


SOCIAL REPRESENTATIONS OF CIVIL SOCIETY REGARDING PARTICIPATION IN THE UNIVERSITY COUNCIL OF THE FEDERAL UNIVERSITY OF TOCANTINS

REPRESENTAÇÕES SOCIAIS DA SOCIEDADE CIVIL QUANTO À PARTICIPAÇÃO NO CONSELHO UNIVERSITÁRIO DA UNIVERSIDADE FEDERAL DO TOCANTINS
REPRESENTACIONES SOCIALES DE LA SOCIEDAD CIVIL SOBRE LA PARTICIPACIÓN EN EL CONSEJO UNIVERSITARIO DE LA UNIVERSIDAD FEDERAL DE TOCANTINS


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ABSTRACT:

This research aims to identify as social representations present in the speeches of representatives of civil society not tangent to the participation of such category in the University Council of the Federal University of Tocantins (UFT). An analysis of the data occurs through the Collective Subject Discourse method, constructed from the key expressions and their key ideas and anchors. From the analysis, representations emerged that participation in councils is an opportunity of proportionate demands that help society, as well as that many participants do not dedicate themselves, are not frequent at meetings, there was little preparation of some to participate and that there are councils that it doesn't always work in practice. Representations were identified about the importance of UFT and of being well prepared to participate in the meetings of the University Council, the opportunity to take society's guidelines to the University, to know UFT, as well as to assist in decision making.

KEYWORDS: Social Representation; Participation; Civil society; University Council.

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Introduction

The 1988 Constituent Assembly brought to light the issue of democratic society, by providing popular participation in the formulation and management of certain policies, with the aim of helping state power in decision-making.

A democratic society is one in which individuals participate in decision control mechanisms, from the formulation and management of social policies, with popular participation in production income (Vieira, 1992).

In line with this idea, Art. 3, of Law No. 9,394, of December 20, 1996 (Brasil, 1996), which establishes the guidelines and bases of national education, explains about

democratic management in public education, which is a way of minimizing related problems to centralization, deviation and abuse of power, valuing the participation of the entities involved in the process.

Therefore, Art. 56 of Law 9,394/96 (Brasil, 1996) corroborated the prerogative set out in Art. 3 of the same Law, when it states that Public Institutions of Higher Education must follow the principles of democratic management, with the participation of segments of the institutional, local and regional community in deliberative collegiate bodies (Brasil, 1996).

Thus, the university management of public institutions must be guided, according to Law 9,394/96, by democratic management, guaranteeing the participation of interested parties in decision-making processes.

Chauí (2003) exposes that the university is ceasing to be a social institution and becoming a social organization. In the author's conception, the social organization aims to meet the demands of the market, while the social institution seeks to meet the demands of society, making it an active participant in the process.

At this core, when the institution makes possible ways for participation to occur, society makes itself belonging and starts to have a greater understanding of the university institutional environment and its internal and external relations, having a greater basis to participate critically in the process, valuing the participatory democracy and the consequent democratic management (Chauí, 2003).

It is noteworthy that with regard to the participation of civil society, the Statute/UFT (Brasil, 2015) states that this takes place through the UFT Development Council (Conduft), a consultative body whose purpose is to establish a more direct relationship with society, and promote the development of the UFT and the State of Tocantins, whose composition is made up of: representative of the industrial sector of the State of Tocantins; the trade and services sector; the State's agricultural sector; small and micro-enterprises; of the press; of the State Government; the Legislature of Tocantins; of the Workers' Union; the forum of social movements; student representative; of teachers and administrative technicians.

The central problem of this research is consolidated in the following question: What are the social representations of civil society regarding the participation in the University Council of the Federal University of Tocantins, in view of the democratic management process that the institutional environment advocates?

In general, the research sought to identify which social representations are present in the discourses of civil society regarding participation in the University Council of the

Federal University of Tocantins, based on the Theory of Social Representation (TRS) described by Moscovici (2011).

Specifically, we sought to identify the Discourses of the Collective Subject (CSD) of civil society entities regarding the participation of civil society entities in councils/commissions; and identify the CSDs of civil society entities regarding their respective participation in the University Council of UFT.

Democratic management of education

The democratic management of public education is one of the achievements resulting from the struggle of movements for education in our country. It was determined in the 1988 Constitution (Brasil, 1988), in its Art. 206; regulated in the Law of Directives and Bases of National Education of 1996 (LDBEN/1996) in its Art. 3 (Brasil, 1996); and ratified in the National Education Plan (PNE) 2014-2024.

Mendonça (2001) points out that democracy related to educational management refers to quality teaching and democratic participation in the management of school units and education systems.

Regarding this democratic participation, the author explains that in the management of public institutions of higher education, the existence of deliberative collegiate bodies is ensured, in which the segments of the institutional, local and regional community must participate.

Chauí (2003) defines the public university as a social action:

A social practice based on public recognition of its legitimacy and its attributions, on a principle of differentiation, which grants it autonomy vis-à-vis other social institutions and structured by orders, rules, norms and values of recognition and legitimacy internal to it (Chauí, 2003, p. 5).

For the author, the university “expresses in a determined way the structure and way of functioning of society as a whole” (Chauí, 2003, p. 5). Thus, conflicting opinions, attitudes and projects can be perceived, resembling what is found in society.

