

**PUBLIC AND SHARED MANAGEMENT: INTEGRATED ACADEMIC MANAGEMENT IN TEACHER TRAINING AND PUBLIC MANAGERS IN THE SCOPE OF THE OPEN UNIVERSITY OF BRAZIL SYSTEM (UAB)**

***GESTÃO PÚBLICA E COMPARTILHADA: A GESTÃO ACADÊMICA INTEGRADA NA FORMAÇÃO DOCENTE E DE GESTORES PÚBLICOS NO ÂMBITO DO SISTEMA UNIVERSIDADE ABERTA DO BRASIL (UAB)***

***GESTIÓN PÚBLICA Y COMPARTIDA: LA GESTIÓN ACADÉMICA INTEGRADA EN LA FORMACIÓN DE DOCENTES Y GESTORES PÚBLICOS EN EL ÁMBITO DEL SISTEMA UNIVERSITARIO ABIERTA DE BRASIL (UAB)***

Luiz Alberto Rocha de LIRA<sup>1</sup>  
Tatiane MICHELON<sup>2</sup>  
Carlos Cezar Modernel LENUZZA<sup>3</sup>  
Fernando Barcellos RAZUCK<sup>4</sup>

**ABSTRACT:** Public Policies (PPs) are management instruments in which the government operates actions for the fulfillment of its programs, where public agents and organizations invested with administrative functions are responsible for conducting the State's Public Management, through the Multi-Year Plan (PPA). As a model of Public Management, this article evaluates the Shared Management between the Coordination for the Improvement of Higher Education Personnel (CAPES), the Open University System of Brazil (SisUAB) and the Public Institutions of Higher Education in achieving the described objectives within the scope of decree 5800/2006, which established the UAB, in relation to the basic and continued training of teachers, as well as public administrators. The contribution of SisUAB to the areas of basic education and public management in the country can be evidenced, considering that the principle of interiorization prescribed allows these results to be more representative.

**KEYWORDS:** UAB. CAPES. Public administration. Training. Teacher. Public managers.

**RESUMO:** Políticas Públicas (PPs) são instrumentos de gestão em que o governo opera ações para o cumprimento dos seus programas, em que os agentes públicos e organizações investidas de função administrativa são responsáveis pela condução da Gestão Pública do Estado, por meio do Plano Plurianual (PPA). Como modelo da Gestão Pública, este artigo avalia a Gestão Compartilhada entre a Coordenação de Aperfeiçoamento de Pessoal de

<sup>1</sup> Higher Level Personnel Support Coordination (CAPES), Brasília – DF – Brazil. Coordinator of Programs and Courses in Distance Education at CAPES. Doctorate in Education (UNIMEP). ORCID: <https://orcid.org/0000-0001-8719-700X>. E-mail: [luiz.lira@capes.gov.br](mailto:luiz.lira@capes.gov.br)

<sup>2</sup> Higher Level Personnel Support Coordination (CAPES), Brasília – DF – Brazil. S&T Analyst. Distance Education Specialist (UnB). ORCID: <https://orcid.org/0000-0002-2748-7707>. E-mail: [michelon@capes.gov.br](mailto:michelon@capes.gov.br)

<sup>3</sup> Higher Level Personnel Support Coordination (CAPES), Brasília – DF – Brazil. Director of Distance Education. Master in Science Education - Life and Health Chemistry (UFRGS). ORCID: <https://orcid.org/0000-0003-1406-1675>. E-mail: [lenuzza@capes.gov.br](mailto:lenuzza@capes.gov.br)

<sup>4</sup> Institute of Radioprotection and Dosimetry (IRD), Rio de Janeiro – RJ – Brazil. S&T Analyst. PhD in Education (UnB). ORCID: <https://orcid.org/0000-0002-8416-4242>. E-mail: [fernando.razuck@ird.gov.br](mailto:fernando.razuck@ird.gov.br)

*Nível Superior (CAPES), o Sistema Universidade Aberta do Brasil (SisUAB) e as Instituições Públicas de Ensino Superior (IES) na consecução dos objetivos descritos no âmbito do decreto 5.800/2006, que estabeleceu a UAB, com relação à formação básica e continuada de professores, bem como de gestores públicos. Pode-se evidenciar a contribuição do SisUAB para as áreas de Educação Básica e gestão pública no país, devendo-se considerar que o princípio de interiorização prescrito permite que esses resultados sejam mais representativos.*

