


**ANALYSIS OF THE COMPLEX RELATIONSHIPS BETWEEN LAW, EDUCATION  
AND THE LABOR MARKET: ALTERNATIVES FOR THE CONSTRUCTION OF  
CITIZENSHIP** <https://doi.org/10.56238/sevened2025.022-002>**Renato Rodrigues<sup>1</sup>, Artur Rodrigues Neto<sup>2</sup> and Edi da Silva<sup>3</sup>****ABSTRACT**

This article provides an in-depth and critical analysis of the connections between education, citizenship, economy, work, and culture in contemporary society. It highlights the need for a comprehensive and integrated approach, which considers the interdependencies between these aspects and their impact on the formation of the individual and on social transformation. The article, reviewed, highlights the fundamental role of educational managers as active agents of change, capable of promoting actions that involve the community and boost the development of a collective solidarity consciousness. The study investigates how teachers and students perceive and relate to the themes of work and citizenship, evidencing the role of educational institutions in the construction of a critique of rights, culture and forms of social management. The purpose of the work is to explore innovative ways for the renewal of pedagogical practices, emphasizing the need for a more inclusive education, which values diversity and promotes the active engagement of students in reflecting on their civic responsibilities. The constant search to contribute to an education that not only transmits knowledge, but also encourages a critical and conscious posture, aligned with the principles of social justice and transformation.

**Keywords:** Social transformation. Development. Conscious. Knowledge.

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## INTRODUCTION

The article discusses the importance of understanding the rapid transformations of contemporary society, which bring uncertainties in the face of an increasingly challenging reality. It highlights the need to integrate different dimensions — such as education, citizenship, economy, work and culture — in analyses that go beyond visions limited to the intellectual or artistic sphere, also incorporating everyday life and human relations into collective life.

The main one is to compensate citizen participation in educational management, promoting a broader and more active approach. We advocate that educational managers assume a role of leadership and responsibility with school communities, transforming social challenges into practical initiatives that drive real change.

The article emphasizes the importance of critical engagement on the part of these managers, strengthening schools as essential spaces for the formation of conscious citizens. It also suggests the creation of strategies that promote democratic, inclusive pedagogical practices that are homologated with social justice. By valuing the role of schools in the construction of a citizen consciousness capable of transforming realities, the article proposes to face current problems through creative, committed and democratic actions.

[...] to give the cultural component the attention of life and to overcome 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).

The formation of citizenship and educational management is not limited to artistic or sports projects, but involves a broad cultural process, which requires profound reforms in the school curriculum and investments in infrastructure. These changes are essential to ensure the real engagement of the community in the initiatives promoted by educational institutions.

An updated curriculum, which prioritizes active citizenship and the understanding of social and professional dynamics from early childhood education, is fundamental. To this end, managers must implement strategies that bring the community closer to the school environment, reinforced by inclusive physical spaces that are suitable for collective dialogue. Constant revisions in the curriculum are possibilities to form critical citizens, aware of their rights and responsibilities, and committed to social transformation. At the same time, a school infrastructure needs to be adapted to be a democratic place, where different voices can collaborate towards common goals.



The role of the educational manager today is that of a facilitator of change, promoting cooperation and civic awareness inside and outside the school. The construction of efficient management and a participatory culture will only be possible through this integration between school, society and policies that value the collective.

[...] Citizenship should not be understood only as the exercise of the right to vote or the fulfillment of legal duties. It implies active participation in social, political and economic life, with critical awareness and transformative engagement. To be a citizen is to be committed to the construction of a more just, solidary and democratic society [...]. (Paulani, 2008, p. 22).

The educational manager must be fully committed to the school and its surroundings, transcending administrative responsibilities to act in a personal and engaged way, including with the support of his own family. Its performance is not restricted to the school environment, requiring participation in educational discussions in different spheres — local, regional and national — aligning community needs with public policies.

Involvement should result in initiatives that bring the school closer to the community, such as collaborative projects, integrative events, and partnerships with local institutions. The manager needs to defend innovative pedagogical and efficient management methods, ensuring an inclusive and quality space.

The adoption of participatory and cooperative leadership, the manager becomes a central agent in the transformation of the educational system, generating positive results not only in student learning, but also in broad social development.

