

**PARTNERSHIP BETWEEN THE PUBLIC AND PRIVATE SECTORS AS  
EDUCATIONAL POLICY: REPORT OF SOME RESEARCH**

***PARCERIA ENTRE OS SETORES PÚBLICO E PRIVADO COMO POLÍTICA  
EDUCACIONAL: RELATO DE ALGUMAS PESQUISAS***

***LA ALIANZA ENTRE LOS SECTORES PÚBLICO Y PRIVADO COMO POLÍTICA  
EDUCATIVA: RELATO DE ALGUNAS INVESTIGACIONES***

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**ABSTRACT:** In the neoliberal political-educational context, partnerships are part of the relationship between the public and private sectors. Some of them articulate formal and non-formal education, bringing to the Basic Education several educational proposals from different social organizations. The objective of the article is to analyze the articulations between Social Organizations in public schools, in the states of Rio de Janeiro and Maranhão, based on four academic researchers carried out with teachers, students and managers between 2013 and 2021. In the light of studies on articulations between formal and non-formal education by Maria da Glória Gohn and Jaime Trilla and the criticism of contemporary educational policies by Stephan Ball. Limited aspects of partnership are observed, a reduced number of participating students, an inadequate teaching material and as a potential improvement in school performance and the development of bonds of affection for those involved in educational activities.

**KEYWORDS:** No-formal education. Functional interactions. Privatizations.

**RESUMO:** *No contexto político-educacional neoliberal, as parcerias fazem parte das relações entre o setor público e o privado. Algumas delas articulam a educação formal e a educação não formal, trazendo para a Educação Básica propostas educativas de diferentes organizações sociais. O objetivo do artigo é analisar as articulações entre organizações sociais e escolas públicas no estado do Rio de Janeiro e do Maranhão, partindo de quatro pesquisas acadêmicas realizadas com docentes, discentes e gestores entre os anos de 2013 e 2021. Trata-se de uma pesquisa documental que dialoga com as reflexões sobre articulações dos espaços formativos de Maria Gohn e Jaime Trilla e com as críticas às políticas educacionais contemporâneas de Stephen Ball. Observou-se aspectos limitadores das parcerias: número reduzido de alunos participantes e materiais didáticos inadequados; como potencialidades, a melhoria no desempenho escolar e o desenvolvimento de laços de afetividade pelos envolvidos nas ações educativas.*

**PALAVRAS-CHAVE:** *Educação não formal. Interações funcionais. Privatizações exógena.*

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**RESUMEN:** *En el contexto político-educativo neoliberal, las alianzas forman parte de la relación entre los sectores público y privado. Algunos de ellos articulan la educación formal y no formal, trayendo a la Educación Básica propuestas educativas de diferentes organizaciones sociales. El objetivo del artículo es analizar las articulaciones entre Organizaciones Sociales en escuelas públicas, en los estados de Rio de Janeiro y Maranhão, a partir de cuatro investigaciones académicas realizadas con docentes, estudiantes y gestores entre 2013 y 2021. A la luz de los estudios sobre las articulaciones entre educación formal y no formal de Maria da Glória Gohn y Jaime Trilla y la crítica de las políticas educativas contemporáneas de Stephan Ball. Se observan como aspectos limitantes de las alianzas, número reducido de alumnos participantes, material didáctico inadecuado; como potencial mejora en el rendimiento escolar y el desarrollo de vínculos afectivos entre los involucrados en las actividades educativas.*

**PALABRAS CLAVE:** *Educación no formal. Interacciones funcionales. Privatizaciones exógenas.*

## Introduction

The Administrative Reforms in Brazil in the 1990s led to new governmental directions in social policies, including those in the field of education. The creation of the Ministry of Federal Administration and State Reform (MARE in the Portuguese acronym) and the publication of the Master Plan for the Reform of the State Apparatus (PDRAE in the Portuguese acronym) in Fernando Henrique Cardoso's government aligned themselves to managerial and market concepts - such as efficiency, decentralization, and quality - for educational policies, which began to permeate the daily lives of teachers, students, and managers in basic education in the last two decades (CAMPOS; DAMASCENO, 2020). One of the effects of the Reform was the formation of new relationships between the public and private sectors. State entities began to share or transfer to private organizations, such as Non-Governmental Organizations (NGOs) and Foundations, the execution or elaboration of educational materials and the offer of some educational activities, with the intention of contributing to the improvement of the quality of formal public education developed by school units. Landim (2002, p. 21, our translation), when trying to define NGOs, conceives them as "[...] a set of organizations that have placed themselves as actors in a certain pole of the discursive and political field existing in their societies".