**PALAVRAS-CHAVE:** UAB. CAPES. Gestão pública. Formação. Professores. Gestores.

**RESUMEN:** *Las Políticas Públicas (PPs) son herramientas de gestión en las que el gobierno opera acciones para el cumplimiento de sus programas, en las que los agentes públicos y las organizaciones investidas en función administrativa son responsables de conducir la Gestión Pública del Estado, a través del Plan Plurianual (PPA). Como modelo de Gestión Pública, este artículo evalúa la Gestión Compartida entre la Coordinación para la Mejora del Personal de Educación Superior (CAPES), el Sistema universitario abierto de Brasil (SisUAB) y las Instituciones Públicas de Educación Superior (IES) en el logro de los objetivos descritos en el Decreto 5.800/2006, que estableció la UAB, en relación con la educación básica y continua de los docentes, así como gestores públicos. Se puede evidenciar el aporte del SisUAB a las áreas de Educación Básica y gestión pública en el país, y se debe considerar que el principio de internalización prescrita permite que estos resultados sean más representativos.*

**PALABRASCLAVE:** UAB. CAPES. Gestión pública. Formación. Profesores. Gestores.

## Introduction

Public Policies (PPs) are considered management instruments in which the government defines and operates actions to fulfill the programs of its administration (DINIZ, 1997).

In this sense, public agents, organizations and persons invested with administrative function granted by governmental acts are responsible for conducting the Public Management of the State (HÖFLING, 2001).

Under this condition, the operational action of a government that holds a certain mandate will be carried out through a set of macro programs, instrumentalized in what is called the Multi-Year Plan (PPA), which in turn represents a government management model consisting of a sequence of management actions linked to the budget. In this case, this is the model in force in Brazil (GUEDES, 2007).

This new administrative paradigm, which has broken with previous models and thoughts, modernizes the public sector, keeping in tune with the interests of society, since the state cannot be at the mercy of divergences and mercantilist operations (GRAN, 1998).

Thus, it is necessary to evolve administratively through the implementation of managerial models that can support PPs. State reform and modernization are fundamental for the renewal and maintenance of democratic institutions in all aspects (PEREIRA, 1998).

The reorganization of the State is basically based on a transparent administrative model that lives up to the search for real indices of efficiency and effectiveness, increasing the opportunities for society to interact and get quick answers from the Government to their basic needs (FERLIE; UMBELINO, 1999; TEIXEIRA, 1996).

### **Public Management in Education**

The Management of PPs in Education has actions that are based on functional, integrative organizational principles rationally distributed, keeping the decisive power centralized in the ministerial breadth. The first bases are solidified by the study of learning, teaching, supervision and research, to then apply the basic functions of organization, direction and control (COELHO, 2019).

The theory of general, public and business administration, of education or any other specialty, has its origins in the concern with productivity. This became dominant after World War II, when a radical change occurred in Western culture (COELHO, 2019).

Classic organizational thinking found followers worldwide and Fayol's principles inspired Brazilian cultural production in the field of educational administration. In education, the holistic approach establishes that functional structures integrate for the pursuit of efficiency (LIRA; LIMA, 2014).

The basic characteristics of systems define more clearly their applicability in the management of the educational process, which are: Purpose or Objective - the institutional units define an arrangement, as well as relationships, that define the goal to be achieved, i.e., the consolidation of educational programs; and Globalism - refers to the organic nature, by which an action that produces change in one of the units of the system should produce changes in other units and the system will react globally to the extent that it proceeds to the necessary adjustments to reach again the balance (COELHO, 2019; LIRA; LIMA, 2014).

In the problematic issue of Educational Management, bureaucratic rationality is characterized by the existence of a master plan that coordinates political and resource distribution actions. The main unit of the educational management process is the school, which provides, above all, relevant social services (LIRA; LIMA, 2014).

Such reflection inserts the management problem of Brazilian education by the social contrasts of a territorial immensity, making it essential active participation of states and municipalities as key parts in the decentralized process of actions and the maintenance of control systems for the monitoring of quantitative and qualitative results with efficiency (PETRUCCI; SCHWARTZ, 1999).