In this sense, the complexity of the new democratic context, starting in the 1980s, required the State to renew its actions, in order to accompany the changes in the organization of society. And this, according to Barroso (2005), also occurred in the educational area, where there was a multiplication of instances and decision-making moments, a diversification of forms of association within public spaces and an involvement of a greater number of actors.

Carvalho (2013) describes that the participation of the university community in the management process, at the beginning of the 21st century, is becoming a problem of multiple determinations. These condition public educational policies and affect the participation of members of the university community.

This author points out that “the understanding of participation in the Brazilian public university involves understanding the way in which power has historically been structured within it and how autonomy and democratization were constituted there” (Carvalho, 2013, p. 355).

Carvalho (2013) states that the nuances of a neoliberal order in the area of education have plagued the political dimension of Public Universities in aspects of a technical nature, thus, according to the author, issues of a political-social nature are transformed into issues of a technical-social nature instrumental.

As a result, institutions carry out a “discourse that gives participation the meaning of individual action in defining operational educational objectives and methods, conveying a sense of democracy, choice and participation” (Carvalho, 2013, p. 356).

It is known that there is much to evolve in terms of democratic management, as shown by Dourado (2008, p. 79):

we live with a wide range of interpretations and formulations that reveal different conceptions about the political and social nature of democratic management and the processes of rationalization and participation, ranging from postures of social control (total quality) to perspectives of effective participation, that is, participation citizen (Dourado, 2008, p. 79).

However, even with such difficulties, “if we are trying to make a new political theory, a high-intensity radical democracy, we know that this will only be through the democratization of all spaces” (Santos, 2007, p. 62).

In this sense, seeking an effective participation of civil society in the management scenarios of Universities is a way to bring this society, which is the Institution's target audience, into this Institution, giving it the opportunity to explain in order to make present in decision making.

Following this reasoning, this work was based on the Theory of Social Representation in order to identify the ideas or social representations present in the discourses of this civil society, giving voice to the target audience.

Theory of Social Representation

The Theory of Social Representation (SRT), initiated by Serge Moscovici in the 1960s (Moscovici, 2011), has been perpetuated by authors such as Jodelet (2001), Guareschi and Jovchelovitch (2010) and Spink and Medrado (2013). However, the idea of representation is not new, and Durkheim is considered the creator and organizer of this concept in the field of Sociology, maintaining, however, the opposition between collective and individual representations (Jodelet, 2001).

The TRS proposes to break the existing dichotomy between the social and the individual, highlighting the knowledge that each one brings as an essential production for the understanding of social aspects. According to Jodelet (2001), the study of Social Representations (SR) allows the integration of the subject's social or cultural belonging and participation in the analysis.

Thus, the genesis of SR suggests that they develop in social relationships, while they mediate the relationships between subjects and the world (Jodelet, 2001).

Although there is no definition that exhausts the meaning of social representation, we can understand it as knowledge about a certain social object that is elaborated from everyday interactions, and that, among other functions, guide the practices of subjects in relation to the environment. represented object (Abric, 1998; Jodelet, 2001).

Vala (2004) explains that SR are considered theories of common sense, constructions of a sense of reality, which help us to understand and act in the world in which we live.

Spink (2002), in turn, says that social representation implies the expression of a subject about a social object related to a certain group. Thus, in the process of building SRs, the past and the present are related, as well as the social and the individual.

Moscovici (2011) points out that SR should be seen as a way of understanding and communicating the knowledge that each one carries with them. They work so that reality can be interpreted, acting in the relationships established by individuals in the environment in which they are inserted, with the purpose of assisting in their respective behaviors and practices.

SRs are sociocognitive schemes that people use to make judgments or opinions. These need to be reconstructed through social research that includes both qualitative and quantitative dimensions (Lefèvre, & Lefèvre, 2010).

According to Rosa and Andriani (2002), SRT fits into an area of Psychology called socio-historical, guided by a materialist-dialectical conception that recovers the history of the individual and his social relationships.

Methodological Approaches and Procedures

The present research is characterized as exploratory-descriptive of qualitative and quantitative nature, according to the procedures of data collection and analysis, through bibliographic and documentary research, semi-structured interview and technique of the Collective Subject Discourse (DSC) for data analysis.

The study was based on a theoretical framework from the perspective of authors who focus on participation, participatory democracy and university democratic management, such as Poz (2003), Franco and Morosini (2011), Chenow (2006), Catani and Oliveira (2000) and Franco and Longhi (2009), among others.

The interviews were carried out from November/2018 to January/2019, in the host cities of the campuses of the Federal University of Tocantins.

For data analysis, the research used the Collective Subject Discourse (CSD) technique, based on the Theory of Social Representation.

The DSC is a research instrument with a qualitative and quantitative approach that was developed at the University of São Paulo (USP), in the late 1990s, by Professors Fernando and Ana Maria Lefèvre, and is based on the Theory of Social Representation (Lefèvre & Lefèvre, 2010).

At this core, different thoughts and ways of perceiving situations, objects, procedures and relationships are translated by different types of discourses, called Collective Subject Discourses (CSDs) (Lefèvre, & Lefèvre, 2012).