Public-private partnerships are not a recent phenomenon in Brazilian education: these procedures have intensified since the 1990s and, in Brazil, states and municipalities rely on the private sphere to raise the quality of education offered and improve their performance in educational assessments (CAMPOS; DAMASCENO, 2020). When analyzing contemporary

educational policies in a neoliberal context, Ball (2014) states that in these new relationships between the public and private sectors, privatization occurs in an endogenous way - when the State incorporates in its practices and planning a private logic - or exogenous - when the State associates with private organizations, forming partnerships, to solve demands in formal education.

Some of these organizations involved in the processes of exogenous privatization are part of the Third Sector, which has been acting in formal education, either by preparing teaching materials, or with projects and programs, such as those aimed at school reinforcement and flow correction. We are not unaware of the criticism made by Montaña (2005, p. 56-57, our translation) to the concept of Third Sector when the author emphasizes the heterogeneity of organizations that compose it "[...] by gathering in the same space formal organizations and/or informal activities; entities of political and economic singular interest; collectivities of the working and capitalist classes; common citizens and politicians linked to the state power". According to Silva and Tripodi (2021), the Social Organizations are one of the types of organizations that are part of the Third Sector, and had their recognition by the Ministry of Administration and Reform of the State Apparatus, which characterized them as a non-state public organization that can develop public activities when they are qualified for this purpose.

Several authors criticize partnerships in the field of education and advocate the provision of educational services primarily by the State: Montaña (2005) and Peroni (2020), among others. Without disregarding the reflections proposed by these authors, the focus of this text differs from them and consists in analyzing the partnerships between schools and Social Organizations, in the light of the participants involved in the educational actions of four surveys conducted between 2013 and 2021. Thus, the documentary research that underlies the text discusses the limits of partnerships and also their potential, from the point of view of school managers, teachers and students. The period delimited for the analysis of the research contemplates the academic production carried out in the research group *Educational Policies and the relations between the different formative spaces*, coordinated by one of the authors and linked to a Post-Graduation Program. These dissertations and theses were presented in several important events in the field of education, among which we highlight Anped National and Anped Southeast.

We resort to the reflections of Gohn (2011, 2020), when the author states that since the 1990s the country has experienced new forms of civil association, through partnerships between Third Sector organizations and the State, articulated through educational actions developed in formal education with others carried out in non-formal educational spaces. Authors such as

Gohn (2011, 2020) and Trilla, Ghanem and Arantes (2008) understand education in a broad sense, dividing the educational actions into three modalities: formal education is experienced in schools and universities, presenting certification at the end of stages and legally regulated contents; non-formal education is held in non-school spaces, with varied methodologies and learning aimed at the understanding of the individual as an active and transforming citizen; and informal education occurs spontaneously, in the daily experience of each person. For Gohn (2011, 2020), this interpenetration of educational activities - of complementarity, of reinforcement, among other "functional interactions" (TRILLA; GHANEM; ARANTES, 2008) - can contribute to the formation of a new political culture, considering organizations that adopt a conception of emancipatory education, i.e., those that seek to form participatory and active individuals in their living spaces.

This text addresses the issue of partnerships in the field of education, bringing the discussion about the relationship between different formative spaces, but recognizing the heterogeneity of organizations and proposals contained in this universe. On one side, there is a group linked to business foundations that align with Ball's (2014) reflections, both on endogenous partnerships and his reflections on Edu-business. On the other side, we have organizations with a "militant" profile, as they configure themselves as democratic spaces for political participation, which articulate education and culture as a means of understanding reality and fighting for social transformation. We observe that, for Ball (2014), in a context of privatization in the educational field, the Edu-business or "educational business" occurs: 1) by the purchase and sale of materials and methodologies by schools and universities ("organizational recalibration"); 2) by consultancies of private sector representatives to certain governments ("colonization of policy infrastructures"); 3) by the "export" and "sale" of policies in a global market of political ideas.