The management of national education, structured by plans and actions programmed at all levels, establishes the basic instruments of financing and monitoring necessary for the achievement of the main objectives for the search of quality with efficiency, minimizing illiteracy and seeking to solve the issue of school dropout throughout the country (OMENA; CAVALCANTE, 2016).

The interdependence between the social agents of education becomes a factor of extreme necessity with respect to the decentralized actions of the Ministry of Education (MEC) to states and municipalities, especially with respect to the financing of sectoral programs directly linked to social needs (OMENA; CAVALCANTE, 2016).

### **Managerial public management**

Managerial public management ascended in the second half of the 20th century, responding to several crises of the state and as a tool to face fiscal and cost problems. This model allows the implementation of PPs through the adoption of instruments aimed at protecting public assets with the aim of making the services provided by the state to the citizen more efficient (COELHO, 2019).

In this way, it is citizen- and result-oriented, and as a strategy, it makes use of decentralization and the encouragement of creativity and innovation.

This model seeks to differentiate itself from the bureaucratic one by the aspect that it is fundamentally oriented toward the citizen and control of results. This form of managerial public administration is described as:

[...]Managerial public administration involves a change in management strategy, but this new strategy must be put into practice within a reformed administrative structure. The general idea is to decentralize, to delegate authority. But it is necessary to be more specific, to clearly define the sectors in which the state operates, the competencies and the administrative modalities that are most appropriate for each sector (PEREIRA, 1998, p. 33, our translation).

This scenario of changes and new managerial alternatives implies the emergence of modern techniques and processes, capable of promoting significant changes, which enable the achievement of new effective administrative routines, aiming to advance in the control and monitoring of PPs.

The tasks of a reengineered government (the structure, the people, the technology and the environment) nowadays lose their single or main strength to give way to a relationship of interdependence:

The relationship between all of these components becomes different from the sum of the components of each component considered in isolation. The adequacy of these variables is the main challenge of Public Administration. A balance through the ages shows how each theory has been expanding the scientific domain of Administration. Today, for legal-institutional and cultural reasons, it is public administration that is most resistant to this holistic, global or integrating vision. (TEIXEIRA, 1996, p. 44, our translation).

Bureaucracy and the unbridled expansion of governmental functions have led the State to despise its primary objective of serving man and society. In many cases, this bureaucracy has used the power delegated to it by the collectivity to implement its own class interests, disregarding the integral vision of man in favor of sharing. With reengineering, public management discovers that the government not only has a client, but also a competitor. This becomes the problem, the challenge (TEIXEIRA, 1996).

This new era of Public Management is described by Schon (1983) as being characterized initially by five basic strategies: the decentralization theory; mobilization of the social fabric; political support; the role of demonstration projects; and the redundancy and controlled destabilization of organizational culture.

In this sense, as a model of the so-called Public Management, the theme under development in this article is fundamentally based on the Shared Management model between the Coordination for the Improvement of Higher Education Personnel (CAPES) and the Open University System of Brazil (SisUAB). Thus, from Shared Management, the bases of this structural-historical investigation will be established to analyze the integrated management by the public institutions of higher education (HEI) in the achievement of the objectives described in the scope of Decree 5800/2006, which established the bases of the functioning of the Open University of Brazil (UAB in the Portuguese acronym) (BRAZIL, 2006).

Thus, this article aims to make a critical evaluation of the contribution of the SisUAB in the basic and continued education of teachers, as well as of public administrators, during its

first ten years, according to data from CAPES itself, based on the historical and chronic shortages in these areas that are essential to the country's development.

### **Integrated management between CAPES and UAB**

The UAB was formally established by Federal Decree No. 5800 of June 8, 2006, and aims to develop the modality of Distance Education (EaD), with its operation under the responsibility of CAPES, in accordance with the MEC Ordinance No. 318 of April 2, 2009 (BRAZIL, 2006, 2009).

Article 1 of Federal Decree No. 5800/2006 states that the primary purpose of the UAB is to "expand and interiorize the offer of courses and programs of higher education in the country" (BRAZIL, 2006).

The UAB started in a totally adverse scenario, in which few HEIs were active in EaD. However, today, the system has 106 HEIs in all Brazilian states, and 654 higher education courses are offered by the program (BRAZIL, 2021).

