

**VENTURY PHILANTHROPY IN BRAZILIAN STATE EDUCATION NETWORKS:
ANALYSIS OF THE INFLUENCES OF THE AYRTON SENNA INSTITUTE**

***FILANTROPIA DE RISCO NAS REDES ESTADUAIS DE ENSINO BRASILEIRAS:
ANÁLISE DAS INFLUÊNCIAS DO INSTITUTO AYRTON SENNA***

***FILANTROPÍA DE RIESGO EN LAS REDES EDUCATIVAS DEL ESTADO
BRASILEÑO: ANÁLISIS DE LAS INFLUENCIAS DEL INSTITUTO AYRTON SENNA***



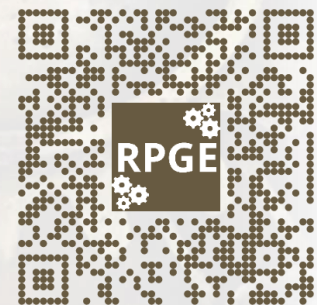
Theresa Maria de Freitas ADRIÃO¹
e-mail: theadriao@gmail.com



Raquel Fontes BORGHI²
e-mail: raquel.borghi@unesp.br

How to reference this paper:

ADRIÃO, T. M. F.; BORGHI, R. F. Ventury philanthropy in brazilian state education networks: Analysis of the influences of the Ayrton Senna Institute. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 27, n. 00, e023025, 2023. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v27i00.16940>



| Submitted: 08/07/2022
| Revisions required: 26/02/2023
| Approved: 03/03/2023
| Published: 19/05/2023

Editor: Prof. Dr. Sebastião de Souza Lemes
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ State University of Campinas (UNICAMP), Campinas – SP – Brazil. Associate Professor in the Department of Policies, Administration, and Educational Systems. Visiting Professor. (PPGE-UFBA) – Salvador. PhD in Education (USP)

² State University of Campinas (UNESP), Rio Claro – SP – Brazil. Faculty member of the Department of Education. PhD in School Education. (UNESP).

ABSTRACT: This article is part of an inter-institutional research that mapped and analyzed basic education privatization strategies in state public education networks in Brazil. The objective is to present the Ayrton Senna Institute (IAS) incidence in the set of networks and to analyze this private actor and its modus operandi associated with philanthrocapitalism. Data on the privatization of basic education collected from the institutional pages of governments and private organizations were collected and processed. The results indicate that the IAS focused primarily on state networks in the Northeast and Midwest, elementary education, and the curricula of these networks.

KEYWORDS: Ayrton Senna Institute. Philanthropy. Philanthrocapitalism. Privatization.

RESUMO: Este artigo integra pesquisa interinstitucional que mapeou e analisou estratégias de privatização da educação básica nas redes estaduais de educação pública do Brasil. O objetivo é apresentar a incidência do Instituto Ayrton Senna (IAS) no conjunto das redes e analisar este ator privado e seu modus operandi associado ao filantropocapitalismo. Foram levantados e tratados dados sobre a privatização da educação básica coletados junto às páginas institucionais de governos e organizações privadas. Os resultados indicam que o IAS incidiu prioritariamente em redes estaduais da Região Nordeste e Centro-oeste, no ensino fundamental e nos currículos dessas redes.

PALAVRAS-CHAVE: Instituto Ayrton Senna. Filantropia. Filantropocapitalismo. Privatização.

RESUMEN: Este artículo es parte de una investigación interinstitucional que mapeó y analizó las estrategias de privatización de la educación básica en las redes estatales de educación pública en Brasil. El objetivo es presentar la incidencia del Instituto Ayrton Senna (IAS) en el conjunto de redes y analizar este actor privado y su modus operandi asociado al filantropocapitalismo. Se recolectaron y procesaron datos sobre la privatización de la educación básica recolectados de las páginas institucionales de gobiernos y organizaciones privadas. Los resultados indican que el IAS se centró principalmente en las redes estatales en el Nordeste y Medio Oeste, en la educación primaria y en los planes de estudio de estas redes.

PALABRAS CLAVE: Instituto Ayrton Senna. Filantropía. Filantropocapitalismo. Privatización.

Introduction

This article revisits and expands upon the analysis conducted over ten years ago (ADRIÃO, 2011) regarding the impact of the Ayrton Senna Institute (IAS) on Brazilian public education networks. Within that context, the studies had already indicated the prominent role of the Institute in disseminating programs aimed at rectifying school dropout rates and implementing management tools to improve outcomes in basic education schools (GARCIA, 2018; ADRIÃO, 2011; COSTA, 2019, PERONI, 2018).

This article stems from inter-institutional research that mapped private actors and programs that influenced state basic primary education networks, including the Federal District, from 2005 to 2018.³ This research has identified that the IAS was one of the three private actors with the most significant influence on the formulation of Brazilian educational policies from 2005 to 2018. However, a bibliographic survey conducted using the Catalog of Theses and Dissertations from the Coordination for the Advancement of Higher Education Personnel (CAPES), the Scielo platform, and the research publications of the participating research groups revealed only two works specifically dedicated to the analysis of this actor and its *modus operandi*. The remaining studies primarily focused on examining specific programs or actions, as outlined (SILVA, 2016; ADRIÃO, 2021).

