...]. (Sen, 2001, p.391).

Educational issues related to the learning process, labor relations, citizenship, and human rights require the active collaboration of diverse members of the school community, including students, supervisors, teachers, guidance counselors, school managers, staff, and parents. This collaboration is essential for the reformulation of the school curriculum.

The central objective is to incorporate citizenship and human rights in a transversal way in all disciplines, such as Portuguese, art, geography, history, mathematics, science, philosophy, sociology and physical education. This cross-cutting approach aims to promote a more holistic and integrated education, where the principles of citizenship and human rights are an integral part of the teaching-learning process.

The scope of this integration presupposes that all agents involved are committed and aligned with the vision of an education that goes beyond traditional academic content. Students, as protagonists of their own learning, should be encouraged to actively participate in discussions and activities involving citizenship and human rights. Supervisors and teachers, in turn, have the role of facilitators, creating learning environments that are inclusive and respectful of diversity. Guidance counselors and school managers need to work together to implement policies and practices that reflect these values in everyday school life. Staff and parents, as part of the school community, also have a crucial role in supporting and promoting a school culture that values citizenship and human rights.

Redesigning the curriculum to include these topics across the board requires careful planning and adaptation of teaching methodologies. This can include incorporating

interdisciplinary projects, extracurricular activities, and innovative pedagogical approaches that encourage critical thinking and active student participation.

Continuous training for all education professionals is essential, ensuring that they are prepared to deal with these issues effectively. *Workshops*, seminars, and training courses can be valuable instruments in this process.

The integration of citizenship and human rights into the school curriculum is an essential step towards building a more just and egalitarian society. This educational approach promotes the development of conscious and active citizens who are able to contribute to social transformation and the promotion of human rights in their communities and beyond.

> [...] Human rights is not a preaching for everyone to stand up and help stop any violation of any human right anywhere it happens. It is rather to admit that the person who is in a position to do something effective to prevent the violation of this right has a good reason for doing so—a reason which must be taken into account in deciding what should be done. It is also possible that other non-obligatory obligations or considerations will override the reason for that particular action, but that reason is not just dismissed as something "none of my business." Here there is a universal ethical requirement, but not a requirement that automatically identifies ready-made actions above any contingencies. The choice of actions related to these connections should allow for considerable variation, depending on the choice of weights and priorities [...]. (Sen, 2001, p.408-409).

The objective of this article is to promote an in-depth reflection and a comprehensive understanding of the interrelationship between the participants of the teaching-learning process and their connections with labor relations, citizenship, human rights and affectivity.

The context seeks to examine how students, teachers, school administrators and other members of the educational community connect and interact within the school environment and how these interactions shape their perceptions and practices in relation to work, citizenship and human rights. Affectivity, as an essential component of human relationships, is also analyzed as a central element that influences the learning environment and the integral development of individuals.

The proposed analysis aims to unfold at several levels, starting with an investigation into the dynamics of labor relations within the educational context. It considers how the roles and responsibilities of the different school actors are distributed and how this impacts the teaching-learning process. Then, the dimension of citizenship is explored, understanding how the school can act as a space for citizenship formation, promoting democratic values and active participation in society.

Human rights, in turn, are addressed both as curricular content and as a daily practice in school life. It discusses how human rights education can be effectively integrated into curriculum and pedagogical practices, ensuring that all members of the school community understand and respect these fundamental rights.

Affectivity is highlighted as a crucial component of educational relationships. The construction of an affective and welcoming school environment is essential for the emotional and social development of students, positively influencing their motivation and engagement in the learning process. Affectivity is also important in work relationships and school management, contributing to a positive and collaborative organizational climate.

The article aims not only to theorize about these interrelationships, but also to offer *practical insights* for the implementation of strategies that promote an inclusive, democratic, and humanized educational environment. By understanding and valuing the interconnections between teaching-learning, work, citizenship, human rights and affectivity, we can advance in the construction of an education that truly prepares individuals to be full and active citizens in a complex and constantly changing society.