The UAB records show that more than 605,000 students have been enrolled in courses taught by the HEIs, and the areas of basic and continuing education for teachers and public administrators represent the greatest effort of the policy, given the fulfillment of the objectives proposed in Decree 5.800/2006 (BRAZIL, 2006).

Moreover, with the enactment of Law No. 11.502, of July 11, 2007, and Decree No. 6.755, of January 29, 2009, CAPES was assigned, within the MEC, the new mission to induce, foster and coordinate actions focused on initial and continued training and valuing of teachers of Brazilian Public Basic Education (BRASIL, 2007, 2009).

Notoriously known for its role in the expansion and consolidation of the National Post-Graduation System (SNPG), CAPES thus resumes Anísio Teixeira's ideal of an effective commitment of Brazilian higher education and post-graduation with the training of education professionals and a systemic view of this process (MICHELON; LIRA; RAZUCK, 2016).

In this new legal context, two directorates were created: the Directorate of Basic Education Teacher Training (DEB) and the Directorate of Distance Education (DED) (MICHELON; LIRA; RAZUCK, 2016).

In this article, the focus is on the performance of the DED, which plays an important role in the implementation of teacher training programs in distance learning modality, being responsible for regulating, funding and monitoring the SisUAB. Such attributions of the DED

are defined in art. 24 of the Statute of CAPES, approved by Decree No. 7.692, of March 2, 2012 (BRAZIL, 2012).

Primarily, it will be up to the DED the implementation, funding and monitoring of the SisUAB, considered by experts currently the main public policy in the context of EaD in the country.

In this sense, considering the attributions and institutional objectives attributed to Capes and the HEIs, it is essential an integrated articulation between the actors in order to reduce the deficit of teachers in the segments of Brazilian public education, a fact that has caused intense negative impact on the quality of Brazilian Basic Education (EB) and therefore on the sustainable development of the country (MICHELON; LIRA; RAZUCK, 2016).

And, as inducer and manager of the system, the DED, through the UAB, has invested, as a priority, public resources in the promotion of teacher training programs in partnership with HEIs (state, federal, public and private), municipalities, states and the Federal District.

### **The UAB and the basic and continuing education of teachers**

The teaching practiced in the classroom should also privilege the knowledge of new technologies, which daily participate or intervene in the lives of students, their parents, society and the school itself (MERCADO, 1999).

This does not mean that one should seek a teaching with merely technological or utilitarian knowledge, which teaches the student to use the new technologies, but rather that the student should be minimally prepared to know and understand the scientific and technological advances that can change his own life and mentality (MERCADO, 1999).

The teacher plays an important role in society's knowledge learning process. Thus,

An aware and critical teacher is able to understand the influence of technology in the modern world and is able to put it at the service of education and the training of their students, articulating the various dimensions of their teaching practice, in the role of an agent of change. [Teachers need to make effective use of the various technologies in order to provide students with the educational experiences that will be required in the next decade, preparing them for their role in modern society (MERCADO, 1999, p. 88, our translation).

It is necessary that the teacher is able to establish relationships between science and technological development, in order to contribute to a better quality of life for students and society (DELIZOICOV; ANGOTTI, 1992; RAZUCK; RAZUCK, 2011).

When using a television, a video, a game, a bus, an automobile, when using a bicycle, when making food, when using the telephone and the internet, when turning on the light, when turning on a hydraulic pump, when using fertilizers, etc., scientific elements that make up the technological development are implicit (DELIZOICOV; ANGOTTI, 1992).

The influence of this scientific and technological knowledge even in the field is striking. "Today, and increasingly in the future, science and the results of its technological applications are permeating our lives, interfering in the social process" (DELIZOICOV; ANGOTTI, 1992, p. 24, our translation).

Another aspect that must be taken into account in the teacher's teaching practice is that the teacher must be able to encourage the student to search for new information that will contribute to the formation of the concepts that will be worked on in the classroom. Then,

The individual needs to know of the existence of certain information and where it is located, so that at the appropriate time he can access it. [...] The teacher needs to know how to guide the students on where to gather information, how to treat and how to use the information obtained (MERCADO, 1999, p. 42, our translation).

Among the factors that contribute to this posture is grounded in the deficient training of teachers. And "This situation makes teachers enslaved to science teaching proposals that have nothing to do with their reality and that of their students and, what is more serious, have little to do with science" (FRACALANZA; AMARAL; GOUVEIA, 1992, p. 7, our translation).