[...] the relations between education and culture(s) [...] 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, education and citizenship are intrinsically connected, constituting a dynamic and constantly evolving system. This relationship is complex, involving multiple dimensions of knowledge and reflecting the diversity of human experiences.

Education, as a social practice, is inserted in a cultural context that influences through values, norms and traditions. Its role is not limited to cultural reproduction: it also transforms realities by forming critical individuals, capable of acting autonomously and responsibly in the world.

Citizenship, in turn, transcends formal knowledge of the laws, requiring the development of ethical and social skills for democratic coexistence and commitment to the common good. Its formation should encourage active participation, political engagement and collective responsibility.

Understanding these interactions is essential to have an interdisciplinary approach. Disciplines such as sociology (which analyzes inequalities in educational institutions), anthropology (which explores cultural differences in education), philosophy (which debates fundamental values), psychology (which studies learning processes), and political science (which examines the impact of public policies) offer complementary perspectives.

The integration between education, culture and citizenship is vital for inclusive and critical pedagogical practices, aimed at social justice. Understanding this articulation allows educators, Managers and governors Promote Societies more democratic, participatory and equitable, strengthening the dialogue between knowledge and transformative actions. Souto Maior's analyses of Labor Relations offer an innovative perspective to the educational debate, questioning traditional models centered on consumerism and capitalist logic. The author emphasizes that Labor Law should be seen not only as a technical instrument, but as an ethical and transformative mechanism, essential for social justice within institutions.

A challenge highlighted is the conceptual ambiguity surrounding the term "labor relations", which often leads educational managers to a superficial performance, disconnected from issues such as human rights and more humanized management practices. For Souto Maior, it is urgent that managers adopt an integrated vision, prioritizing principles such as citizenship, equity and dignity in the school environment. This implies compensating management beyond bureaucratic routines, incorporating social and ethical dimensions into institutional relations.

The transformation presented requires constant training, critical reflection and active engagement of managers, overcoming fragmented visions and building knowledge that is a theory and practice, based on democratic values. The author's proposal reinforces the idea of a participatory school management committed to inclusion, transforming the school into a space for social change. Labor Law becomes strategic for a fairer educational system, aligned with the needs of a society that seeks greater equity.

[...] human rights in international affairs, many people consider this concept mere "printed noise" (to use another of Bentham's mocking expressions). 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).

The article highlights that topics such as learning, labor relations, citizenship and human rights involve the involvement of the entire school community, including students, teachers, managers, employees and parents, to promote a significant revision of the

curriculum. The central idea is that the values of citizenship and human rights do not limit specific disciplines, but are integrated in a transversal way in all areas of knowledge, such as Portuguese, arts, sciences, philosophy and mathematics. This approach aims to offer a more complete, critical and integrated education.

For this change to be effective, it is essential that everyone involved is committed to inclusive education that values diversity and promotes democratic values. Students should actively participate, while teachers and supervisors act as facilitators, creating welcoming learning environments. Managers, counselors, parents and employees also have an important role to support and consolidate a school culture based on respect and equity.

The reformulation of the curriculum requires strategic planning, the use of active methodologies, interdisciplinary projects and activities that stimulate critical thinking and social participation. In addition, it is essential to invest in the continuous training of education professionals through courses, seminars, and external training for these topics.

The integration of citizenship and human rights in the school day-to-day goes beyond a pedagogical proposal; It is a commitment to building a more ethical, solidary, democratic and egalitarian society. This practice strengthens students' social awareness and prepares them to act as responsible citizens and agents of change in their communities and in the world.

[...] Human Rights is not a preaching [...] 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." [...] universal ethical requirement, but not a requirement that automatically identifies ready-made actions above any contingencies. (Sen, 2001, p.408-409).

This article seeks to stimulate an in-depth reflection on the connections between those involved in the teaching-learning process and essential themes such as work, citizenship, human rights and affectivity. The objective is to understand how these dimensions manifest themselves in the interactions between students, teachers, managers and other members of the school community, influencing both the educational environment and the integral formation of people.

The analysis is divided into different aspects. First, examine the labor relations in the school, observing the distribution of functions and their impact on the quality of teaching. Then, it discusses the importance of citizenship in the formation of critical, participatory and democratic individuals. Human rights are involved both in the curriculum content and in daily practice, seeking ways to incorporate them into school life. Affectivity is highlighted as

a fundamental element to strengthen bonds, promote the well-being of students and create a welcoming environment, which also influences work relationships and school management.