Silva (2016), in a literature review on the performance of the IAS published between 2002 and 2015, identified 64 works, including dissertations, theses, and published articles, that examined the Institute's performance. However, these works did not specifically focus on the IAS as the primary subject of study. Therefore, the objective of this article is to present the influence of the IAS on state education networks and analyze this private actor and its operational methods, with a particular emphasis on the concept of risk philanthropy.

The article initially provides an overview of the IAS, including its history, key partners, funding source, and management team. Subsequently, the article focuses on the impact of the IAS on public state networks, presenting the mapping findings conducted as part of the interinstitutional research that underlies this article (ADRIÃO *et al.*, 2019). Finally, a discussion is presented regarding the IAS's involvement and performance within the context of risk philanthropy.

³ Inter-institutional research: "Analysis of the mapping of privatization strategies in basic education in Brazil: actors, programs, and consequences for public education", funded by Fapesp (Process 2019/12230-7) and coordinated by Prof. Dr. Theresa Adrião.

Ayrton Senna Institute (IAS): A race to victory

The Ayrton Senna Institute, established in November 1994 following the passing of the São Paulo-born driver after whom it is named, presents itself as a philanthropic association dedicated to combating poverty through various avenues. The funding for its health, education, and religion initiatives is derived from Ayrton Senna Foundation Ltda, primarily engaged in managing the Senna brand (ADRIÃO; PERONI, 2011).

The Institute's involvement in education commenced shortly after its establishment, focusing on implementing programs and initiatives primarily within municipal and state networks. According to Silva (2016), as early as 1995, the IAS began its professional, sports, and artistic training endeavors. In 1997, it introduced a dedicated educational program, *Acelera Brasil*, with the objective of addressing age-grade disparities. Subsequently, the Institute's influence in the education sector has grown significantly, expanding in terms of geographical reach and the diversification of programs and actions. The origin of the resources has become more intricate, initially reliant on donations from Ayrton Senna Foundation Ltda. However, recent information⁴, reveals that, according to the National Classification of Economic Activities (CNAE), the IAS is classified as a medium-sized association dedicated to advocating for social rights, with its headquarters in São Paulo.

In the early 2000s, as emphasized by ADRIÃO (2021), the collaboration between the IAS, under the leadership of its president Viviane Senna, and the Brazilian business community grew stronger, particularly with the São Paulo segment organized through the Business Leaders Group - LIDE. The group was established in 2003 by João Doria (who assumed the role of governor of São Paulo in 2019) to unite business people to advocate for shared agendas, this relationship has been maintained and strengthened. According to the author:

Viviane Senna collaborates with LIDE in organizing multiple editions of the National Forum on Education and Innovation⁵. Within this corporate network, she secures support and donations from businesspeople while facilitating connections with government representatives (ADRIÃO, 2021, p. 362, our translation).

Souza and Caetano (2010) and Adrião (2021) highlight the continued presence and significance of the LIDE Network, particularly LIDE-Education (a segment of the LIDE

⁴ Available at: <https://www.econodata.com.br/lista-empresas/SAO-PAULO/SAO-PAULO/I/00328072000162-INSTITUTO-AYRTON-SENNA>. Access in: 10 Jan. 2023.

⁵ Available at: <https://direcionalescolas.com.br/4o-forum-nacional-de-educacao-e-inovacao-conclui-brasil-precisa-mudar-forma-de-ensinar-para-chegar-ao-seculo-xxi/>. Access in: 10 Jan. 2023.

network specifically dedicated to education), as key partners of the IAS. Considering the historical context and the emphasis placed on brand logos on the Institute's website or reports (the brand's visibility is directly linked to the involvement of its owners in the private sector), Table 1 presents the main institutional supporters emphasized by the IAS.

Chart 1 – Key supporters of IAS initiatives highlighted in annual reports

Year	IAS' main supporters and partners
2010*	LIDE-Educação; HP-Brasil42, Microsoft Educação;
2012	Bradesco capitalização, CITI, Credicard, LIDE-Educação, P&G
2013	Bradesco capitalização, Credicard, LIDE – Educação, P&G
2014	Credicard, Itaú, P&G, LIDE-Educação, Raízen
2015	Itaú, Itaucard, LIDE-Educação, P&G, Raízen
2016	Itaú, Itaucard, LIDE-Educação, P&G
2017	Itaú, Itaucard, LIDE-Educação, P&G

* In the IAS reports, the sizes assigned to logos directly correlate with the level of support received, indicating their respective significance. Unfortunately, public data for 2018 is unavailable, and information before 2010 is also not provided.

Source: Authors' compilation based on IAS institutional documents and the works of Souza and Caetano. (2010)

The collaboration between the IAS and other private organizations is also examined by Silva and Adrião (2021), who analyzed the connections observed on the Institute's Twitter account between 2013 and 2020. It is noteworthy that, within this social network, the authors identified a prevailing presence of other organizations, such as: PORVIR, Fundação Lemann, Fundação Telefônica Brasil and the Todos pela Educação. Besides these, they found mentions of the Organization for Economic Cooperation and Development (OCDE) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

The association with UNESCO traces back to 2004 when the IAS was bestowed with the privilege to establish the UNESCO Chair in Education and Human Development, marking it as the inaugural non-governmental organization to receive such recognition, which had been exclusively granted to universities before. Conversely, the connection with the OECD was established in 2012⁶, when the IAS joined the Center for Educational Research and Innovation (CERI) through the Education and Social Progress project. This initiative examines the correlation between the cultivation of non-cognitive skills and socioeconomic advantages. In Brazil, this collaboration led to the execution of a pilot study in Rio de Janeiro and organizing the International Seminar on Education for the 21st Century. The IAS was the sole Brazilian

6

Available

at:

<https://institutoayrtonsenna.org.br/content/dam/institutoayrtonsenna/documentos/relat%C3%B3rios-anuais/Relatorio-Institucional-2012.pdf>. Access in: 10 Jan. 2023.