Under these conditions that permeate the teacher training, the inductive PP through the SisUAB requires follow-up and monitoring of the quality of this training, showing a concern that is not limited only to the physical factors of achieving the goals (ARRUDA, 2018).

### **The UAB and the training of public managers**

The development of PPs for the qualification of public managers assumes a relevant role due to the advancement of technology and also to the new management processes arising from organizational reforms and modernization of the state apparatus (PETRUCCI; SCHWARTZ, 1999).

Under this aspect, it becomes fundamental for the public manager to master conceptually and technically the management instruments that enable the population that uses the public services to achieve the benefits resulting from the taxes they pay.



The initiatives to reform the State apparatus carried out as of 1990, in which the Union began to exercise the functions of regulation and induction, together with the decentralization process that occurred as of the Federal Constitution of 1988, caused states and municipalities to expand their performance by taking over several activities previously performed by the Union (COELHO, 2019).

According to Caccia-Bava and Sato (2002), the advancement of the decentralization process of PPs, particularly the social policies of education, health, and social assistance, gave local governments new protagonism in the development process of cities and the country.

This new scenario in the field of public management made municipal administrations seek restructuring projects to adapt to new managerial techniques that could qualify them for the implementation of local or even national policies (CACCIA-BAVA; SATO, 2002).

Veloso *et al.* (2011) highlight the importance of qualifying local public managers in this new Brazilian context, as well as adding that strengthening municipal management capacity is an imperative condition for development to occur in a less unequal way in a country as administratively decentralized as Brazil.

In this aspect, Guedes (2007) emphasizes that the focus on the qualification of local governments should be directed to enable them to respond to the demands of society, offering better and more effective public services, besides preparing them institutionally for the changes of approach that affect the public sector, which demand greater administrative transparency, control and social participation.

From what has been presented so far, it is understood that decentralization as a strategy consists, in fact, in decentralizing the decision-making, executive and monitoring structures that are currently strongly centralized in the central core of the Brazilian state apparatus. The actions of the Federal Government should be guided by the principle of administrative decentralization and the delegation of executive powers to the States and Municipalities.

The creation of local structures for monitoring and controlling the management of public resources should subsidize the formal structures for internal and external control of the public administration, whose effectiveness is seriously compromised by their natural distance from the place where expenses are actually incurred, which leads to the exercise of merely ritualistic controls (LIRA; LIMA, 2014).

In other words, the conceptual revision of the Brazilian technobureaucratic apparatus is not only a technical task, but it is, above all, a politically directed task. Moreover, to be successful, it needs political support and it becomes essential to demonstrate that, in practice,

the technological, managerial and organizational alternatives are fully viable (LIRA; LIMA, 2014).

## **Methodology**

In this sense, the theme under study is structured through the evaluation of strategies that can assist public management within the scope of Programs in the area of Education, in which there is a decentralization of actions and resources among administrative structures at Federal, State and Municipal levels.

This is, then, a qualitative-quantitative research (GIL, 2007), since when analyzing the data referring to CAPES's PNAP, an evaluation is made regarding the type of data (qualitative) in order to measure the results achieved (quantitative).

The methodology of the study, of an evaluative nature, intensifies in its descriptive form in the sense that it will demonstrate the characteristics of the shared management between CAPES and the UAB System. Therefore, the research focuses on a case study that addresses the model of shared management to execute a public policy in the area of Education.

## **Results**

Below, we will show some data from the SisUAB, evidencing the achievement of its efficiency and effectiveness goals, demonstrating the evolving contribution in the areas of basic and continuing education for teachers and public administrators.

### **The UAB's contribution in the basic and continuing education of teachers**

The physical data (Chart 1 and Table 1) calculated in SisUAB indicate that, currently, 605,945 students have been registered in the system, with 121,967 students in the active status. A total of 173,682 students have graduated, which represents 28.66% of the total number of registered enrollments (BRAZIL, 2021).