With this focus, we intend to contribute to overcoming a gap in research on partnerships between schools and Social Organizations and publish dissertations and theses conducted in a Graduate Program in Rio de Janeiro. In a survey carried out in the Capes theses database and in the Brazilian Digital Library of Theses and Dissertations, between the years 2010 and 2019, Lima (2021) identified only ten works considering the Southeast region, seven of which related to elementary education, addressing the relations with formal education and the Third Sector.

This survey presented points out few studies that analyze partnerships, especially considering the context of the practice in basic education and its effects for managers, teachers, and students. We emphasize that in our analysis of the contemporary political-educational scenario, from the selected research, we dialogue with Ball (1994) and Avelar (2016), when

addressing the policy from different contexts, which comprise the policy cycle, and we focus on the context of practice seeking to understand the policy in everyday school life, analyzing speeches of actors such as teachers and managers. According to Ball (1994), the policy cycle is "an investigation tool" about policies, in which the analysis goes through five contexts: influence, production, practice, results or effects, and strategy. In this proposal, it is also relevant to understand that an educational policy is not merely implemented, but *acted out* as it is translated and interpreted by different social actors in the contexts through which it happens.

Given the above, this article aims to analyze the articulations between Third Sector organizations and public schools in the state of Rio de Janeiro and Maranhão, based on four qualitative academic surveys conducted with teachers, students and managers between the years 2013 and 2021. Based on the studies of Gohn (2011, 2020) and Trilla, Ghanem and Arantes (2008) on formal education, non-formal education and their "functional interactions", and on the studies of Ball (1994, 2014) regarding contemporary educational policies in a neoliberal context, we present as a problematizing question: What are the limits and potentialities of partnerships between schools and Social Organizations, according to the members of the school community involved in the partnerships?

The article presents two sections: a) "The characterization of social organizations and foundations participating in the research", in which data and information about the researches will be exposed; b) "Potentialities and limits of partnerships in the field of education: what the research participants say", we address how the research participants, belonging to the school community, analyze the partnerships emphasizing their limits and potentialities.

### **The characterization of the social organizations and foundations participating in the research**

In this section we present the academic research that we approached to analyze the articulations between state entities and the Third Sector organizations in the states of Rio de Janeiro and Maranhão, based on the view of professors, students and managers in the context of the practice. The research will be identified by the abbreviation PS and the numbering will follow the chronological order in which it was carried out.

We denoted as PS 1 the master's academic research entitled "The non-formal educational actions of the private initiative in formal spaces of education in the state of Rio de Janeiro", which took place in the José Leite Lopes State College, in the state of Rio de Janeiro.

The research focused on the partnership between the *Oi Futuro* Institute and the Rio de Janeiro State Education Secretariat, in the Advanced Education Center Project (NAVE in the Portuguese acronym) - a proposal for Integrated High School, providing technical courses in multimedia and digital games. Participants: the school principal; 29 students; 18 graduates; 7 teachers; 4 former teachers. The field research took place between 2009 and 2012 (AZEVEDO, 2013).

We attribute the acronym PS 2 to a doctoral academic research named "The Third Sector and Education: partnerships between public schools and NGOs located in the historic center of São Luís," conducted in six public schools located in the historic center of the city of São Luís in Maranhão, analyzing how their partnerships with six Third Sector organizations contributed to an improvement in the quality of this education network and a possible rise in the Basic Education Development Index (IDEB in the Portuguese acronym). In addition to the documentary survey, data collection involved questionnaires and semi-structured interviews with the six school unit managers and the six coordinators of the researched organizations. The field research was conducted in 2016 and 2017 (BOAES, 2018).

We use the acronym PS 3 for another doctoral academic research, "Public-private partnership and the effects on teaching work: an acceleration of studies in the municipal public network of the city of Rio de Janeiro (2012 - 2016), which analyzed the partnership between the Municipal Department of Education (SME/RIO) of the city of Rio de Janeiro with the Roberto Marinho Foundation, in the Projeto Autonomia Carioca. Aiming mainly to focus on the effects of this association on the teaching work in the context of practice, the research raised data and information from documents and semi-structured interviews with nine teachers, working in eight public schools of the 5th Regional Education Coordination. The time lapse analyzed comprised from 2010 - the beginning of the partnership - to 2016 - the first year without partnership with the foundation (ÁVILA, 2020).