RPGE – Revista on line de Política e Gestão Educacional, Araraquara, v. 27, n. 00, e023025, 2023.
DOI: <https://doi.org/10.22633/rpge.v27i00.16940>

e-ISSN: 1519-9029

5

non-governmental organization involved in this "global" endeavor, contributing to formulating and proposing policies for advancing non-cognitive skills (IAS, 2012).

According to Adrião (2018), the IAS joined the Network of Foundations Working for Development (netFWD) within the OECD, established in 2014. netFWD is a global network of corporate philanthropy that strives to promote innovative approaches supported by philanthropists to enhance development in impoverished nations, serving as an alternative to reducing public funds. Subsequently, the Brazilian foundations Itaú Social and Lemann joined this esteemed and influential group.

The (netFWD) network has key objectives centered around optimizing and expediting the impact of development philanthropy through the sharing of experiences and lessons, influencing policies, and fostering the development of innovative partnerships (ADRIÃO, 2018, p. 26, our translation).

The initiatives undertaken by the global network align with the principles of Venture Philanthropy (OECD, 2014), as preferred by Bishop and Green (2008), who coined the term "philanthrocapitalists" or the "new philanthropists" (ROBERTSON; VERGER, 2012). These expressions refer to a sector comprising private organizations affiliated with corporations and wealthy individuals whose philanthropic contributions operate as socially-oriented business investments with measurable returns, including financial ones (ADRIÃO, 2018). A document prepared in 2014 by the Global Network of Foundations Working for Development (netFWD)/OECD, titled "Venture Philanthropy in Development: Dynamics, Challenges, and Lessons," highlights that a growing number of foundations have transformed into actual investors. Consequently, they anticipate financial returns or, at the very least, the recovery of their initial "seed capital."

One final aspect that deserves attention for comprehending the *modus operandi* of the IAS is the composition of its management or governance team. This team is accountable for the comprehensive coordination of the Institute's initiatives. The pertinent information is provided in the table below:

Chart 2 – Governance/management team members for years with publicly accessible information available

Year	IAS Members
2012	Viviane Senna; Inês Kisil Miskalo; Simone André; Tatiana Filgueiras; Marco Crespo; Edson Saab de Brito; Heloísa Oliveira; Irineu Villanoeva Junior; Mauro Ratto;
2013	Viviane Senna, Aline Resende Porto, Bianca Senna, Marco Crespo, Mozart Neves Ramos
2014	Viviane Senna; Aline Porto; Bianca Senna; Marcello Tafner; Marco Crespo; Mozart Neves Ramos; Ricardo Paes de Barros; Tatiana Filgueiras
2015	Ana Maia; Bianca Senna; Marcello Tafner; Mozart Neves Ramos; Tatiana Filgueiras; Thiago Fernandes e Ricardo Paes de Barros, Viviane Senna
2016	Inês Miskalo; Simone André; Mozart Ramos; Tatiana Filgueiras; Ricardo P de Barros; Thiago Fernandes; Emilio Munaro; Bianca Senna e Viviane Senna
2017	Inês Miskalo; Simone André; Mozart Ramos; Tatiana Filgueiras; Ricardo P de Barros; Thiago Fernandes; Emilio Munaro; Bianca Senna e Viviane Senna

Source: The authors based their information on reports (2012-2017) available on the IAS website.

It is worth noting that Viviane Senna served as the president of the IAS throughout the six-year period for which information is available. Additionally, Bruna Senna and Mozart Neves Ramos were part of the team for five years, Ricardo Paes de Barros for four years, and Inês Miskalo for three years. It is important to highlight that, besides their academic contributions, Ricardo Paes de Barros and Mozart Ramos have held public positions. Ricardo served as the undersecretary of the Secretariat of Strategic Affairs (SAE) during Dilma Rousseff's government (2011-2015), while Mozart held positions such as the Secretary of Education of the State of Pernambuco and Counselor of the National Education Council. Following the integration of the IAS into the OECD, there were changes in these compositions, as evidenced by the establishment of EduLAB21 as an institutional expression of this partnership⁷.

According to Dowbor (2020), this practice is linked to the concentration of power and wealth that characterizes contemporary capitalism, wherein the ultra-rich and their “shock troops”

The economists, lawyers, managers, and computer scientists who occupy the upper echelons of the decision-making processes and sustain the current distorted system [...] exert control over crucial positions. They often move interchangeably between corporate boards and public roles (the "revolving door") and, in the era of new technologies and algorithmic management, amass an overwhelmingly impressive level of power (DOWBOR, 2020, p. 167-68, our translation).

⁷ For critical information, please refer to Adrião (2021) and Silva and Adrião (2021). For specific information about the IAS, please consult the relevant sources <https://institutoayrtonsenna.org.br/pt-br/como-atuamos/Atuacao2/edulab-21.html>. Access in: 10 Jan. 2023.

The significant role of the IAS in shaping and overseeing educational policies for basic education is evident, as confirmed by previous research. This influence is manifested through its dissemination of guidelines proposed by international organizations, as Adrião (2018) emphasized, and its role in facilitating collaboration among private organizations associated with the corporate sector, who endorse educational priorities aligned with Brazil's needs.