The CSD is a technique for building collective thinking that aims to reveal how people think, attribute meanings and express positions on a given subject. Discourse would be every argued position. The Collective Subject Discourse is a mirror of the collectivity, of a certain group (Lefèvre, & Lefèvre, 2005).

The CSD, thus, becomes a synthesis-discourse, the result of fragments of individual discourses gathered by similarity of meanings. Such discourse, formulated in the first person singular, is elaborated by the researcher.

For the production of the DSC itself, Lefèvre et al. (2002) describes some methodological figures, namely:

- a. Key expressions: excerpts from the speech that form literal descriptions of the testimonies, revealing the essence of the content of the representations. Key expressions are a fundamental part of the analysis and constitute the excerpts of the discourse to be analyzed.
- b. Central idea: linguistic expression contained in a certain key expression that reveals and describes, using the interviewee's words, in a synthetic and precise way, the meaning present in the testimonies, without interpretive nuances on

the part of the researcher. There may be more than one central idea in the same speech, which means that all of them are considered and analyzed separately in the categorization process.

- c. Anchorings: manifestation of an ideology, belief or theory that the authors of the speech believe. It is a generic statement by the speaker to frame a specific situation. They are not always present in speeches.
- d. Discourse of the Collective Subject: final process of the technique that consists in the elaboration of the synthesis. Using speech written in the first person singular, key expressions that present central ideas or similar or ungrouped anchors are gathered.

When using DSCsoft for data tabulation, there are two instruments: Discourse Analysis Instrument 1 (DAI 1) and Discourse Analysis Instrument 2 (DAI 2).

The IAD 1 is a table for tabulating the Key Expressions (EChs), the description of the Central Ideas (CIs) and the Anchorages (ACs) corresponding to the EChs, and, finally, to group the CIs and/or ACs with similar or complementary meanings or those not grouped together. For each guiding question, an IAD1 is filled out.

IAD 2, on the other hand, constitutes a table to assist in the elaboration of the DSC with support in the EChs of each Central Idea (IC) and/or Anchorage (AC) registered in the IAD1.

Complementing all the qualitative analysis, the DSC technique brings two quantitative attributes: intensity/strength and amplitude (Lefèvre et al., 2002).

Intensity refers to the number or percentage of individuals whose EChs corresponding to similar and/or complementary CIs and/or ACs are part of a given CSD.

The breadth, on the other hand, allows the researcher to know the degree of sharing of social representations among the population researched in a given social field (Lefèvre et al., 2002).

To collect data about the speeches of representatives of civil society entities, the technique of semi-structured interview with open questions was used, which provided the collection of discursive information.

Twenty representatives of entities present in the host cities of the University's campuses were chosen, namely: Palmas, Gurupi, Araguaína, Porto Nacional, Miracema do Tocantins, Arraias and Tocantinópolis.

Of the 20 listed, 10 were willing to participate, 1 from Araguaína, 1 from Gurupi, 1 from Arraias, 1 from Porto Nacional, 1 from Miracema do Tocantins, 1 from Tocantinópolis and 4 from Palmas.

The questions will be analyzed through the DSC, following the pre-established steps, according to Lefèvre et al. (2002), and processed with the aid of the DSCsoft software, which allows the processing of data for the analysis of discursive clippings through the creation of a database that filters the discourses and compares them (Lefèvre, & Lefèvre, 2012).

From the end of the 90's until today, a significant mass of works of various types attested to the vigor and efficiency of the Collective Subject Discourse Analysis (CSD) methodology to deal with all kinds of problems and themes in which the collective opinion. The DSC is a methodology for preparing or processing the raw material of the testimonies so that, on this prepared raw material, which reveals what the collectivities think, all the force capable of accounting for why the researched collectivities think that way can be exercised. This means that in order to understand what collectivities think, it is necessary to describe this thought and interpret it, or, more precisely, first describe it, and then interpret it, and that one thing is not possible without the other (Lefèvre & Lefèvre, 2005, p. 7-8).

Lefèvre and Lefèvre (2005) state that the technique consists of analyzing the material collected in researches that have testimonials as their essence, so that the central ideas and/or anchors and their corresponding key expressions are taken from each of the testimonials.

With the central ideas/anchorings and key expressions that are similar or not grouped, one or several synthesis discourses called Collective Subject Discourses are formed. Thus, according to Lefèvre and Lefèvre (2005), the CSD corresponds to a qualitative research technique created to make the community speak as if it were a single individual, as explained in the steps below.

In the first stage, the interviewees were registered in DSCsoft and the full transcription of the responses to column 1 of the IAD 1 was carried out, filling out an IAD 1 for each participant. In the second stage, the EChs of the responses were highlighted, as well as the part(s) that represent(s) the CIs of this ECh, as well as the ACs, if any.