Finally, we assigned the acronym PS 4 to a master's academic research entitled "Public-Private Partnership in the context of Basic Education," which verified how teachers and managers of municipal public schools in the city of Rio de Janeiro understood the partnership between the SME/RIO and the Rogério Steinberg Institute. The research took place in two school units of the 2nd Regional Education Coordinator, involving semi-structured interviews with 10 subjects, among them: teachers, coordinators, and managers, between 2020 and 2021 - already in the pandemic context (LIMA, 2021).

Next, we present Chart 1 - Researched Tertiary Sector Organizations: origins and activities - and Chart 2 - Researched Tertiary Sector Organizations: Projects and Target Public

- both complement the initial information of this section, contextualizing Social Organizations in the Brazilian educational political scenario.

**Chart 1 – Researched Social Organizations: origin and activities**

| Research                    | Social Organization Researched | Origin and Activities  | Educational Projects  |
|-----------------------------|--------------------------------|--|---|
| <b>Rio de Janeiro State</b> |                                |  |   |
| PS 1                        | Oi Futuro                      | In activity for over 20 years, it considers education to be a "powerful tool for transformation and social impact.   | Project Nave, Project Labora (network of social and cultural entrepreneurs), Oi Kabun! (training in the field of arts and technology).                                |
| PS 3                        | Roberto Marinho Foundation     | Created in 1977, aiming at mobilizing through communication, networks, and partnerships around educational activities, to contribute to the improvement of the quality of Brazilian education. | Age/Year Correction Projects; Professional Education (Legal Apprentice and Qualifica); Educational programs related to museums, exhibitions, and cultural heritage.   |
| PS 4                        | Rogério Steinberg Institute    | A non-profit organization that has been active since 1998, it seeks to awaken and develop talents in children and young people in situations of social vulnerability.                          | A non-profit organization that has been active since 1998, it seeks to awaken and develop talents in children and young people in situations of social vulnerability. |
| <b>Maranhão State</b>       |                                |  |   |
| PS 2                        | José Sarney Foundation         | Since 2015, it began the process of changing its name to <i>Fundação Memória da República Brasileira</i> . It seeks to encourage appreciation and national culture.                            | It has a museum, a library, and a pinacoteca, in which it develops theatrical and computer art projects.  |
| PS 2                        | Nassif Michael Foundation      | It was created in 1988 with the "mission to promote and disseminate education and culture, preserve the memory and value the heritage of the state" (BOAES, 2018).                             | Projects developed: Coral Canto Curumim, brincar e criar é só começar, Curso de desenho carado e reforço escolar (reading, writing, and applied grammar).             |
| PS 2                        | Center for Afro Culture (CCA)  | Founded in 1980, with the "mission of political, cultural, and religious awareness to rescue the ethnic cultural identity and self-esteem of black people" (BOAES, 2018).                      | Various activities in basic education and higher education, including tutoring, lectures, and seminars to raise awareness and combat racism.                          |
| PS 2                        | Laboro & Arte Institute        | Founded in 1972, with the mission of being a laboratory of artistic expressions, it carries out educational and cultural activities.   | Projects focused on theatricality, music, and dance with children and young people in social vulnerability.   |
| PS 2                        | Pelotão Mirim Institute        | Created in 2013, with the "goal of raising awareness among children, adolescents and their families of the importance of social interaction, in social participation" (BOAES, 2018).           | School tutoring projects and donating joy.  |

|             |                                   |   |  |
|-------------|-----------------------------------|---|--|
| <b>PS 2</b> | Bom Menino das Mercês Association | Founded in 1993, with the mission of taking children and young people out of social vulnerability, through music. | Music lessons and musical instruments. |
|-------------|-----------------------------------|---|--|

Source: Based on information available from the research presented in the article (AZEVEDO, 2013; BOAES, 2018; ÁVILA, 2020; LIMA, 2021)

Chart 1 denotes the heterogeneity of the Social Organizations surveyed, as we emphasized earlier. In the group of organizations linked to the national business community and/or the political elite, we highlight: Oi Futuro (some partners: Firjan, Natura Institute, Sebrae, Grassroots Movement), Roberto Marinho Foundation (some partners: Fiesp, Google, Globo, Unicef), Rogério Steinberg Institute (some partners: IBM, Megamate, Motorola Solution, Zona Sul Supermarket), Nassif Michael Foundation, José Sarney Foundation. However, even actions offered by the business community, as Ball (2014) points out, can have positive effects for the population in situations of social vulnerability. Peroni (2020) warns that the advance of neoconservatism in the country has contributed to the growth of business participation in education. Different from the mentioned profile, we mention the Social Organizations aligned with a concept of transforming education, among which we highlight: Center for Afro Culture (CCA), Laboro & Arte Institute, Pelotão Mirim Institute, Bom Menino das Mercês Association.