> […] It is possible to develop a pedagogy focused on creativity. As an example of the success of this pedagogy, we have that all the most direct students of Warat know Kelsen's theory very well. But Warat rarely taught Kelsen in the classroom. He tried to teach with passion and creativity, putting people at the center of the didactic process. Although the subject was sometimes not taught directly, people experienced a learning process. This means that with Warat, Kelsen was learned without taking large master classes. A motivation and a desire were created and people actively participated in this process. This Waratian didactic is extremely interesting, because, contrary to what every traditional teacher thinks, one only has access to knowledge, and the construction of memory, with affectivity. (Rock[6], 2011).

What are the characteristics that connect the participants of the learning process in the context of citizenship and the administration[7] of the actions and effective work that each one must perform in their social and pedagogical practices? Exploring this issue requires an analysis of the multiple dimensions that involve citizenship education and the management of pedagogical and social activities within the school environment. First, it is essential to identify the common elements that unite teachers, students, school managers, parents, and

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[6] Dr. EHESS-Paris. Researcher at CNPq. Coordinator and Full Professor of the PPGDito at Unisinos. Lecture at the II Congress of the Brazilian Association of Researchers in the Sociology of Law, Abrasd, held in Porto Alegre, lecture in honor of Luis Alberto Warat, entitled Magic Class.

[7] ARAUJO, Luiz César G. de. People management: strategies and organizational integration. 2. ed. São Paulo: Atlas, 2008.

other members of the educational community in the construction of an active and responsible citizenship.

Citizenship, as a concept, involves not only the acquisition of knowledge about rights and duties, but also the daily practice of these principles. Thus, the characteristics that bind participants in this process include awareness of the importance of active participation in society, respect for human rights, and commitment to social justice. Each member of the school community must be engaged in promoting these values through their daily actions and behaviors.

In pedagogical practice, the learning of citizenship must be integrated in a transversal way to the curriculum, permeating all school subjects and activities. This implies that teachers from different areas, from the exact sciences to the humanities, need to incorporate topics related to citizenship into their classes. Interdisciplinarity is, therefore, an essential characteristic that connects educators in the task of forming conscious and participatory citizens.

School managers, in turn, play a crucial role in the administration of actions and in the promotion of an environment that favors citizenship. They must ensure that school policies and practices reflect the principles of equity, inclusion, and democratic participation. In addition, it is the responsibility of managers to facilitate collaboration between all actors involved, promoting a culture of dialogue and cooperation. The importance of the effective work that each participant must develop in their social and pedagogical practice. For students, this means actively participating in classes and extracurricular activities, respecting the rules of coexistence and contributing to collective well-being. For teachers, it involves planning lessons that encourage critical thinking and reflection on relevant social issues. Parents and guardians also have an important role in supporting their children's development and participating in school activities, strengthening the partnership between school and community.

Pedagogical practice should include methodologies that promote active learning and student participation. Collaborative projects, debates, simulations, and other interactive activities are effective tools for engaging students and developing their civic skills. Evaluation, in this context, must go beyond traditional methods, incorporating criteria that value participation, teamwork and social responsibility.

The characteristics that unite the participants in the process of learning about citizenship and the administration of actions are multifaceted and interdependent. They

include awareness of rights and duties, commitment to social justice, interdisciplinarity, collaboration, active participation, and the use of innovative pedagogical methodologies. By working together, educators, students, managers, and the community can build a social and pedagogical practice that not only teaches about citizenship, but also experiences and promotes it on a daily basis.

> [...]Pedagogy as a science of the practice of education is, at the same time, constituted by the phenomenon that studies and constitutes it. Its epistemological re-signification occurs to the extent that it takes the practice of educators as a reference and for which it signifies. Its object/problem is education as a social practice. Hence its specific character that differentiates it from the others: that of a science of practice, part of practice and is directed towards it. The educational problem and its overcoming constitutes the reference point for the investigation. Thus, education as an object of investigation in Pedagogy is an inconclusive, historical object, which constitutes the subject that investigates it and is constituted by it. And this will happen dialectically, in its movement, in its different manifestations as a social practice, in its contradictions, in its different meanings, in its different directions [...]. (Pimenta, 2000, p.70-71).