In the third stage, the ICs of what was highlighted in the EChs in the previous stage were identified, naming each one with an expression and/or concise phrase that describes it. The identifications of the CIs were placed in the second column of IAD 1, as well as the ACs in the third column of the IAD 1. It is worth noting that in an ECh more than one CI and more than one CA can be found, while it may not be found no AC on an ECh. In the fourth step, the CIs were identified, grouping those that had similar or complementary meanings. A code (A, B, C...) was assigned to each non-grouped CI and another to each CI that denoted similar or complementary meanings. In the fifth step, the CIs grouped

under the same code for having similar or complementary meanings were redefined with a new concise phrase that, in the best possible way, expressed all the CIs that formed the same group. As if CIs were created to regroup EChs whose CIs indicated similar or complementary meanings. These coded CIs are the social representations of the subjects participating in the research, object of study of this research. Finally, the sixth stage was the moment of construction of the CSD. IAD 2 is now used. A DSC was made for each coded IC. This step consisted of two steps. In the first, to prepare the DSC, 2 excerpts of the EChs formed by the highlighted parts of the EChs of the first column of the IAD 1 were transcribed to the first column of the IAD. In the second, the DSC was built in the second column of the IAD 2, corresponding to each coded IC.

To build the CSD, a coherent textual structure was set up, moving from the most general to the particular with the introduction of connectives to give fluidity and cohesion to the discourse of the collective subject.

Profile of research subjects

The characteristics of the research subjects were described in Chart 1. These were identified by the coding REP, representing representative, followed by a number that indicates the order of the interviews.

Table 1 Profile of the research subjects

Subject	Sex	Age	Schooling Degree	Working time in the entity (Complete years)
REP01	masculine	39	complete graduation	5 years
REP02	masculine	44	complete graduation	7 years
REP03	feminine	39	complete graduation	8 years
REP04	masculine	52	complete graduation	11 years
REP05	masculine	37	incomplete graduation	Four years
REP06	masculine	48	complete graduation	7 years
REP07	masculine	51	complete graduation	10 years
REP08	feminine	38	complete graduation	6 years
REP09	masculine	42	complete graduation	5 years
REP10	masculine	34	incomplete graduation	3 years

Source: Prepared by the author based on field research.

Based on Table 1, it can be seen that eight research subjects are male and two are female, aged between 34 and 52 years. As for the level of education, eight have completed graduation and two have incomplete graduation, which are the youngest in the group.

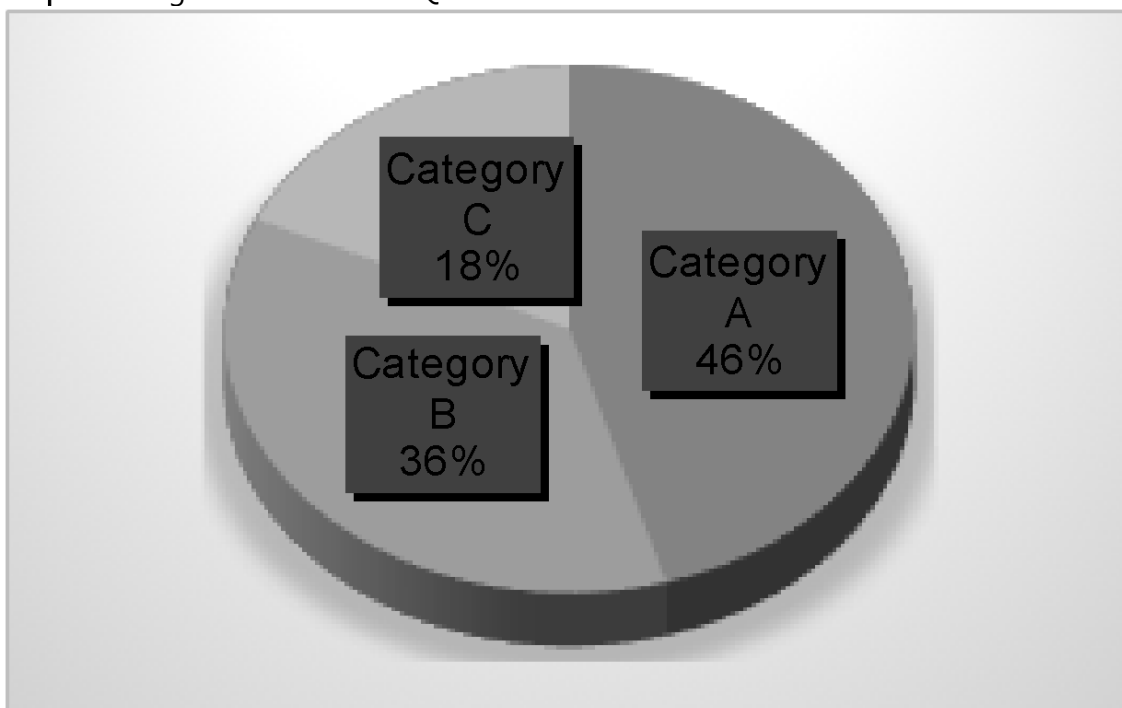
Regarding the time they have been in the entity, it varies from 3 to 11 years, with the shortest time (3 years) for the youngest in the group and the longest time (11 years) for the oldest.

Analysis and Results

In order to meet the second objective of the research: "Identify the discourses of the collective subject of civil society entities regarding the participation of civil society entities in councils/commissions", the following question was elaborated: How do you see the participation of civil society entities? of civil society in councils/commissions?

From such questioning, after analyzing the EChs, the CIs were divided into three categories/social representations: Moment to take demands of society (Category A); Lack of commitment to meetings (Category B); Lack of activity by the councils (Category C).