Incidence of IAS in State Educational Networks (2005-2018)

Based on the presented criteria, the IAS has been identified as one of the private actors with the highest incidence within the state networks. This identification was made during an inter-institutional research project that comprehensively mapped actors, actions, and programs within these networks from 2005 to 2018, which is the subject matter of this article.

The mapping period commences with the defined limit year specified in Complementary Law No. 101, enacted on 04/05/2000, commonly known as the Fiscal Responsibility Law. This law outlines guidelines for fiscal austerity and transparency, which all federation entities must adhere to. The mapping period concluded in 2018 (BRASIL, 2000). The data collection process took place between November 2018 and March 2019. Subsequently, the collected data were validated between July and October 2020 using primary sources available on the websites of state education secretariats. In addition, news articles retrieved through *Google* searches were consulted, as specified in the methodological notes provided by Adrião *et al.* (2019).

The organization of the information considered the educational policy dimension in which the organizations claimed to have an impact: supply, curriculum, and education management. The first dimension pertains to privatizing educational supply and involves public funding, either direct or indirect, allocated to the educational provision by private entities. It also encompasses the rise in enrollment in private schools and the implementation of policies or programs promoting parental choices, such as *vouchers*, homeschooling, and *charter schools*. The second dimension pertains to education management and encompasses two aspects: the privatization of educational management, which involves private actors proposing systemic systems, and the privatization of school management, which relates to introducing privatization mechanisms within specific school units. The final dimension, with which this article is associated, focuses on privatizing the curriculum. This dimension involves the privatization of pedagogical processes in a *strict sense*, encompassing the influence of private

organizations on the interactions between teachers, students, and knowledge, as well as on curricular inputs (ADRIÃO, 2018).

In turn, pedagogical processes, specifically referring to the curriculum, mobilize specialized knowledge in two ways, as delineated by Michel Young:

- (i) In reference to disciplinary sources, it is important to acknowledge that the knowledge generated by experts in various fields, such as history, physics, and geography, may not always align or be entirely accurate. While the primary objective of these experts is to uncover the truth, it is essential to recognize that external influences can occasionally impact their findings, diverting them from an exclusive pursuit of truth. However, concealing a superior source for obtaining "the best available knowledge" in any field is challenging.
- (ii) In regard to diverse groups of learners, each curriculum is meticulously crafted to cater to specific learner demographics while considering their existing knowledge base (YOUNG, 2014, p. 10, our translation).

In addition to this knowledge, methods, and procedures are employed to structure and implement this knowledge within the everyday educational setting. For example, when the knowledge regarding what and how to teach students in public schools is transferred to the private sector, it is commonly referred to as the privatization of the curriculum. As highlighted by Borghi (2021), the involvement of private entities in the curriculum development process has resulted in the subversion of the public goals of education. This is evident in the participation of private actors in the creation and execution of the National Common Core Curriculum.

The identification of private actors with the highest impact on the curriculum of state education networks was determined based on the articulation of two criteria, prioritized in the following order:

- 1º: The number of times these actors were identified in supporting or operationalizing various programs within a specific federation state from 2005 to 2018. This criterion provides an indication of the frequency and extent of involvement of different actors at the national level.;

- 2º: Duration of performances by various actors at the national level. This criterion was determined by considering the period from an actor's initial involvement in any program or educational network until the most recent instance of their identification.

Table 3 displays the five private organizations with the highest incidence in the curriculum dimension. The term "actor" encompasses the collection of private organizations identified in the research.

Chart 3 – Indicators of the top five private actors with the highest incidence in the country, in terms of curriculum privatization - 2005-2018

Private actor	Frequency at which it was identified in various programs	Year of 1st performance	Last performance year	Total years have worked between 2005-18
Ayrton Senna Institute	33	2005	2018	14
Instituto Unibanco	18	2007	2018	12
Fundação Lemann	15	2011	2018	8
Instituto Natura	14	2005	2018	14
Google	14	2008	2018	11

Source: The authors, based on Adrião *et al.* (2019)

It is noteworthy that during the period from 2005 to 2018, IAS was identified in 33 distinct educational programs or initiatives and consistently maintained its involvement throughout the entire 14-year research period. This exemplifies the steadfastness with which IAS has actively participated in various academic networks across the Brazilian states.

The extensive reach of its activities can also be demonstrated by examining the segments, stages of schooling, and dimensions of educational policy that the associated programs have encompassed. Table 4 provides a breakdown of this information for each political-administrative unit in Brazil, quantifying the extent of IAS's involvement in various educational contexts.

Chart 4 – Data on the capillarity of IAS programs according to political-administrative regions in Brazil between 2005-2018

Regions	Total of Programs/ actions identified	Number of programs/ actions targeted to the different segments*				Number of programs/ actions that focus on the different dimensions of the policy **			Número de programas/ações que incidem nas diferentes etapas de escolaridade		
		Students	Teachers	Managers	Family	Curriculum	Management	Offer	E.C.E	P.F	H.C
North	7	5	5	2	0	6	4	0	0	7	1
Northeast	9	7	6	2	0	9	3	1	0	8	2
Southeast	7	7	5	3	1	7	3	2	0	4	6
South	2	2	0	0	0	2	1	1	0	1	1
Center- West	8	7	2	1	0	8	1	0	1	7	3
Total	33	28	18	8	1	32	12	4	1	27	13

* Segments: Est. - Students; Prof. - Teachers; Gest - Administrators; Fam. - Families.