The article proposes a comprehensive reflection that contextualizes various types of knowledge, including information, problematizations, facts, concepts, principles and their applications, theories, interpretations, analyses, studies, hypotheses and research. We start with a quantitative approach, which allows us to obtain a broad and objective view of the phenomena studied, through the collection and analysis of numerical data. This method helps us identify patterns, correlations, and trends that can be generalized to a larger population. From this solid foundation, we move on to qualitative analysis, which offers us a deeper and more contextualized understanding of the issues at hand. The information and problematizations that we have discussed serve as a starting point for the identification of the main challenges and opportunities within the field of study. By addressing facts and concepts, we seek to establish a solid factual basis, allowing readers to understand the fundamental elements that influence the topic under analysis. The principles and their applications are explored to show how theories can be implemented in practice, providing concrete examples of how theoretical ideas can manifest in the real world. This is essential to demonstrate the relevance and usefulness of theories in practical, everyday contexts. The interpretation and analysis of the data collected, both quantitative and qualitative, are carried out to extract meaningful *insights* and to understand the nuances and complexities of the topic. Qualitative analysis, in particular, allows us to explore the experiences, perceptions, and meanings that individuals attribute to the phenomena studied, providing a rich and detailed understanding. The studies presented in the paper include a

comprehensive literature review, which helps us situate our research within the broader context of the area of study. This also allows us to identify gaps in existing knowledge and formulate innovative hypotheses that can be tested in future research. Transitioning from a quantitative to a qualitative approach is essential to ensure that our analysis is thorough and balanced. Quantitative research provides an objective and broad basis, while qualitative research offers a detailed and contextualized view. Together, these complementary approaches allow us to develop a deep and holistic understanding of the topic studied. Finally, our hypotheses and research are discussed in detail, presenting the methods used, the results obtained, and the conclusions drawn. This process allows us to validate our hypotheses and contributes to the advancement of knowledge in the area, offering new perspectives and solutions to the problems identified.

The article seeks to promote a comprehensive and detailed reflection on the proposed theme, using a combination of information, problematizations, facts, concepts, principles, theories, interpretations, analyses, studies, hypotheses and research. By integrating quantitative and qualitative approaches, we offer a complete and balanced analysis, which not only broadens the understanding of the topic, but also suggests paths for future investigations and practical and qualitative applications in a second moment[8]:

- The participation of the School Manager in your school[9];
- What is the participation of the Contemporary Educational Manager and Entrepreneur for the understanding that Citizenship and Labor Relations go through professional and personal actions of planning and cultural understanding?

To address the complexity of educational studies, it is essential to formulate clear hypotheses that outline the perspectives and objectives to be achieved at the end of the research. This article investigates all the Municipal Public Schools of Basic Education in a specific city, in order to understand if education can be a process driven by entrepreneurial agents.

The first step in this investigation is to analyze whether schools function as spaces for entrepreneurship, citizenship and contemporary quality management. The central hypothesis is that these institutions, when well managed and supported by appropriate

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[8] Methodological data that must be presented for the construction of knowledge.
[9] [...] where the child wants to be, to stay, where the heart, affection and emotions predominate, where there is joy and pleasure to discover and learn. (Elias, 1997, p.13).

educational policies, have the potential to create conditions conducive to the integral development of students.

To test this hypothesis, the research involves the collection of qualitative and quantitative data in all schools in the municipal network. This approach allows us to evaluate several aspects, such as the available infrastructure, the quality of the teaching staff, the participation of the school community, and the implementation of innovative pedagogical projects.

Quantitative analysis includes the evaluation of educational indicators, such as pass rates, school dropout rates, academic performance in external assessments, and other statistical data that may reflect the effectiveness of the educational process. These data are complemented by a qualitative approach that examines the experiences and perceptions of students, teachers, administrators, and parents, through interviews, focus groups, and field observations.