Graph 1 Categories identified in Question 1



Source: Prepared by the author.

As can be seen, Category A "Moment to take demands from society" had 50% of the CIs, which were given by subjects REP01, REP04, REP06, REP07, REP08, REP09.

Regarding Category B "Lack of commitment to meetings", 40% of the CIs are present, as explained by the subjects REP01, REP02, REP03, REP04, REP05, REP08, REP10.

Finally, there is Category C "Lack of activity by the councils" with 10% of CIs, being cited by the subject REP03, fitting as a non-grouped CI.

In this first question, only one AC was obtained, given by subject REP01, regarding Category B, when talking about the lack of participation of people in meetings, it explains the theory that “Brazilians complain about everything”.

Table 2 Anchoring present in Question 1

Category	Subject	ECh	B.C
B	REP01	(...) I remember one day... I attended a meeting that seemed like a joke when I arrived. Do you believe there was only one person? The chairman of the board. I had two. Brazilians complain about everything, but when it is time to participate, they do not cooperate (...)	Brazilians complain about everything.

Source: Prepared by the author.

Based on the CIs referring to Question 1, the three categories/representations were arrived at. Next, there are the CIs of each category with the respective DSC.

Table 3 Central Ideas and CSD related to Category A of Question 1

Question: How do you see the participation of civil society entities in councils/commissions?" Category/Social Representation: Time to take society's demands (A).	
Central Ideas	Collective Subject Discourse
<p>Change people's lives. Help with what a particular group is in need of. Promote debates. Propose changes. Give voice to the people.</p>	<p>It is the opportunity to propose improvements, new ways of looking at issues. A lot of advice is serious and solves things. This is the time we have to take guidelines that can make a difference in people's lives and in ours. Helping with something that a certain group... on a certain subject is in need of. Being a form of active participation, with responsibility, wanting to make a difference. Propose improvements to try to reduce problems. This makes the councils moments of change, of debate, always looking to resolve issues for the good of society. This is an opportunity to give voice to the people. Time to propose changes that help society in general, even if we represent a certain group, but the council has a greater purpose. Issues that serve the greatest number of people, from society itself, should be exposed.</p> <p>It's all so difficult in our lives. I see advice like this. Change possibilities. To take proposals to improve things. Anyone who has the opportunity to participate in the councils has to do it. It has to seek to debate, to propose, to arrive at those changes that we want so much. Wow, it's a matter of having good will and truly representing the people of society who trusted an entity to represent them.</p> <p>Everyone can help, but I was chosen to represent a group, so I have to take what they want, fight for greater benefits. Debates generate change. I listen, I talk, the other listens, talks, and so on.</p>

Source: Prepared based on the testimonies of subjects REP 01, 04, 06, 07, 08, 09.

Category A “Time to take society's demands” was coded through five CIs, equivalent to 50% of the CIs in the category. It was mentioned about changing people's lives, helping with what a certain group is in need of; promote debates; propose changes; give voice to the people.

The CSD created through these CIs shows us an optimistic discourse, in which the representatives of SC entities believe that participating in Councils/commissions can be an opportunity for real change, for optimism in the face of issues that can be achieved with active participation.

Table 4 Central Ideas and CSD related to Category B of Question 1

Question: How do you see the participation of civil society entities in councils/commissions?" Category/Social Representation: Lack of commitment to meetings (B).	
Central Ideas	Collective Subject Discourse
Absence from meetings. Damage to the progress of activities. Quorum requirement. Lack of foundation on the guidelines and on the Council.	There are meetings where representatives do not even know the agenda to be discussed on the day. That's what I say when they go because there are people who are missing more than anything. I remember one day...I attended a meeting that looked like a joke when I arrived. Do you believe there was only one person? The chairman of the board. I had two. Brazilians complain about everything, but when it's time to participate, they don't cooperate. We waited a little longer and left. We have good will, but the other does not. That discourages. People show complete unpreparedness at times. Gifts are made, but just to say. Just to register presence, because they don't contribute, unfortunately it's like that sometimes. Keep quiet and that's it. They're there, but they're not helping anything, looking for no change. Participation does not actually occur in the moments that it has to happen. People who are just being there, which is a shame, a disrespect. They don't seek to know about matters. Not even the agenda of the day. They come to meetings and they just don't know why they're there. To participate in these moments, we have a responsibility to fulfill. We have to be prepared and grounded on the issues to be addressed at that moment. Otherwise how am I going to discuss, debate about the issues? It becomes something false. You will know if it was not the time for a certain change and because of lack of will nothing happens. I've seen a lot of things improve because of decisions made in the boards. I see this a lot.

Source: Prepared based on the testimonies of subjects REP 01, 02, 03, 04, 05, 08, 10.

Category B “Lack of commitment to meetings” was coded using four CIs, equivalent to 40% of the CIs in the category. There was talk about absence from meetings; damage to the progress of activities; quorum requirement; lack of foundation on the guidelines and on the Council.

The CSD created through these CIs shows us the concern that seven of the ten representatives expressed regarding the lack of commitment to the Council/Committee meetings. With this, they emphasized that the lack of a quorum impairs the progress of activities, which are stopped due to the lack of counselors. In addition, the lack of foundation on the agendas to be discussed at the meetings, as well as on the Council itself, was highlighted.