* Dimensions: cur. - curriculum; Ges. - management; Ofer - offer.

* Stages: e.c.e – Early Childhood Education; e.e – Elementary Education; h.c.- High School.

Source: Developed by the authors based on Adrião *et al.* (2019). The same program may involve more than one option.

The provided table demonstrates the central role played by IAS in programs and initiatives targeting students and teachers. Conversely, the involvement of families was found in only one program or action. The majority of the identified programs directly impact the curriculum in public schools. Of the 33 identified programs or actions, 32 pertain to the curriculum dimension, followed by 12 relating to the management dimension. It is important to note that a single program or action can influence one or more dimensions. Lastly, the data indicates that primary education is the primary stage of schooling that the actions and programs of IAS primarily focus on.

Table 5 highlights the principal partners of IAS in the programs and actions implemented within state networks from 2005 to 2018. These partners were identified by consulting official government websites and articles published in the press.

Chart 5 – Relationship of the main partners of IAS by region 2005-2018

REGIONS	Primary partners by region
North	No partners identified
Northeast	Instituto Votorantim, Instituto Vale e Instituto Unibanco
Southeast	P&G, OCDE, Instituto Vivo, UNESCO, Instituto Faça Parte, British Council, Sport Club Corinthians Paulista
South	FIESC, Instituto Euvaldo Lodi, Instituto Natura
Center-West	3GEN Gestão Estratégica

Source: Prepared by the authors based on Adrião (2021)

Three notable aspects can be observed from the information presented in Chart 5: the diversity of actors involved in the programs across different regions, a higher concentration of partnerships in the Southeast region, and a predominant presence of support from associations, specifically institutes associated with business groups.

The origin of resources and risk philanthropy as a strategy for social business?

Initially, as mentioned earlier, the primary source of funding for IAS was donations from the "Ayrton Senna Foundation Ltda" (ADRIÃO; PERONI, 2011). However, the funding sources also diversified as the organization's partnerships grew more intricate. IAS annual reports, accessible on their website, provide information on the proportion of resources based on their origin, including donations from legal entities, individuals and royalties from the Senna and Seninha brands. This information is summarized in Table 6.

Chart 6 – Source of IAS revenue and allocation for Education (%)

Donation Type/Year	2015	2017	2020	% invested in Education actions
Corporate Donations	35%	36%	41%	62%
Donations from individuals	08%	10%	08%	67%
Royalities	62%	54%	51%	69%

Source: Developed by the authors based on the IAS annual reports for the years 2015, 2017, and 2020 available on the official website.

Highlighting the diversification of fundraising strategies, Adrião (2021) discovered through documentary research that before 2012, there were no reports accessible on the Institute's website detailing the origin of the financial resources supporting IAS's actions available for public consultation. However, between 2012 and 2017, the same research revealed that IAS declared six private fundraising strategies as the sources of funds for financing its initiatives:

- 1- Cause-Related Marketing (CRM) - initiatives by companies that allocate a portion of their profit to IAS;
- 2- Licensing of the Ayrton Senna and Senninha brands;
- 3- Payroll donation by employees of 'partner' companies;
- 4- Private Social Investment - voluntary donation of private resources to projects of public interest
- 5- Major Donors, prominent private donors by volume
- 6-Membership Program - regular donations by individuals (ADRIÃO, 2021, p. 376, our translation).

These strategies expand the resource base beyond the management of the Senna and Senninha brands and explicitly demonstrate the principles of philanthrocapitalism, venture philanthropy, or private philanthropy. The OECD itself has more recently adopted this terminology.

The idea of "venture philanthropy," analogous to a venture capitalist, became widespread after 1997 with the publication of the article "Virtuous Capital: What Foundations Can Learn from Venture Capitalists" (Letts, Ryan, and Grossman, 1997) (ADRIÃO, 2018). In a 2014 document prepared by the Global Network of Foundations Working for Development (netFWD)/OECD entitled "Risk Philanthropy in Development: Dynamics, Challenges, and Lessons," the strategies adopted by the "very wealthy" to change their status from "mere donors" involved creating tools to monitor the impact of private resources provided to support their chosen cause. They are no longer just donors but social investors. The document explicitly defines venture philanthropy for development.

Venture philanthropy encompasses an entrepreneurial approach to philanthropy, which combines diverse financial and non-financial resources to identify, analyze, coordinate, and support self-sustaining, systemic, and scalable solutions (both for-profit and not-for-profit) to development challenges achieved in achieving greater impact (OCDE, 2014, p. 3, our translation).

In a 2018 OECD document, it is noted that the concentration of individuals considered private philanthropists in the United States, with the Bill & Melinda Gates Foundation playing a significant role⁸. The document also highlights the Ayrton Senna Institute in Brazil as a successful foundation that has effectively tested and expanded its social and emotional skills program within public education networks nationwide.

⁸ Available at: https://www.oecd-ilibrary.org/sites/9789264085190-en/1/2/3/index.html?itemId=/content/publication/9789264085190-en&_csp_=68b4dd9752dd1b5f0b0dbfdc1ed4aa20&itemIGO=oecd&itemContentType=book#figure-d1e2028. Access in: 10 Jan. 2023.