The following is Chart 2, with information about the projects and programs developed and the target audience of these educational actions:



**Chart 2 - Researched Social Organizations: Projects and Target Audience**

| Research                    | Researched Social NGOs   | Educational Activities Developed  | Educational Level and Target Audience                                       |
|-----------------------------|--|---|---|
| <b>Rio de Janeiro State</b> |  |   |   |
| <b>PS 1</b>                 | Oi Futuro  | Advanced Center in Education (Nave) Project   | Students enrolled in high school.   |
| <b>PS 3</b>                 | Roberto Marinho Foundation   | Autonomia Carioca Project (study acceleration)  | Behind-school students enrolled in the second segment of elementary school. |
| <b>PS 4</b>                 | Rogério Steinberg Institute  | Developing Talents Program (tutoring; chess, robotics)  | Elementary and high school students.  |
| <b>Maranhão State</b>       |  |   |   |
| <b>PS 2</b>                 | a) José Sarney Foundation;<br>b) Nassif Michael Foundation;<br>c) Center for Afro Culture (CCA);<br>d) Laboro & Arte Institute;<br>e) Pelotão Mirim Institute. | All of them did tutoring activities. Among the other activities were: Computer Science<br>Theater<br>Music<br>Painting Workshop<br>Writing workshop<br>Capoeira<br>Dance<br>Photography | Students enrolled in the first segment of elementary school.                |

Source: Based on information available from the research presented in the article (AZEVEDO, 2013; BOAES, 2018; ÁVILA, 2020; LIMA, 2021)

The information in Chart 2 complements the information presented in Chart 1, bringing more details of the projects, programs and activities, which were objects of study of the researches in focus. The *Nave do Conhecimento* (Knowledge Spaceship) project, from PS 1, offers regular high school education and, at the same time, professional education, focused on the formation of professionals in the areas of multimedia and digital games, relating education to technology. The Autonomia Carioca Project, from PS 3, reduces the age/grade distortion of students enrolled in the second segment of elementary school, allowing them to finish elementary school in less time, using the TeleClassroom Methodology. The Developing Talents Program, from PS 4, lasts three years and, in elementary school, is aimed at level 1, students from the 3rd to 5th grades; at level 2, students from 7th to 9th grades - selected in a free process, which involves psychological evaluation, to detect children and young people with high abilities. In relation to the organizations and foundations in PS 4, we highlight that besides the specific activities developed by each one, all of them offered tutoring activities in Portuguese and Mathematics.

## Potentialities and limits of partnerships in education: what do research participants say?

In this section, we present the conclusions presented in the four studies, aiming to understand the potential and limits of these partnerships between the public and private sectors, from the perspective of members of the school community, in light of the theoretical considerations of Gohn (2011, 2020) and Ball (1994, 2014). Again, we will follow the chronological order in which the studies were conducted.

The first academic research, PS 1, analyzed the partnership between the State Department of Education of Rio de Janeiro and the Oi Futuro Institute, in the NAVE project, at the José Leite Lopes State High School, in a proposal of integrated high school. The professional education courses offered in 2013 were: Technical Course in Scriptwriting for Digital Media (coordinated by the company Planetapontocom), Technical Course in Multimedia Generation (coordinated by PUC Rio) and Technical Course in Digital Game Programming (coordinated by the Center for Studies and Advanced Systems of Recife - C.E.S.A.R.). Considering the teachers' statements regarding potentialities, Azevedo (2013, p. 102, our translation) states that, for them, the project helps to understand the conception of the world and to "prepare the individual for life and its adversities". The expanded conceptions of human formation dialog with the studies of Gohn (2011, 2020), regarding the formation of individuals for an active citizenship. The recognition of the differentiated pedagogical work also appears in the report of one of the students: "The relationship of respect and union among all is high. But the greatest right that all citizens have, and that we have here at NAVE, is the right to quality education, which I take full advantage of, and which all citizens should have." (AZEVEDO, 2013, p. 112, our translation).