Table 5 Central Ideas and CSD related to Category C of Question 1

Question: How do you see the participation of civil society entities in councils/commissions?" Category/Social Representation: Lack of activity by the councils (C).	
Central Ideas	Collective Subject Discourse
Councils that do not act in practice. Just complying with the law.	They have advice that exists just for the sake of existing. There are even people who compose and who want to help, but the council only exists because of the legislation, to comply with the schedule. This is sad. A real deception. Just think... you go to a certain meeting that turns into a simple conversation. There are no debates or anything. It's all bullshit.

Source: Prepared based on the testimony of subject REP 03.

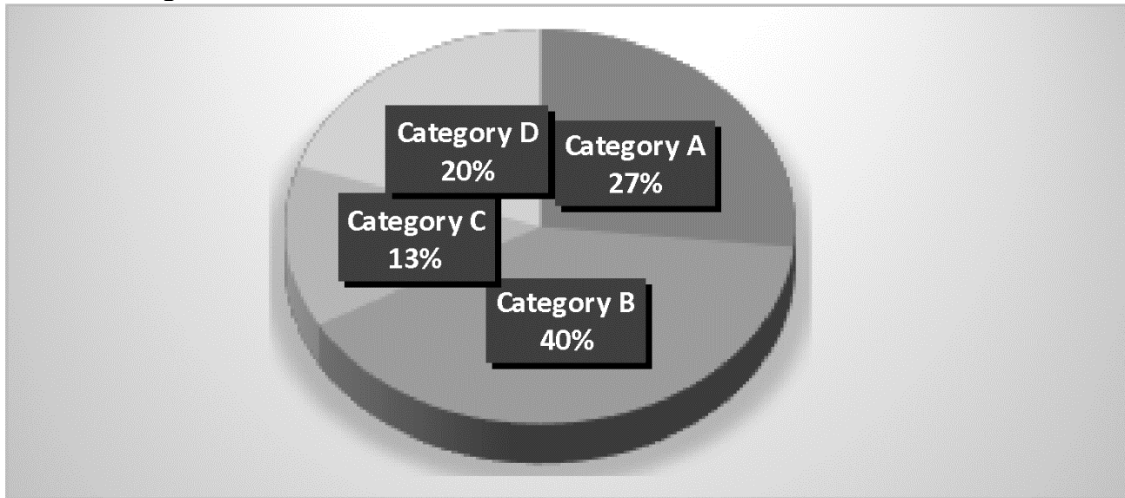
Category C "Lack of activity by the councils" was coded using two CIs, equivalent to 10% of the CIs in the category. It was discussed about the councils that do not act in practice, which only serve to comply with the legislation.

The DSC created through these CIs shows us the dismay of REP 03 with such a situation. Through the answers, he explained that meetings are often just conversations, in which nothing is discussed. He mentions that there are people wanting to participate, but the meetings are sometimes pure deception, a fact that discourages those interested.

In order to meet the third objective of the research: "Identify the discourses of the collective subject of civil society entities regarding their respective participation in the University Council of UFT", the following question was elaborated: What is your opinion on the participation of civil society entities? civil service in the University Council of UFT?

From such questioning, after analyzing the EChs, the CIs were divided into four categories/social representations: Importance of UFT (Category A); Opportunity to bring guidelines and help in decision making (Category B); Getting to know UFT (Category C); Preparedness to participate in meetings (Category D).

Chart 2 Categories identified in Question 2



Source: Prepared by the author.

As can be seen, Category B "Opportunity to bring guidelines and help in decision making" had 40% of the CIs, which were given by subjects REP01, REP02, REP03, REP04, REP05, REP06, REP07, REP09, REP10.

Regarding Category A "Importance of UFT", there is the presence of 27% of the CIs, being explained by the subjects REP01, REP02, REP03, REP04, REP07, REP09, REP10.

Category D "Preparedness to participate in meetings" presents 20% of the CIs, cited by subjects REP05, REP07, REP08.

Finally, Category C "Knowing the UFT" brings 13% of the CIs related to Question 2, given by subjects REP02, REP03, REP05, REP06, REP08, REP09.

In this question, there was no presence of CA in the responses.

Based on the CIs referring to Question 2, four categories/representations were arrived at. Next, there are the CIs of each category with the respective DSC.

Table 6 Central Ideas and CSD related to Category A of Question 2

Question: What is your opinion on the participation of civil society entities in the UFT University Council? Category/Social Representation: Importance of UFT (A).	
Central Ideas	Collective Subject Discourse
Place of study of children/grandchildren. Organization that forms citizens. Representativeness in the state/municipalities. It helps in the development of cities.	I see that UFT represents a lot. My children study there. I want my grandchildren to study too. It is a university that works for the formation of citizens. It has a lot of representation in the state of Tocantins and in the municipalities. It helps in the development of cities, of the state because many students come to live because of the courses. Our children don't need to leave here to study, they study right here. Today we can see people graduating in the city they were born without having to go to

	<p>Goiânia, Brasília or Palmas. Shape right here. That's gratifying. UFT is an institution that has a lot of social responsibility. It forms citizens who with their work develop their lives and the places where they are.</p>
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Source: Prepared based on the testimonies of subjects REP01, REP02, REP03, REP04, REP07, REP09, REP10.