The investigation seeks to identify management practices that promote an entrepreneurial school environment. This involves analyzing initiatives that encourage student autonomy, creativity, problem-solving, and the development of socio-emotional skills. Contemporary quality management is evaluated based on criteria such as the leadership of school managers, democratic participation in decision-making, and the implementation of innovative pedagogical practices.

The study considers the role of the school in promoting citizenship. This entails evaluating how schools encourage students' active participation in the community, the development of ethical values, and social awareness. The hypothesis is that schools that actively engage with their communities and promote citizenship are able to form more aware and participatory citizens.

The expected results of this study include the identification of best practices in school management, strategies to foster entrepreneurship among students, and the promotion of a school environment that values citizenship and integral development. The conclusions can provide subsidies for the formulation of more effective educational policies, in addition to offering guidelines for school managers who seek to improve the quality of teaching in their institutions.

The proposed research[10] seeks to understand whether the Municipal Public Schools of Basic Education can become spaces for entrepreneurship, citizenship and contemporary

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[10] The article presupposes establishing guidelines for future researchers.

quality management. By investigating the management practices and educational results of these institutions, we intend to offer *valuable insights* for the improvement of the educational system, aiming at the integral development of students and the formation of citizens prepared to face the challenges of the contemporary world.

> [...]through integrated disciplines and activities and the interaction of students, teachers, management and parents. Only an integrated work is able to make the school we defend and the educational process we propose viable. (Masetto, 1997, p.92).

CONTEMPORARY MANAGEMENT

The organization of contemporary society requires robust strategies for the effective construction of the Management of Organizations[11]. Netto[12] argues that the elaboration of a theory of knowledge must be able to articulate the multiple dimensions of the global citizen, addressing both tourism and Labor Relations.

This comprehensive theory should include operational practices in various areas, such as hospitality, events, travel agency, transportation, among others. It is essential to integrate disciplines that explore issues of citizenship, labor relations, and various social, cultural, psychological, and economic aspects.

In the context of tourism, management must contemplate tourism planning, seeking a deep understanding of the role of the citizen and the recognition of human rights. This includes heritage education, which promotes the appreciation and preservation of cultural and historical heritage, as well as environmental education, which encourages sustainable practices and respect for the environment.

The sociological dimension is also crucial, as it allows you to analyze the social interactions and cultural impacts of tourism. In addition, the psychological perspective helps to understand the motivations and behaviors of individuals in the context of tourism, education, and labor relations.

By articulating these multiple aspects, the theory proposed by Netto aims not only at the efficient management of organizations, but also at the formation of conscious and engaged citizens. The integration of these disciplines and operational practices provides a holistic view, essential to address the complex challenges of modern society.

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[11] BERNARDES, C.; MARCONDES, R. C. General theory of Administration: managing organizations. 3rd ed. São Paulo: Saraiva, 2006.
[12] PANOSSO NETTO, A.; TRIGO, L. G. G. Reflections on a new tourism: politics, science and society. São Paulo: Aleph, 2003.

The construction of a theory of knowledge that contemplates the multiple facets of the global citizen involves a multidisciplinary and integrated approach. It is necessary to consider the operational practices of tourism and labor relations, as well as the disciplines that discuss citizenship, social, cultural, psychological, economic and environmental issues. This holistic approach allows for a more complete understanding of the role of the citizen and contributes to the effective management of organizations and the sustainable development of society, with labor relations and the ramifications that involve their implementation with vigorous, democratic, plural and inclusive intellectual force.

The School of Basic Education plays a fundamental role in the construction of an epistemological understanding of citizenship, encompassing its cultural, managerial and entrepreneurial dimensions. To make this contribution effective, it is essential to outline and delimit which contents should be worked on, promoting a restructuring or curricular transformation that meets these objectives.

Cultural citizenship involves valuing and respecting cultural diversity, promoting inclusion and dialogue between different cultures. To this end, the curriculum should include content that addresses the history, traditions, and cultural expressions of diverse communities, encouraging recognition and appreciation of cultural differences.