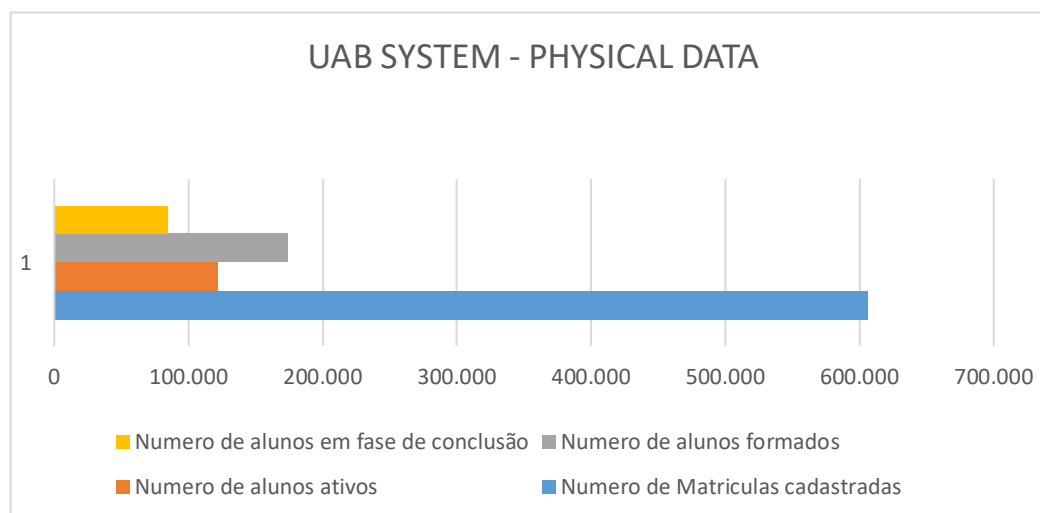
On the other hand, if the number of graduated students is added to the number of students in the conclusion phase, the SisUAB reaches 257,959 graduated students, raising the percentage of effectiveness of the system to 42.57% of the total number of registered enrollments..

**Table 1 – SisUAB data**

Numero de Matrículas cadastradas	Numero de alunos ativos	Numero de alunos formados	Numero de alunos em fase de conclusão
605.945	121.967	173.682	84.277

Source: CAPES (2021)

**Graph 1 – Comparison of SisUAB data<sup>5</sup>**



Source: CAPES (2021)

Considering the contribution of SisUAB in basic teacher training (undergraduate courses) and continuing education, in specialization, improvement, extension, and professional master's courses (Graph 2 and Table 2), the data indicate that, currently, a total of 424,067 enrollments were registered in these courses, of which 232,292 were in undergraduate courses and pedagogical complementation (54.77%), 180,682 in specializations, improvement, and extension (42.60%), and 11,093 in professional master's courses (2.61%).

Regarding the number of active students, a total of 95,100 students were active in the courses: 83,978 (88.30%) in the undergraduate courses, 5,589 (5.37%) in the specializations, improvement and extension courses, and 5,533 (5.81%) in the professional master's courses.

Despite the effectiveness of the System, which emphasizes the goal of training, since the students in training are included in the composition, in the case of undergraduate courses, 57,011 teachers left the System to work in basic education, which is equivalent to 24.54% of

<sup>5</sup> Número de alunos em fase de conclusão = Number of students in completion stage

Número de alunos ativos = Number of active students

Número de alunos formados = Number of graduated students

Número de matrículas cadastradas = Number of registered enrollments

the total number of enrollments. In order to measure continued teacher training, following the same appropriation guideline of the undergraduate courses, 106,908 teachers were trained, which is equivalent to 59.16% in relation to the number of enrollments.