The "Importance of UFT" category was coded through four CIs, questions about the fact that UFT is the place of study for children/grandchildren; organization that forms citizens; representativeness in the state/municipalities; help in the development of cities.

The DSC created through these CIs shows us the importance that representatives attach to UFT. In addition to the importance of a personal nature, as a place of study for family members, as well as the institution's responsibility to train citizens, the DSC showed that UFT has a fundamental role in relation to the socioeconomic development of the State of Tocantins, as well as the municipalities where it has campuses.

Table 7 Central Ideas and CSD related to Category B of Question 2

Question: What is your opinion on the participation of civil society entities in the UFT University Council?	
Category/Social Representation: Opportunity to bring guidelines and help in decision making (B).	
Central Ideas	Collective Subject Discourse
<p>Bring agendas to meetings.</p> <p>Help in decision making.</p> <p>Participate in discussions.</p> <p>Participate in choosing courses for the city</p> <p>listen to the community external</p> <p>Seek solutions to problems.</p>	<p>Nowadays, many bodies have their councils and call other bodies and entities to participate in them. I think this is important because others are heard, vote, and express opinions. At UFT it should be no different. The university must listen in addition to those who are there, also representatives of civil society, because we can help decide certain points. And also take our requests to be voted on.</p> <p>We take demands, analyze demands and try to find solutions to problems, together with the opportunity to participate. It's always good to be heard and to hear, we learn a lot from it. Another important thing is that in the choice of courses, we can give our opinion so that a course that trains professionals who help in the development of our city.</p> <p>At the time that a new course was created, many questioned why it was such a course and not another. Perhaps the people here were not heard. And a certain course is not so important for the municipality. That's why it's important to have this representation there, since we would talk about what is important for the city.</p> <p>The participation of civil society with a seat on the larger council would help to show what society thinks and wants. I think it would be a good thing for the management there. It's easier to propose things when</p>

	<p>you know what others want. When people can expose what they want, the business becomes more democratic. Some propose, vote, debate and decide what to do. Society has to be involved in what brings good and bad consequences for it.</p> <p>It's as if the university said it wants to hear from us, that we can take requests, that we can help with issues there.</p> <p>The representations will take the desires, the requests of this society to the university and in the same way it will be able to help with another look. The outside look is always very good and often goes unnoticed.</p>
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Fonte: Elaborado com base nos depoimentos dos sujeitos REP01, REP02, REP03, REP04, REP05, REP06, REP07, REP09, REP10.

Category B "Opportunity to take agendas and help in decision making" was coded through six CIs, equivalent to 40% of the CIs in the category. Nine of the ten representatives raised questions about the possibility of bringing agendas to meetings; help in decision making; participate in discussions; participate in the choice of courses for the city; listening to the external community; seek solutions to problems.

The CSD created through these CIs sent information about the participation process itself. It was the category that generated the most CIs related to the proposed Question. The DSC showed that the representatives bring ICs about active participation through the filing of demands, help in decision making, about participating in the choice of University courses for the campus of their city. It was also mentioned how important it is to listen to the external community, seeking solutions to possible problems.

Table 8 Central Ideas and CSD related to Category C of Question 2

Question: What is your opinion on the participation of civil society entities in the UFT University Council?	
Category/Social Representation: Getting to know UFT (C).	
Central Ideas	Collective Subject Discourse
<p>Possibility to help UFT.</p> <p>Learn about the functioning of the University.</p>	<p>When you participate in councils like that, you have to understand what's going on. We have to get to know UFT so that we can grow in knowledge.</p> <p>And we were going to meet UFT, everything that involves the council. That would be very good. Participating makes us acquire information that is knowledge for us, knowing how the organs work and being able to speak with certainty.</p> <p>I believe that we can help, yes, and also learn more about how the University works. The good thing about participating in councils is that too. We learn how the other place, another organ works. I'll know how UFT really works, behind it all. From your documents to everyday practice.</p> <p>It's also worth saying that we don't really know the procedures there, how it works. Participating would help with that too. It is the society within the place.</p>

	After all, it is for society that the university works. Nothing is more certain than society having a voice. I think it would help a lot. People don't participate because they don't know what to say, they don't understand the place, the rules. That's why it's important to know about UFT.
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Source: Prepared based on the testimonies of subjects REP01, REP02, REP03, REP05, REP06, REP08, REP09.

Category C "Knowing the UFT" was coded by means of two CIs, equivalent to 13% of the CIs in the category, being the one with the fewest CIs related to the proposed question. Seven of the ten representatives raised questions about the possibility of helping UFT and learning about the functioning of the University.

The CSD created through these CIs brought up the importance of knowing the body responsible for the Council. The representatives explained that it would be essential to get to know the UFT in order to actively participate in the Superior Council and have the possibility to help the Institution.

Knowledge about the institution and its procedures is essential, according to the representatives.