Despite these potentialities, according to Azevedo (2013, p. 102, our translation), teachers reported challenges involving this partnership. Among other points mentioned by them are: "shared management, balance between the interests of each side, opening the project to a more entrepreneurial vision, remuneration according to the demands of the project, ensuring the boundaries between public and private and maintaining the integrated education project. The following is a teacher's speech brought by Azevedo (2013, p. 102, our translation) in this regard:

The state is a public entity, which by nature is occupied by groups with specific interests. Not necessarily the public servants, in this case, the teachers, ideologically and politically agree with the government (the group that temporarily occupies the state). But the State, in its broad sense, is also composed of the organized civil society, and this is plural. In this sense, when Oi Futuro adopts a public school, it exercises privileges, actions with a

particular political-ideological content. These actions obviously interfere with the sense of public.

Implicit in the teacher's argumentation is a criticism of the partnership with a school, while the other students in the RJ state network do not have the same learning conditions in the integrated high school, both in terms of differentiated facilities and pedagogical project, and the teaching staff that went through a selection process and has different remuneration from the other teachers in the state network. This diversity of teaching conditions that the partnership provided is illustrated in the following interview excerpt (AZEVEDO, 2013, p. 112), with student M: Teaching in school is very differentiated by the workload, from 7 am to 5 pm. That's why our school has a firmer hand on the issue of education, and with the union of Oi Futuro our school became quite different from the others. The pedagogical proposal was built by Oi Futuro and adapted by the school, but the director states that "it came formatted!".

The second academic research, PS 2, focused on the partnership between public schools in the historic center of the city of São Luís in Maranhão and six Social Organizations, carrying out educational actions mainly of school reinforcement for students in the first segment of elementary school. According to Boaes (2018), the managers of four schools immediately highlighted the advantageous points seen by them in the partnerships: the improvement in school performance, participation, attendance, motivation, and concentration of students in schools. Another aspect highlighted refers to the opportunity for socially disadvantaged children to participate, in addition to school tutoring activities, in other projects and actions, such as, for example, the Banda do Bom Menino, nationally awarded for the work done with underprivileged children and young people who live in the historic center of São Luís. Two principals from UEBs Bandeira Tribuzzi and Ministro Mário Andreazza highlight the reduction in the number of students that were held back or failed at the end of the year. One of the principals highlighted:

The tutoring school saves us, because due to the overcrowding of the classes, the teachers can't give individualized attention to each student according to their needs. In a crowded classroom with 30 students, each student receives the content in a different way, and I believe that this close body to body contact with the student to clarify any doubts is fundamental (BOAES, 2018, p. 138, our translation).

Regarding the limits of these partnerships between schools and Social Organizations, Boas (2013, p. 140-142) states that managers highlighted the issue of discontinuity, bureaucracy, and slow administrative points involving the partnerships, in addition to the small number of openings to participate in educational actions.

The third academic research, PS 3, analyzed the partnership between the Municipal Education Secretary of the City of Rio de Janeiro and the Roberto Marinho Foundation, in a project for accelerated studies called *Autonomia Carioca* (Carioca Autonomy). From the interviews with teachers, according to Ávila (2020), all participants consider this project an "opportunity" for the development of the teaching and learning process of students with a history of failure, behavioral problems and difficulties in basic subjects such as Portuguese and Mathematics. In a teacher's speech brought by Ávila (2020, p. 199, our translation):

Acceleration is, in fact, a methodology that can transform some students, who in the conventional way, they would not be able to learn. In fact, teachers would not pay as much attention, because we do a lot of integrated activities and when there is a teacher rotation, this doesn't happen. You end up with practically one teacher, at most two, three, this integration occurs in a better way.

However, in their statements, teachers demonstrate that they understand that the acceleration of studies is a possibility for the correction of flow for municipal public schools, being inserted in an educational context of improvement of qualifying indexes of the network. This position dialogues with Ball's studies (1994), when he highlights that as actors in the context of practice, teachers "are not naive" in their attitudes and demands. In this case, we observed that in the process of "translating the policy" into their daily lives with the classes, they try to distance themselves from the possibility of acceleration of studies, seeking to develop a citizen education for their students.