Management citizenship, in turn, requires the training of students for active and conscious participation in the management of organizations and society. This implies the introduction of disciplines that teach principles of administration, leadership, strategic planning and project management. Students should be encouraged to develop decision-making, problem-solving and teamwork skills, preparing them to take on responsibilities in different organisational contexts.

Entrepreneurial citizenship, on the other hand, refers to the stimulation of the entrepreneurial spirit, encouraging students to identify opportunities, innovate, and create solutions to social and economic challenges. In this sense, the curriculum should include content on entrepreneurship, innovation, personal and business finance, as well as case studies on successful entrepreneurs. Hands-on projects and extracurricular activities, such as entrepreneurship fairs and cooperative startup competitions, can complement theoretical learning, providing students with real-world experiences in creating and managing businesses.

Curricular restructuring must be done in an integrated and interdisciplinary way, allowing content on cultural, managerial and entrepreneurial citizenship to permeate all

disciplines. For example, in History and Geography classes, one can discuss the evolution of cultural and economic practices over time and in different regions of the world. In Mathematics classes, students can learn about finance and resource management, while in Portuguese Language and Literature classes, they can explore texts that address themes of citizenship and entrepreneurship.

It is crucial to involve the school community – students, parents, teachers and managers – in the process of curriculum restructuring. The active participation of all agents ensures that the curriculum reflects the needs and expectations of the community, promoting more relevant and engaging teaching.

The School of Basic Education can contribute significantly to the epistemological understanding of cultural, managerial and entrepreneurial citizenship through a well-planned curricular restructuring, such as the BNCC – National Common Curricular Base, in force. By including relevant content and promoting an interdisciplinary approach, the school prepares students to be conscious citizens, effective managers and innovative entrepreneurs, capable of contributing positively to society, in a way that carries out a broad reorganization, through dialogical planning[13], multidisciplinary and transdisciplinary [14]relationships the disciplines evidencing Citizenship. "[...]teamwork, contemplating multicultural contexts in which creativity combines traditional or local knowledge and the applied knowledge of science [...]." (Ansarah, 2002, p.23).

Following this same bias, cultural issues contribute to the improvement of the concept of Citizenship and Social Justice through changes in understandings and managerial actions.

> [...]with a cultural basis, with historical heritage, diverse environment, natural cartography, social relations of hospitality, exchange of intercultural information. The sum of this sociocultural dynamic generates part of a phenomenon filled with objectivity-subjectivity, which comes to be consumed by millions [...]. (Moesch, 2000, p.20).

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[13] Expression used and contextualized in the book: PADILHA, R. P. Dialogic planning: how to build the political-pedagogical project of the school. 4. ed. São Paulo: Cortez, 2003.
[14] Construction of new standards and meanings for disciplines: SOETHE, J. R. Transdisciplinarity: a new civilizational standard. São Leopoldo, RS: Oikos, 2005.

The understanding that Labor Relations[15], as in the case of tourism, should not be seen only as an industry[16], but rather as a social phenomenon that encompasses cultural, linguistic and epistemological aspects, reinforces the need to recognize the participation of School Managers as a fundamental foundation for the understanding of Contemporary Entrepreneurial Educational Management, highlighting the importance of the personal and professional performance of these managers.

FINAL CONSIDERATIONS

The article can provide a solid basis for the development of research that respects methodological actions structured in two consecutive stages. The first stage involves a systematic immersion in the proposed topic, including an in-depth study of existing references and a process of dialogue with individuals who have relevant experience on the topic. The second stage focuses on understanding that the quality of the answers obtained is directly linked to the quality of the questions formulated.

For this, it is essential to delimit the object of study, identifying a precise theme – in this case, Citizenship and Contemporary Labor Relations, as well as the Entrepreneurial Agents of Educational Management. Organizing work time is crucial to ensure adequate dedication to the disciplines offered and to the review of references suggested by possible Master's and Doctoral programs.