Table 9 Central Ideas and CSD related to Category D of Question 2

Question: What is your opinion on the participation of civil society entities in the UFT University Council?	
Category/Social Representation: Preparedness to participate in meetings (D).	
Central Ideas	Collective Subject Discourse
Ability to speak on the Council. I prepare to express myself. Selection of person to participate in the Council.	The participation of civil society is very good, but representation must be right. Otherwise you'll go in and out silently like other council meetings out there I've seen. To be able to represent you have to be prepared. It cannot be anyone. Otherwise you won't be able to have this debate. It has to be a person prepared to represent for real. It would be nice to participate in the university council at UFT, but one thing that worries me is whether I could speak there among the doctors... Would I be able to represent my association like that? I believe that everyone there should be well educated, after all, they solve questions about the university. It's no use going there just to say you're participating. In councils we see many people unprepared. It can't be like that. Everything has to be well analyzed so that it can take important issues that really help society.

Source: Prepared based on the testimonies of subjects REP05, REP07, REP08.

Category D "Preparedness to participate in meetings" was coded using three CIs, equivalent to 20% of the CIs in the category. Three of the ten representatives raised questions about public speaking skills; the preparation that has to be done to express oneself; as well as on the selection of the person to participate in the Council.

The CSD created through these CIs brought up the importance of being well prepared to participate in meetings, from choosing the person to participate, which the CSD brings that cannot be just anyone, going through the preparation to express oneself in a participatory way in the Council, in addition to the importance of good oratory for the willing representative.

Final considerations

The guiding question was to identify what would be the social representations of this civil society regarding participation in the UFT Superior Council. The proposed objectives allowed us to know how this participation in Consuni/UFT is, as well as some perceptions, desires, apprehensions, needs and difficulties felt by representatives of civil society who participated in the study.

In order to help achieve these objectives, the DSC technique was used to support the analysis of the responses collected. The technique, based on SRT, has the individual as a reference situated in his environment, in a certain historical context of his daily and social practices.

This study aimed to contribute with information about the perception of individuals regarding participating in the decisions of an institution so important for the State of Tocantins, especially for the municipalities where there are main campuses.

As limitations to the research, it is highlighted, at first, a certain inhibition on the part of some interviewees in talking about participation in the UFT Council. This was justified by the fact that some entities already maintain some link with the UFT through agreements and agreements, which caused some apprehension in some, but that was resolved after the explanations about confidentiality. With this, it was seen how imposing the institution is before some of the entities, and the institutional image was praised. In addition, the distance between the institution's campuses was an aggravating factor to reach all the interviews *in loco*, *in order to reconcile with the respondents' agenda*.

Through the representations identified, it was seen that civil society longs for such participation, yearns to know the UFT, expounds on the importance of having a good level to participate in meetings. The universe investigated showed that participating through the filing of demands would be a way to help not only society, but also the management of UFT in decision-making.

In addition, through the experience of the respondents in participating, in general, in Councils, problems faced in the functioning of these were exposed, such as the lack of interest and preparation on the part of some participants, in addition to the inassiduity that compromises the accomplishment of the activities. meetings.

It is estimated that this study is an aid material to think about other research objects on participation with University Councils, since few works have been done in an area of such great importance and complexity, arousing the desire to seek to understand and study on participation focused on the nuances of university and democratic management.

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RESUMO:

A presente pesquisa tem como objetivo identificar as representações sociais presentes nos discursos de representantes da sociedade civil no tangente à participação de tal categoria no Conselho Universitário da Universidade Federal do Tocantins (UFT). A análise dos dados ocorreu por meio do método do Discurso do Sujeito Coletivo, construído através das expressões-chave e suas correspondentes ideias centrais e ancoragens. Da análise surgiram representações que a participação em conselhos é uma oportunidade de propor demandas que auxiliem a sociedade, bem como que muitos participantes não se dedicam, não são assíduos às reuniões, evidenciou-se o pouco preparo de alguns para participar e que há conselhos que nem sempre funcionam na prática. Identificou-se representações sobre a importância da UFT e de se ter bom preparo para participar das reuniões do Conselho Universitário, oportunidade de levar pautas da sociedade para a Universidade, de conhecer a UFT, bem como de auxiliar na tomada de decisões.

PALAVRAS-CHAVE: Representação Social; Participação; Sociedade Civil; Conselho Universitário.

RESUMEN:

Esta investigación tiene como objetivo identificar las representaciones sociales presentes en los discursos de representantes de la sociedad civil no tangentes a la participación de dicha categoría en el Consejo Universitario de la Universidad Federal de Tocantins (UFT). Un análisis de los datos ocurre a través del método del Discurso del Sujeto Colectivo, construido a partir de las expresiones clave y sus ideas clave y anclas. Del análisis surgieron representaciones de que la participación en los consejos es una oportunidad de demandas proporcionadas que ayudan a la sociedad, así como que muchos participantes no se dedican, no frecuentan las reuniones, hubo poca preparación de algunos para participar y que hay consejos que no siempre funciona en la práctica. Se identificaron representaciones sobre la importancia de la UFT y de estar bien preparados para participar en las reuniones del Consejo Universitario, la oportunidad de llevar los lineamientos de la sociedad a la Universidad, conocer la UFT, así como ayudar en la toma de decisiones.

PALABRAS CLAVE: Representación Social; Participación; Sociedad civil; Consejo Universitario.