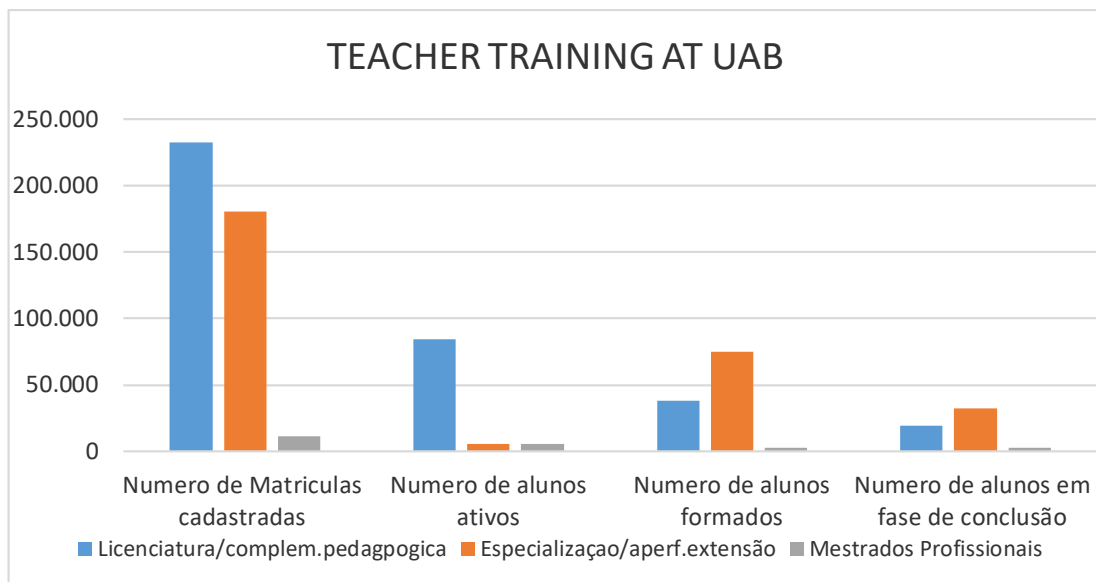
In the case of the professional masters, the effectiveness of the program is at the level of 5,533 teachers attended, which reaches an effectiveness index of 49.87% in relation to the number of enrollments.

**Table 2 – Teacher Training<sup>6</sup>**

Tabela 01 - Contribuição do Sistema UAB na Formação de Professores para a Educação Básica				
Tipo de Curso	Numero de Matrículas cadastradas	Numero de alunos ativos	Numero de alunos formados	Numero de alunos em fase de conclusão
Licenciatura/complem.pedagogica	232.292	83.978	37.764	19.247
Especialização/aperf.extensão	180.682	5.589	74.692	32.216
Mestrados Profissionais	11.093	5.533	3.003	2.530
	424.067	95.100	115.459	53.993

Source: CAPES (2021)

**Graph 2 – Comparison of Teacher Training numbers**



Source: CAPES (2021)

<sup>6</sup> Número de alunos em fase de conclusão = Number of students in completion stage  
 Número de alunos ativos = Number of active students  
 Número de alunos formados = Number of graduated students  
 Número de matrículas cadastradas = Number of registered enrollments

## The UAB's contribution in the training of public managers

In the case of the National Public Administration Program - PNAP (Graph 3 and Table 3), the data demonstrate the trainings, as well as the level of meeting the demand in the field of public management, one of the goals and objectives of the UAB system.

The System registers a total number of enrollments at the level of 109,746, distributed as follows: Public Administration (bachelor's degree) 36,148 (32.93%), Specialization in Public Management 26,855 (24.47%), Municipal Public Management 21,958 (20.008%) and Public Management in Health 24,785 (22.58%).

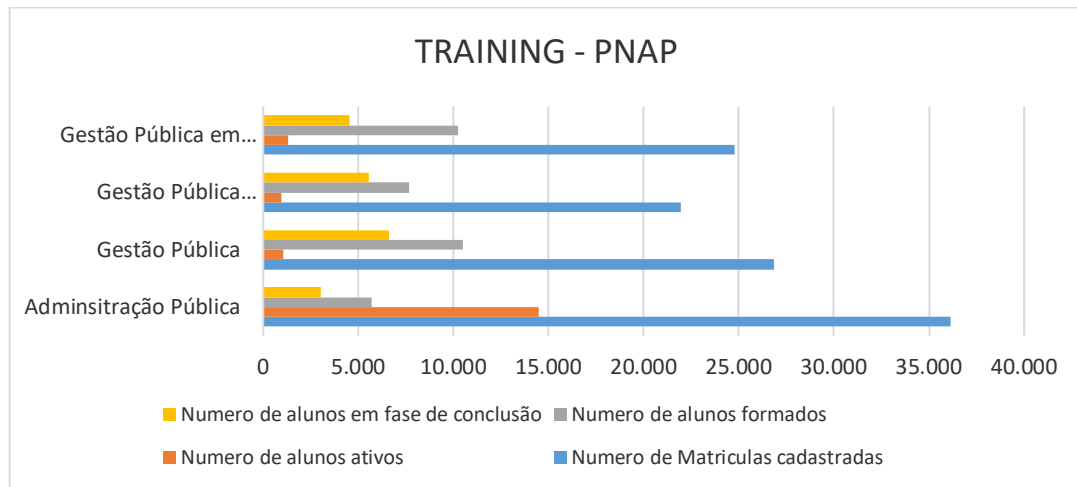
Considering effectiveness analysis, in the case of the Bachelor in Public Administration, the training reaches 8,712 students in the condition (24.10%), with a total of 14,500 students.