When examining the origin of donations to organizations such as IAS, the significance of *endowment funds* becomes apparent

composed of privately-owned assets, are regulated in Brazil by Federal Law 13,800 of 2019. According to this legislation, such funds are dedicated to achieving public interest purposes and are managed with a certain level of "professionalization." This professionalism is reflected in the separation of roles between the Managing Organization of the Equity Fund, responsible for investing the capital of the donations in financial or tangible assets to generate income, and the executing organization of the funds, which can be a non-profit institution or an international organization partnering with supported institutions. The executing organization is responsible for implementing the supported programs (Pasqualin, 2019). In addition, the Managing Organization is permitted to engage a company registered with the Securities and Exchange Commission (CVM) to handle the investment of its assets. (ADRIÃO, 2021, p. 384, our translation).

The OECD netFWD network also presents a methodology for assessing the impact of "partnerships" funded by this type of philanthropy conducted by peer organizations. In this context, peers refer to other foundations operating in the same sector. For example, the initial application of this approach took place in Brazil for the "Writing the Future" program, which the Fundação Itaú Social and the Ministry of Education of Brazil implemented (OCDE, 2014).

Additionally, according to the network of venture philanthropists established within the OECD, these actors practice various types of investments. These include social impact investment, characterized by the explicit expectation of measurable social and financial returns (OECD, 2014). This investment is often linked to traditional donations, initial grants, and technical assistance governments or the private sector mobilizes. These resources serve as leverage for subsequent social or commercial gains. Another type of investment is *Mission Investors Exchange*, which involves investments made at market rates to fund a foundation while assuming competitive financial returns. Program-related investments (PRIs) prioritize attaining social impact and are typically offered at below-market rates. Lastly, development impact bonds (DIBs) operate as a financial mechanism in which private investors provide initial funding for social services. They are repaid by a funder based on achieving predetermined outcomes.

According to Benn, Sangaré, and Hos (2018, p. 28), the Ayrton Senna Institute raised a total of US\$ 23,578,100 (U.S. dollars) for the programs it carried out in Brazil between 2013 and 2015. This amount is equivalent to 118 million reais in 2021.

In addition to the articulation catalyzed by the OECD, foundations that mobilize around "social investment" from private equity for programs and agendas in developing countries, as a

substitute for traditional bilateral support, gain strength globally through the Global Partnership for Education (GPE), a coalition of private actors organized around the Sustainable Development Goals (SILVA; OLIVEIRA, 2021). The GPE also mentions the "Writing the Future" of Itaú Social/MEC as a successful "partnership" model. The OECD netFWD network encourages the sharing of information and practices considered successful among such actors through capacity building for "local" philanthropists.

Final considerations

The impact of the IAS on Brazilian education and its international collaboration have been identified through its associations with national and supranational private organizations. These collaborations have resulted in the developing and implementing of programs and initiatives within Brazilian public education networks.

It is important to highlight that the Institute of IAS was the inaugural Brazilian association to join the netFWD network of the OECD. The primary objective of this network was to devise strategies for fostering corporate philanthropy to generate social or financial returns. In the case of social returns, there has been a proliferation of mechanisms to assess the impact of programs and initiatives in primary education, supported by social investors and executed by entities such as the IAS. One consequence of evidence-based policies, advocated by the OECD, is what Lima (2021) refers to as the hyper-bureaucratization of educational processes.

Conversely, private investments directed towards social causes, particularly when tied to financial returns, bring to the forefront the privatization processes in public education, reaching its most radical form by creating new markets for what was once confined to the realm of "charity". In this regard, Klees (2020) highlights that since 2010, the Global Redesign Initiative proposed by the World Economic Forum advocates for the restructuring of the United Nations, which traditionally comprised solely of member states, into a public-private partnership that promotes business interests and assumes a formal role in global governance on par with nation-states. Similarly, this perspective is reflected in Brazil's analyzed models of education pacts and commitments (ADRIÃO, 2021; GARCIA, 2018).

Regarding the public-private relationship, the connection between the IAS and LIDE, as discussed earlier, has been sustained over time. Additionally, there has been consistent support from corporate entities within the financial sector, such as the Brazilian Bradesco

capitalização, Itaú e Itaucard, beyond Citigroup In and the Credicard. The recurrent support of the US transnational group P&G has also been recognized.

If the actors remained consistent in their support, the reported composition of the IAS revenue sources, particularly between 2015 and 2020, exhibited variations. During this period, the revenue generated from royalties associated with the Senna brand witnessed an 11% decline, whereas the donations received from legal entities experienced a 6% increase.

Another aspect arising from the study pertains to the issue of information transparency. In the case of the IAS, while institutional information asserts that funding for its initiatives and programs originates from third-party donations and the marketing of the Ayrton Senna brand, studies examining specific programs implemented by the Institute have identified government funding in the form of subsidies or payments for technical assistance (GUTIERRES; COSTA, 2019; SANTIN, 2016; LEAL, 2019). Nevertheless, it is peculiar that an organization operating within public education systems lacks public transparency regarding its actions and outcomes. Even when information is available, it is often limited to a mere "briefing." The Fiscal Responsibility Law mandates transparency and public access to data for the government sector. However, no such requirement exists for private actors and their "partners," even when they influence public school systems, unless public funds finance their actions. As a result, curricula become privatized, and access to the results of these programs and actions is likewise privatized.

