



Democratic Urban Systems: Practices and the Brazilian Discursive Coherence

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The research initially considers the city as a systemic organization and follows the precept that in a system each element depends and interacts with the others and acts inside its limits. In accordance with the Restriction Theory, all the parts of a system should work in synergy, generating strength in order to reach a common goal. In democratic systems there is the possibility to apply urban management policies such as: deliberative democracy, a process grounded on the discourse and legitimate deliberation of public decisions, for the deliberative character comes from collective process of consideration and analysis; the Brazilian *Gespública*, quality and productivity programs that, while incorporating the technical dimension to the social dimension oriented to the citizen, treats management by its results, aiming excellence without being public; governance, whose concept recognizes that exists power inside and outside the formal authority and governmental institutions into net-cities, that interconnects citizens to local networks with common objectives; govornation, that treats the aggregation of conditions that permits the management of the community by the State, in a way to be able to translate choices made by the citizens through mechanisms that legitimate action policies for the development of the society; the Council of the Cities, that in Brazil acts on acknowledging the fact that cities posses many agents, and from a common pact determine, using coordinated actions, the city that the majority wants. The research considers that, despite the tools that make possible democratic urban systems, the effectiveness of the democratic management process, without a formal process of teaching-learning turned to the municipal discursive unity, is difficult. Some Brazilian examples that aim discursive practice are presented, such as: the Government School of Paraná, whose attribution is the formation and development of people and processes in the fields of knowledge, competences and abilities of state public servers; the Program of Formation of National Counselors, which has as objective to contribute on the qualified formation of counselors for national councils, of managers and technicians of the federal government that work with participative institutions and representatives of civil society organizations of national level; the Project Citizenship School of the Federal University of Juiz de Fora, that works on qualifying citizens for public life and to promote the participation of new agents in the decision making process for the community. Despite the importance of such tools, there is the necessity of having a nucleus of formation and unity of the discourse; that this nucleus, on the experiences presented on the Government School of Paraná and the Program of Formation of National Counselors attend, each, to segments and not the totality of social actors. It is noted that, when aiming at different public sectors, these segments make possible the unity and discursive coherence in each of the groups, but without the interaction between all, which would generate the opportunity for generating polyphonies. It is concluded that, in this scenery, there is space for the proposition of discursive-educational entities, aiming for amplitude of action.

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