The training of professionals in Specialization courses presents an effectiveness in each of the areas with the following attendance proportions: Public Management, 17,098 (63.66%); Municipal Public Management 13,236 (60.28%) and Health Management 14,777 (59,62%).

**Table 3** – Training of Public Managers

Tabela 05- Formação no Programa Nacional de Administração Pública				
Tipo de Curso	Numero de Matrículas cadastradas	Numero de alunos ativos	Numero de alunos formados	Numero de alunos em fase de conclusão
Administração Pública	36.148	14.500	5.709	3.003
Gestão Pública	26.855	1.077	10.503	6.595
Gestão Pública Municipal	21.958	932	7.689	5547
Gestão Pública em Saúde	24.785	1.305	10.259	4.518
	109.746	17.814	34.160	19.663

Source: CAPES (2021)

**Graph 3 – Comparison in the Training of Public Managers<sup>7</sup>**

Source: Prepared by the authors

### Final remarks

Considering that public investment, by the nature of its importance, which should revert in benefits to society, there is a consensus around the idea that public administrators need greater flexibility to act in the conduct of programs without losing sight of the goals of efficiency and effectiveness.

Although many managerial advances have occurred in the structure of public management in Brazil, there are still some obstacles to the introduction of flexible instruments that can break with the current patterns of hierarchy and authority. Public authorities, however, have chosen diverse approaches to initiate their programs of flexibilization.

In this sense, the study on Shared Management established under the SisUAB actually takes place in the form of delegated induction within the education sector, as well as the relationships established in the processes used for financing and quality assessment that allow the development of a system of accountability<sup>8</sup> with the interlocutors.

The Open University of Brazil Program is responsible for the institutional establishment and development of the Distance Learning modality in Public Higher Education, acting inductively through shared management with institutions linked to the

<sup>7</sup> Número de alunos em fase de conclusão = Number of students in completion stage

Número de alunos ativos = Number of active students

Número de alunos formados = Number of graduated students

Número de matrículas cadastradas = Number of registered enrollments

<sup>8</sup> Este texto adota uma abordagem crítica sobre o conceito de *accountability*, em que se entende dever haver uma interação entre os processos de avaliação, prestação de contas e responsabilização na gestão pública.

MEC, state and municipal agencies in order to ensure the expansion and interiorization of higher education in the country.

However, it is necessary to clarify that the programs for basic and continued training of human resources, whether for education or public management, depend on the permanence and continuity of the flow of funding and also on the mandate of those who govern. In a representative democracy, most of the times the discontinuity of these social programs ends up preventing the concretization of an effective policy.

Shared Management understood in this way, in the form of delegated induction, aims at the commitment of all agents involved with the purpose of keeping the administrative processes in tune with the achievement of the public policy results.

CAPES, when implementing its scholarship and promotion programs, invokes the concept of Shared Management when signing the terms of agreements and Terms of Decentralized Execution (TED) with the interlocutors deliberating for a mutual cooperation. However, in the molds of a Shared Management by delegated induction, the non-attainment of goals may yield unsatisfactory results compared to the size of the investment made.

In general, throughout the federal system, the follow-up of the budget and financial execution has not been done in an integrated way, which has prevented the obtaining, in reasonable timeframes, of consolidated information capable of reflecting the true financial situation of the Education sector.

The administrative mechanisms used need to demonstrate the balance between the effective use of the resource and its return through the social benefits achieved, allowing parameters for adjustments and continuous improvement of its performance.

According to the data presented in this study, some significant results on the contribution of SisUAB to the training of human resources for the areas of basic education and public management in the country can be evidenced. It should be considered that the principle of internalization prescribed among the objectives of the system allows these results to be representative, especially in the municipalities where the greatest needs are evident.

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