Regarding the impact of the Institute, as evidenced by its frequency of involvement in actions and programs implemented within state education systems between 2005 and 2018, there was a noticeable concentration in the Northeastern and Midwestern regions of the country, primarily within the domain of Primary Education. Data from the INEP regarding the Basic Education Development Index (IDEB) for the final years of Primary Education reveal that in 2017, the Northeast region attained an index of 3.9, whereas the national average stood at 4.4. Conversely, the Midwest region exhibited an average surpassing the national figure, reaching 4.8 (BRASIL, 2019).

It is important to recall that private organizations justify their involvement in proposing curriculum policies based on the widespread narratives about the perceived inadequacy of public education systems. These narratives are often reinforced by comparative results from assessments such as the Program for International Student Assessment (PISA) or the performance of various forms of private schooling in Brazil.

REFERENCES

- ADRIÃO, Theresa. (coord.). **Análise das consequências de parcerias firmadas entre municípios brasileiros e a Fundação Ayrton Senna para a oferta educacional**. 2011. Processo 565709/2008 9. Available at: <http://redefinanciamento.ufpr.br/ArquivoTextos/AdriaoPeroni.pdf>. Access in: 22 June 2021.
- ADRIÃO, Theresa *et al.* Análise do mapeamento das estratégias de privatização da educação básica no Brasil: atores, programas e consequências para a educação pública. Projeto de Pesquisa financiada pela FAPES, 2019/12230-7. 2019.
- ADRIÃO, Theresa. Dimensões e Formas da Privatização da Educação no Brasil: caracterização a partir de mapeamento de produções nacionais e internacionais. **Currículo sem Fronteiras**, v. 18, p. 8-28, 2018.
- ADRIÃO, Theresa. Atores privados na educação pública paulista: relação duradoura e melhorias pouco evidentes. *In*: VENCO, Selma; BERTAGNA, Regiane e GARCIA, Teise. **Currículo, gestão e oferta da educação básica brasileira: incidência de atores privados nos sistemas estaduais das regiões Nordeste e Sudeste (2005-2018)**. São Carlos: Pedro & João Editores, 2021. 403 p. (Coleção Estudos sobre a privatização no Brasil, v. 3).
- ADRIÃO, Theresa; PERONI, Vera. Consequências da atuação do instituto Ayrton Senna para a gestão da educação pública: observações sobre 10 estudos de caso. **Práxis Educativa**, Ponta Grossa, v. 6, n. 1, p. 45-53, jan./jun. 2011.
- BENN, Julia; SANGARÉ, Cécile; HOS, Thomas. (2018), Private Foundations' Giving for Development in 2013-2015: Ongoing efforts to better reflect private philanthropic giving in OECD-DAC statistics on development finance. **OECD Development Co-operation Working Papers**, Paris, n. 44. Available at: https://www.oecd-ilibrary.org/development/private-foundations-giving-for-development-in-2013-2015_fed825bf-en;jsessionid=Uvau2rm5x1cleSYZiQWoqMANmcdGHg-ilozWTohJ.ip-10-240-5-48. Access in: 22 June 2021.
- BISHOP, Matthew; GREEN, Michael. **Philanthrocapitalism: How rich can save the world**. Bloomsbury Press, 2008.
- BORGHI, Raquel Fontes. Atuação do setor privado no processo de construção curricular: o sequestro dos fins públicos da educação. **Revista on line de Política e Gestão Educacional**, p. 2744-2758, 2021. DOI: <https://doi.org/10.22633/rpge.v25i3.14903>. Available at: <https://periodicos.fclar.unesp.br/rpge/article/view/14903>. Access in: 22 June 2021.
- BRASIL. Ministério da Fazenda. Ministério do Planejamento, Orçamento e Gestão. **Lei Complementar n. 101, de 04 de maio de 2000**. Estabelece normas de finanças públicas voltadas para a responsabilidade na gestão fiscal e dá outras providências. Brasília, DF: MF, MP, 2000. Available at: https://www.planalto.gov.br/ccivil_03/leis/lcp/lcp101.htm. Access in: 10 Apr. 2021.

BRASIL. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. **Resultados do Índice de Desenvolvimento da Educação Básica: 2019: Resumo técnico.** Brasília: Inep, 2021. 81 p.

COSTA, Marilda. **Nova Gestão Pública e redefinições de fronteiras público-privadas na educação brasileira.** Curitiba: Appris, 2019.

DOWBOR, Ladislau. **O capitalismo se desloca: Novas arquiteturas sociais.** São Paulo, Edições Sesc, 2020.

GARCIA, Teise. A gestão escolar no contexto da privatização na Educação Básica. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 22, n. esp3, p. 1355–1376, 2018. DOI: <https://doi.org/10.22633/rpge.v22iesp3.12232>. Available at: <https://periodicos.fclar.unesp.br/rpge/article/view/12232>. Access in: 22 June 2021.

GUTIERRES, Dalva; COSTA, Marilda. O Financiamento e o Controle Social dos Recursos da Educação no Contexto das Parcerias Firmadas entre o Instituto Ayrton Senna (IAS) e Municípios Brasileiros. In: ADRIÃO, Theresa; PERONI, Vera. (org.). **Gestão municipal da educação e as parcerias com o Instituto Ayrton Senna.** Brasília: Anpae, 2019. Available at: <https://www.seminariosregionaisanpae.net.br/BibliotecaVirtual/4-Publicacoes/GESTAO-MUNICIPAL-AYRTON-SENA.pdf>. Access in: 10 July 2021.