It is essential that the researcher organizes and contextualizes the collected material in a clear and coherent way, so that the reader can fully understand the proposed study. This will allow the references and ideas presented to be used to improve future scientific research. In this way, the article not only contributes to the expansion of knowledge on the subject, but also serves as a methodological guide for new studies, strengthening the scientific basis of the area.

> [...]Scientific training also becomes educational training, when it is based on the systematic and inventive effort of one's own elaboration, through which a project of social emancipation is built and a critical dialogue with reality is made. The attitude of the imitator, who copies, reproduces and proves it, predominates among us. The attitude of learning by one's own elaboration should be imposed, replacing curiosity [...]. (Demo, 2000, p.09 - 10).

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[15] According to Hobsbawm, 2000, p.429: [...]Historically speaking, the process of organizing new institutions, new ideas, new theories, and tactics rarely begins as a deliberate task of social engineering. Men live surrounded by a vast accumulation of past mechanisms, and it is natural to collect the most appropriate of these and adapt them [..].

[16] FAYOL, H. Administração industrial e geral. 10. ed. São Paulo: Atlas, 1994.

The search for the scientificity of the proposed theme can be carried out through a methodological approach that combines quantitative and qualitative research. Initially, the quantitative research can be conducted through closed questionnaires applied in all the Municipal Public Schools of interest. The collection and tabulation of this quantitative data provides a solid basis for analysis.

The second moment involves the qualification of the research, using qualitative methods. This will be carried out through open interviews in all selected schools, allowing for a deeper and more empirical exploration of the issues. These interviews will provide qualitative data that can corroborate or refute the hypotheses initially raised.

Qualitative research will not be limited to theoretical references, but will use them to ground the subjectivity emerging during the research process. The integration of quantitative and qualitative approaches will allow a comprehensive crossing of ideas and conclusions on the topic studied, providing a more complete and robust view.

The researcher will not be restricted only to quantitative data or qualitative perceptions of the interviews. It will be possible to relate the quantified results to the qualitative findings, including open interviews, desk research and statistical analyses. This combined approach will ensure greater security and accuracy in the conclusions of the research, offering a detailed and multifaceted overview of the topic investigated.

> [...] each researcher must establish the data collection procedures that are most appropriate for his or her particular object. The important thing is to be creative and flexible to explore all possible paths and not to reify the positivist idea that qualitative data compromise objectivity, neutrality and scientific rigor. [...] The combination of different methodologies in the study of the same phenomenon, known as *triangulation[17]*, aims to cover the maximum breadth in the description, explanation, and understanding of the object of study.(Goldemberg, 2001, p.62 - 63).

Researcher Goldemberg[18] argues that qualitative research plays a crucial role in identifying meaningful concepts and variables in situations that can be addressed quantitatively. She highlights the importance of exploring cases that deviate from the standard statistical norm, as these cases often offer valuable insights that are not captured by numerical reports alone. Qualitative research, according to her, is especially effective to investigate complex and subjective issues that cannot be easily quantified, such as the

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[17] Triangulation is a metaphor borrowed from military strategy and navigation, which use multiple reference points to locate the exact position of an object.
[18] GOLDEMBERG, M. The art of researching: how to do qualitative research in Social Sciences. 5. ed. Rio de Janeiro: Record, 2001.

personal and professional experiences of Educational Managers in municipal public schools of Basic Education. This includes understanding how these managers articulate their entrepreneurial practices in relation to citizenship and labor relations today. Issues such as feelings, stimuli, motivations, beliefs, and individual attitudes are central in this context.

The methodology proposed in the article offers a way for researchers to develop consecutive studies, integrating quantitative and qualitative research approaches. This can help overcome the traditional dichotomy between these methods, allowing them to complement each other throughout the investigation. This integrated approach promises not only to enrich academic understanding but also to offer practical *insights* that can inform educational policy and school management practices. Contributing significantly to the continuous evolution of educational research and to potential transformations in the field of education.

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