Moreover, the teachers pointed out other positives in the teacher/student relationship, such as: development of emotional bonds; more time in contact with students to get to know their learning difficulties; social and emotional development; enrichment of their knowledge as teachers. However, the teachers interviewed also highlighted limiting issues in this partnership, such as: the use of outdated materials that are not appropriate for the age group of the students involved; a methodological limitation in daily activities - they should follow a routine of activities based on the telecourse 2000 videos, established by the Roberto Marinho Foundation; the continuing education for the project modules - held in regular shifts - did not always meet the demands and difficulties of teachers in the daily work with the classes (ÁVILA, 2020).

The fourth academic research, PS 4, analyzed the partnership between the Municipal Secretariat of Education of the city of Rio de Janeiro and the Rogério Steinberg Institute, in the Developing Talents Program. Based on interviews with managers and teachers, Lima (2021, p. 76-78) states that the participants of the research pointed out the little articulation between the representatives of the Institute and the school regarding the activities to be developed with the

students. Thus, the schools involved in the partnership receive the program already ready, without the opportunity for discussions regarding the planning of educational actions and a greater understanding, by teachers, about its theoretical basis, specifically, the concepts of Multiple Intelligences and the development of various skills that the program proposes. According to one of the managers interviewed: "These projects come ready-made. Our participation is only to disclose the deadlines, when they come here to apply the exams, the tests that they usually do [...], but we have no influence on the Institute's projects" (LIMA, 2021, p. 77, our translation).

This account reinforces the imposing manner in which many Social Organizations operationalize partnerships with schools. We found a similar situation in PS1, when a manager reported that the pedagogical project of the high school arrived at the state school ready and that the participation of the school community in its adaptation to the local reality did not include the collaboration of the students' parents and the students themselves. Thus, the reflections of Lacerda (2009) remain current, when he states that the shortage of public schools in Rio de Janeiro is great and the Secretariats tend to accept partnerships without seeking a participation of the school community in the design of educational actions to be developed.

Regarding the potential of the partnership with the Rogério Steinberg Institute, two teachers highlighted the fact that children and young people in situations of social vulnerability have access to projects that public schools do not regularly offer, such as this one aimed at the development of high abilities. They recognize that this partnership democratizes access to education and reverses a process of invisibility of this group of children.

In view of the above, we emphasize that the members of the school communities participating in the partnerships analyze its positive impacts on human development, despite reaching a restricted group of children and young people, but also emphasize its limitations, among which we highlight the little dialogue with the schools in the planning and execution of the proposed educational actions.

## Final remarks

This text focused on the partnerships in the field of education based on the research carried out, in the context of *stricto sensu* post-graduation, with the social actors most impacted by these partnerships: the members of the school community. This is the point of contact between the four studies that adopted, as methodological procedures, observation in schools and interviews with managers, teachers and students. The purpose of these procedures was to

listen to the participants about the way they experienced and evaluated the partnerships, seeking to contribute to the analysis of the context of the practice according to the reflections of Ball (1994).

The opening of schools to partnerships mediated by the Education Departments can affect the autonomy of school institutions. Many times, schools have to follow up the development of certain projects that they did not choose as priority actions in their political and pedagogical projects, but the Education Departments demand them to do so. The lack of communication between the Social Organizations, schools and Education Departments does not allow a more detailed and critical analysis of a configuration that tends to consolidate itself in the field of education. However, within the limits of respect for the Democratic State of Law, supported by the Federal Constitution of 1988 (BRAZIL, 1988), we must emphasize the principle of democratic management and safeguard the right to quality public education, with the participation of the school community in the definition of educational actions considered a priority. In this way, we highlight one of the main limits of the partnerships pointed out in PS1 and PS4, the lack of participation of the school community in the choices and development of the partnerships made with public schools.

As for the potentialities, we highlight the dimension of complementation of studies, pointed out, in PS2, from the performance of NGOs in the Historical Center of São Luís, and the differential that these educational actions make in the lives of these children and young people to continue their educational trajectory. Thus, by emphasizing the potentialities of the articulation between the formative spaces, we believe in the possibilities of Social Organizations with a "militant" profile as democratic spaces of political participation that articulate education and culture as a means of understanding reality and fighting to transform it.

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