

**DOSSIÊ: DIMENSÕES DE PRIVATIZAÇÃO NA EDUCAÇÃO BÁSICA:
DIFERENTES CONTEXTOS EM ANÁLISE**

***DOSSIER: DIMENSIONES DE PRIVATIZACIÓN EN LA EDUCACIÓN BÁSICA:
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***DOSSIER: PRIVATIZATION DIMENSIONS IN BASIC EDUCATION: DIFFERENT
CONTEXTS IN ANALYSIS***

Teise GARCIA¹

PRESENTATION

The dossier brings reflections developed from the “Fifth International Seminar of Greppe: Dimensions of Privatization in Basic Education”, held in August 2017. The objective is to contribute if the debate about the complexity of the privatization dimensions and its consequences for achieving the right to education in different contexts.

It is assumed that privatization in education entails the transfer of goods and responsibilities to the private sector, but also the adoption by the public sector of privately managed instruments. (ADRIÃO, 2015, ADRIÃO 2009, GARCIA *et al.*, 2009). In this regard, it is agreed with Licínio Lima (2013) when he observes that complexity in the privatization processes can mean the donation of principles and prescriptions proper to the so-called "New Public Management", establishing in the public administration what the author designates as "managerial canon" (LIMA, 2013, p.179).

The first article in the dossier, "*Knowledge State on Financing Compulsory Education and Privatization from the Web of Science, 2015-2018*," by Audrey Mori and Theresa Adrian presents instigating survey results in international journals on themes financing and

¹ Universidade de São Paulo (USP), Ribeirão Preto – SP – Brasil. Departamento de Educação, Informação e Comunicação. Tem experiência na área de Educação, com ênfase em Administração Educacional e Administração de Unidades Educativas na Educação Básica, desenvolvendo pesquisas sobre a gestão educacional no contexto das relações entre o público e privado. Coordena Seção Grupo de Estudos e Pesquisas em Política Educacional, Greppe-USP/RP. É vice-diretora estadual da Anpae (2017-2019), integra a Fineduca e é associada da Anped. Coordena o Programa de Pós-Graduação em Educação da FFCLRP (2017-2019). ORCID: <<https://orcid.org/0000-0003-4351-3159>>. E-mail: teiseg2@gmail.com

privatization in compulsory basic education. The correlation between financing and privatization is demonstrated by the authors, who record the relevance of considering the descriptor financing in surveys related to privatization. The authors also find that, among the works that approach privatization, most are produced by US authors. The most frequent theme in localized texts is parental choice.

The article *The role of the Global Partnership for Education in the promotion of globalization referents in the PALOP*, by Rui da Silva, a researcher at the Center for African Studies of the University of Porto, reflects on the potential possibilities of privatization in Sectorial Plans of Cape Verde Education, Guinea-Bissau, Mozambique and Sao Tome and Principe. The author, through documentary analysis, approximates the proposals for contractualized education in the context of the Global Partnership for Education, an initiative that includes country governments, "United Nations agencies, nongovernmental organizations (NGOs), foundations and enterprises (GPE, 2017)." The author's contribution, when analyzing a context geographically distanced from the Brazilian, besides providing us with important thoughts on global politics, contributes substantially to the firmament of the necessary dialogue between researchers of both hemispheres.

Next, the researchers Maria Vieira Silva and Leonice Matilde Richter, in an article titled **"The adoption of New Public Management in government agendas of different countries: Influences on the educational reforms and on the high school Education in the state of Minas Gerais"**, first discuss the notion of New Public Management as perspective for different national contexts and, subsequently, its adoption as a political orientation by the Minas Gerais government. The analysis, with abundant recourse to primary and secondary sources, carefully elaborates the articulations between the local politics and the demands of capital restructuring, problematizing the redefinition of the public sense of the public school. The authors conclude that the interest of the private sphere in the educational field, besides referring to the self-valorization of the private providers themselves, contributes to "the production of a new homo economicus", appropriate to the neoliberal model that is installed in different contexts.

The fourth work that compose this dossier is authored by Sabrina Moehleck, who analyzes the evolution of access to integral education, with a view to expanding the right to education, a fundamental theme in times of privatization. The article, *Access to full-time education trends in Brasil: dissonant courses in basic education*, is organized from a thorough documentary research through which the author concludes that there has apparently been an increase in educational opportunities, but notes that further studies are necessary in order to to

deepen the reflections. The author highlights, especially the peculiarities in the case of high school

In continuity with the examination of different contexts and possibilities of privatization, the following four texts examine the impact of the private sector in the context of curricular organization and the different educational and school management in context.

Andresa Costola and Raquel Fontes Borghi, examine the performance of the *“todos pela base nacional comum”* movement in the article *business reformers and educational policies: analysis of the movimento todos pela Base Nacional Comum*. The authors concentrate the reflection on the content of the speeches present in the documents produced by the private actors. They also map the subjects and institutions present in this movement. The authors finally problematize the interests of such actors in offering "solutions" to national education.

In the field of educational management, the introduction of large-scale evaluations in the State of São Paulo is analyzed in the article *20 years of scientific production on SARESP (1996 – 2016): reflections about the developments in teaching practice and privatization*, by Hayla Emanuelle Torrezan, Regiane Bertagna Henrique Kendi Nakamura. Based on a careful survey of theses and dissertations conducted in the CAPES databases and the three public universities of São Paulo, Unesp, Unicamp and USP, the authors focus on the constant reflections in such productions, which allows them to show that the works in analysis demonstrate that privatization is linked to the implementation of large-scale assessments.

The seventh article of this dossier, celebrated by Antonio Lisboa Leitão, is entitled *Government Policies for Basic Education in Paraíba: privatization as a strategy of hegemony*, analyzes the governmental policies for Education in the State of Paraíba and programs with the presence of the private sector. Based on data obtained by the Mapping of Strategies for the Privatization of Basic Education in Brazil - (2005-2015) (Adrião, coord., 2018), the author characterizes a set of private programs and entities that focus on curriculum, the educational offer in the Paraíba state network, indicating that managerialism is consolidated in the public administration, rooting the privatist perspective for the functioning of the "public thing".

The last text of this dossier, by Teise Garcia, *School management in the context of the privatization of Basic Education*, problematizes the incidence of private actors in school management. Also from data collected by the survey Mapping the strategies of privatization of Basic Education in Brazil - (2005-2015) (ADRIÃO, Coord, 2018; GARCIA, ADRIÃO, Org., 2018), demonstrates the diffusion of programs aimed at "reforming school management, "questioning the legacy of such programs for the organization of work in the educational unit.

At the end of this presentation, it is expected that the authors' effort to contribute to the critical reflection, with solid theoretical and empirical bases, has been evidenced. In post-coup Brazil, when the widespread dissemination of fake-news as "irrefutable sources in the formation of opinion," is strongly believed in the socialization of knowledge, a product of rigorous reflection and research, as an important instrument to subsidize social intervention in any field or dimension.

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