The article suggests practical strategies to promote a more inclusive, participatory and human-centered education. Valuing the interrelations between education, work, citizenship, rights and affections is considered a path to a more complete education, capable of preparing individuals who are aware of and engaged in social transformation.

[...] a desire 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. (Rocha, 2011).

The article proposes a broad and in-depth reflection on the characteristics that connect the various participants involved in the teaching and learning process, especially in the context of citizenship education and the effective management of social and pedagogical actions in schools. The analysis is based on the understanding that teachers, students, school managers, parents and other members of the educational community bring together essential elements that unite them in the construction of a civic and social practice committed to democratic values.

Awareness of the importance of active participation in society, respect for human rights and commitment to social justice. These characteristics must be reflected in the daily actions of each one, promoting a culture of responsibility, inclusion and solidarity. In pedagogical practice, this integration takes place in a transversal and interdisciplinary way, that is, themes related to citizenship need to permeate all disciplines, from the exact sciences to the humanities, contributing to the formation of critical, participatory citizens who are aware of their role in society.

School management plays a fundamental role in this process, and should create a favorable environment for the promotion of citizenship, through policies that prioritize equity, inclusion and democratic participation. Managers, therefore, act as articulators of a culture of dialogue and cooperation among all those involved, stimulating practices that strengthen coexistence and community involvement.

The effectiveness of these actions also requires that each participant play their role in a committed way. For students, this implies participating in school activities, respecting the rules of coexistence and collaborating with collective well-being. For teachers, it is necessary to plan classes that foster critical thinking, reflection on social issues and the practice of democratic values. Parents and guardians have a supporting role, encouraging



the integral development of their children and participating in school actions, strengthening the partnership between school and community.

The adoption of innovative pedagogical methodologies, such as collaborative projects, debates, simulations, and interactive activities, is essential to promote more participatory and engaged learning. In addition, the evaluation must go beyond traditional methods, valuing aspects such as cooperation, social responsibility and involvement in citizen practice.

The reflection presented also covers the importance of a methodological approach that combines quantitative and qualitative analyses. Numerical data provides a broad and objective view, identifying patterns and trends, while qualitative approaches deepen understanding, exploring experiences, perceptions, and meanings attributed by participants. This combination offers a more complete and balanced understanding of the educational scenario, enabling the formulation of more effective hypotheses and strategies for the improvement of the system.

Specific studies, such as the evaluation of municipal public schools in a city, the research seeks to understand whether these institutions can become spaces for entrepreneurship, citizenship and contemporary quality management. The central hypothesis is that, when well managed and improved by appropriate policies, these schools have the potential to promote the integral development of students, stimulating autonomy, creativity and social engagement. To this end, the survey combines the analysis of educational indicators, such as pass and performance rates, with the investigation of the perceptions of students, teachers, managers and the community, through interviews and observations.

By identifying good management practices and strategies that foster entrepreneurship and citizenship, we hope to offer subsidies for the formulation of more effective policies and for the continuous improvement of the quality of education. Thus, the study intends to contribute to the construction of an educational system that values the protagonism of students, democratic participation and the development of essential skills for the challenges of the contemporary world, promoting, at the same time, a critical, ethical citizenship education committed to social transformation.

## **MANAGEMENT, SOCIETY AND PLANNING**

The formation of contemporary society requires robust strategies for the effective construction of the Management of Organizations. Netto 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.

The formulation of a theory of knowledge that considers the complexity of the global citizen requires a multidisciplinary and integrated vision. It is essential to include practical aspects of tourism and labor relations, as well as areas that address citizenship and social, cultural, economic, environmental, and psychological issues. This broad view allows a better understanding of the role of the citizen in society, favoring both organizational management and sustainable development, based on democratic, inclusive, and intellectually consistent labor relations.

The School of Basic Education plays an essential role in the formation of a deep understanding of citizenship, considering its cultural, administrative and entrepreneurial aspects. For this, it is necessary to clearly define the curricular contents, proposing a reformulation that meets these purposes.

Respect for cultural diversity must be emphasized, through the inclusion of content that deals with the histories, traditions and cultural manifestations of different groups, promoting the recognition and appreciation of differences. Managing citizenship, on the other hand, requires that students be prepared to act actively in the management of organizations and society. This involves introducing disciplines focused on administration,





leadership, planning, and management, developing skills such as decision-making, problem-solving, and collaborative work.