INSTITUTO AYRTON SENNA (IAS). **Relatório de resultados.** 2012. Available at <https://institutoayrtonsenna.org.br/content/dam/institutoayrtonsenna/documentos/relat%C3%B3rios-anuais/Relatorio-Institucional-2012.pdf>. Access in: 15 July 2021.

INSTITUTO AYRTON SENNA (IAS). **Quem somos.** [21--]. Available at: <https://institutoayrtonsenna.org.br/pt-br/quem-somos.html#historia>. Access in: 20 July 2021.

KLEES, Steven. The privatization of education: the big Picture. **NORRAG**, 21 fev. 2023. Available at: <https://www.norrag.org/the-privatization-of-education-the-big-picture/>. Access in: 01 Mar. 2023.

LEAL, Aline. **A implementação do projeto Alumbrar na rede estadual de ensino da Paraíba.** 2019. Dissertação (Mestrado em Educação) – Universidade Federal de Campina Grande, Campina Grande, PB, 2019.

LIMA, Licínio. Máquinas de administrar a educação: dominação digital e burocracia aumentada. **Educação & Sociedade**, Campinas, v. 42, set. 2021.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). GLOBAL NETWORK OF FOUNDATIONS WORKING FOR DEVELOPMENT (NETFWD). **Venture Philanthropy in Development: Dynamics, Challenges and Lessons in the Search for Greater Impact.** Paris: OECD Development Centre, 2014. Available at: <https://www.oecd.org/dev/Venture-Philanthropy-in-Development-BAT-24022014-indd5-11-mars.pdf>. Access in: 20 July 2021.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). **Private Philanthropy for Development: The Development Dimension.** Paris: OECD

Development Centre, 2018. Available at: <https://www.oecd.org/dac/private-philanthropy-for-development-9789264085190-en.htm>. Access in: 15 June 2021.

PERONI, Vera. Múltiplas formas de materialização do privado na educação básica pública no Brasil: sujeitos e conteúdo da proposta. **Currículo sem Fronteiras**, v. 18, n. 1, p. 212-238, jan./abr. 2018.

ROBERTSON, Susan; VERGER, Antony. A origem das parcerias público-privada na governança global da educação. **Educação & Sociedade**, v. 33, n. 121, p. 1133-1156, 2012.

SANTIN, Carina. **O modelo de educação do Instituto Ayrton Senna: um estudo sobre políticas de assessoria aos municípios**. 2016. 66 f. Dissertação (Mestrado em Educação) – Universidade de Passo Fundo, Passo Fundo, RS, 2016.

SILVA, Fernando. **Produção acadêmica sobre o Instituto Ayrton Senna (2002 -2015): Características e contribuições**. 2016. Dissertação (Mestrado em Educação) – Universidade Federal de São Paulo, Guarulhos, 2016.

SILVA, Rui; ADRIÃO, Theresa. Redes sociais e política educacional: análise do Instituto Ayrton Senna no twitter de 2013 a 2020. **Revista Brasileira de Política e Administração da Educação-Periódico científico editado pela ANPAE**, v. 37, n. 3, 2021.

SILVA, Rui; OLIVEIRA, Joana. Global education policy in African fragile and conflict-affected states: examining the Global Partnership. **Education, Globalisation, Societies and Education**, 2021. Available at: https://www.researchgate.net/publication/352844082_Global_education_policy_in_African_fragile_and_conflict-affected_states_examining_the_Global_Partnership_for_Education. Access in: 22 Sept. 2021.

SOUZA, Silvana; CAETANO, Maria. Redes de relações e o Instituto Ayrton Senna. *In*: ADRIÃO, Theresa; PERONI, Vera. (org.) **Gestão municipal da educação e as parcerias com o Instituto Ayrton Senna**. 2. ed. Brasília: Anpae, 2019. Available at: <https://www.seminariosregionaisanpae.net.br/BibliotecaVirtual/4Publicacoes/GESTAO-MUNICIPAL-AYRTON-SENA.pdf>. Access in: 20 Aug. 2021.

YOUNG, Michael. Teoria do currículo: o que é e por que é importante. **Cadernos de Pesquisa**, v. 44, n. 15, p. 190-202, 2014. Available at: <https://www.scielo.br/j/cp/a/4fCwLLQy4CkhWHNCmhVhYQd/?lang=pt>. Access in: 23 Sept. 2021.

CRediT Author Statement

Acknowledgements: Fundação de Amparo à Pesquisa do Estado de São Paulo and CNPq.

Funding: Funding provided by FAPESP (São Paulo Research Foundation), Fundação de Amparo à Pesquisa do Estado de São Paulo, for the research project titled "Analysis of the mapping of basic education privatization strategies in Brazil: actors, programs and consequences for public education," coordinated by Theresa Adrião - Process 2019/12230-7. Funding from CNPq (National Council for Scientific and Technological Development)/PQ Scholarship 303428/2018-0.

Conflicts of interest: No conflicts of interest.

Ethical approval: The survey was carried out through documental analysis and websites of the State Education Departments and of the private programs and did not require approval from the Ethics Committee.

Data and material availability: The data collected in the survey are available in the "Mapping the Insertion of the Private Sector in State Education Networks" database located at https://www.greppe.fe.unicamp.br/pt-br/mapeamento_da_insercao_do_setor_privado_nas_redes_estaduais_de_educacao.

Authors' contributions: Both authors participated in the research and collaborated in writing the current article.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