Entrepreneurial citizenship refers to encouraging the innovative spirit of students, encouraging them to identify opportunities and propose solutions to social and economic challenges. The curriculum should cover topics such as entrepreneurship, innovation, finance, and examples of successful entrepreneurs. Practical activities, such as fairs and startups, help connect theory and practice, offering concrete experiences of business creation and management.

The reformulation of the curriculum must be done in an integrated and interdisciplinary way, incorporating the cultural aspects, managers and entrepreneurs of citizenship in all areas of knowledge. For example, History and Geography can deal with cultural and economic evolution; Mathematics can address finance and resource management; and Portuguese Language can explore texts related to social and entrepreneurial themes. It is essential that the entire school community – students, parents, teachers and managers – actively participate in this process of curriculum reformulation, ensuring that the contents reflect the real needs and interests of the community, making teaching more meaningful.

The understanding of curricular guidelines, such as the BNCC, should play a fundamental role in the School of Basic Education, in the formation of critical citizens, responsible managers and creative entrepreneurs, promoting a dialogical, multidisciplinary and transdisciplinary curricular approach. Thus, teamwork, respect for cultural diversity and the combination of traditional and scientific knowledge are valued, favoring citizenship and social justice through new forms of understanding and action.

The understanding of Labor Relations as a social phenomenon — and not just as an industrial activity — implies recognizing that they involve cultural, linguistic and knowledge construction dimensions. This understanding reinforces the relevance of the role of School Managers, who become key pieces for the understanding and practice of an Entrepreneurial and current Educational Management, valuing both their professional performance and their personal engagement.

## FINAL CONSIDERATIONS

The article seeks to broaden the discussion on the importance of a well-structured methodological approach in the development of educational research, with special emphasis on labor relations, citizenship and the performance of school managers. We reinforce that significant and socially relevant research requires more than good intentions:

rigorous planning is necessary, divided into clear and complementary steps.

The first stage consists of an in-depth investigation on the chosen topic, which implies critically analyzing the theoretical references already available and establishing a productive dialogue with experts in the field. This initial process is essential to ensure that the researcher broadly understands the object of study, avoiding superficial approaches or disconnected from the educational reality.

The article highlights that the effectiveness of research depends, to a large extent, on the formulation of clear, pertinent and well-directed questions. Precision in the delimitation of the focus — such as the study of Contemporary Labor Relations and the role of Educational Managers as agents of innovation — is pointed out as an essential condition to obtain consistent results. We emphasize the need to organize study time efficiently, especially in demanding academic contexts such as master's and doctoral programs, in which it is necessary to reconcile intensive reading with written production and other academic demands.

The organization of the data collected must follow a logical, cohesive and accessible structure, facilitating both the understanding of readers and the use of the information in future research. The article proposes not only a theoretical reflection, but also a practical contribution, by suggesting a methodological model that can guide new academic works in the educational area.

Methodological issues should be integrated between quantitative and qualitative methods as a strategy to obtain a more comprehensive and detailed understanding of the phenomenon investigated. The quantitative stage can be conducted through the application of structured questionnaires, generating objective and statistically analyzable data. The qualitative stage, consisting of open interviews, allows capturing subjective dimensions of the managers' experience, such as feelings, beliefs, challenges and motivations that escape the objectivity of the numbers.

Qualitative interviews are considered central to reveal deeper aspects of management practices, enabling an analysis sensitive to the complexity of the school environment. The researcher Goldemberg is cited to reinforce the importance of the qualitative approach, especially in the study of atypical cases, which, although they differ from the statistical average, offer valuable information about social and educational dynamics that are not very visible.

[...] Symbolic interactionism highlights the importance of the individual as an interpreter of the world around him and, consequently, develops research methods that prioritize the points of view of individuals. The purpose of these methods is to understand the meanings that individuals themselves put into practice to construct



their social world. (Goldenberg, 2001, p.27).

The article argues that the balanced combination of the two methods — quantitative and qualitative — not only resolves the long-standing polarization between these approaches, but also strengthens academic studies, generating more complete and applicable results. This integration favors the construction of more effective public policies and the improvement of educational management, making research a transformative and lasting tool in the context of education.



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