



REDEFINITIONS OF SCHOOL MANAGEMENT FROM PUBLIC/PRIVATE PARTNERSHIPS IN EDUCATION

*¹Antonio Sousa Alves, ²Francisco Dimitre Rodrigo Pereira Santos, ³Francisco de Assis Carvalho de Almada and ⁴Leidiane Sousa Lima Fernandes

¹Graduated in Pedagogy, by The State University of Maranhão

²Graduated in Physiotherapy, by The Faculty Montes Belos

³Graduation in Pedagogy, by The Federal University of Mato Grosso

⁴Graduation in Pedagogy, by The Federal University of Maranhão

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ABSTRACT

In this article, we discuss the reflexes of public-private partnerships in the quality of school management in the State of Maranhão. This is a qualitative research to contribute to the debate on the subject. It is concluded that in the State of Maranhão, public-private partnerships have been constituted in incipient actions to increase effective actions for the construction of school management and also weaken the possibilities of democratic management mechanisms in schools.

Key Words:

School Management; Education;
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INTRODUCTION

This text aims to analyze the strategies of the bourgeois capitalist state in educational policies, with singularities in the management of basic education from the refinement of public/private partnerships and their repercussions through the Management Program Grade 10 (GN10) linked to the Ayrton Senna Institute. The research analyzed the implications of the aforementioned program in the reality of the educational system of the state education network of the State of Maranhão. It is part of a study carried out on public/private partnerships in School Management where we analyze the refutations of these partnerships in the Brazilian reality of Maranhão State. The State Reform in Brazil redefined its role and meant the transfer to the private sector of some functions that for the reformists, it could be regulated by the market. From this perspective, we analyze in this text, the emergence, and consolidation of public-private partnerships and their

interfaces with the reconfigurations of basic education management. Therefore, discussing their role by analyzing their policies and practices in the educational field, in particular, in educational/school management is not an easy task. This difficulty arises for the plurality of conceptions about the role of the State in the present time, and of the hybridism permeating the functions and relationships between State, Civil Society and Market.

The third sector and public/private partnerships in education: According to Montano (2005), the Third Sector is a consequence of the structural crisis of the capital, its current destructive logic, and the mechanisms used for the productive restructuring of this capital. Thus, the Third Sector reaffirmed the concept of citizenship, now closely linked to the concept of "social solidarity", which transmutes social rights into "benefits", representing a reversal of the state's function and a regression in guaranteeing certain social rights that go to the private sphere of the market, or to the "social philanthropy". For Marx and Engels, private property in its conceptual and juridical dimension, in parallel, also brings the perspective of

*Corresponding author: Antonio Sousa Alves,
Graduated in Pedagogy, by The State University of Maranhão

state and civil society that is built in each social structure, in each particular historical moment of capitalism. From the implementation of strategies of this nature, the configuration of the so-called quasi-market mechanisms has been established, which indicate the breaking of the dividing line between the public and the private. In this quasi-market, there are the loss of the eminently public characteristic, the merge of the public with the private, and the attenuation of the role of the state that passes from provider to inspector of the offer of services, mainly in the social area. The quasi-market in education will materialize mainly through new financing, supply, management and regulation modalities established in educational "(counter)" reforms.

In this logic, the relationship between the public and the private is materialized, since this is a strategy of affirming the reconfiguration of the capitalist state. According to Peroni (2006, p.12), "public property is redefined with the non-state, it ceases to be state-owned and becomes public in private law." Social policies are implemented by the non-state public through two conceptions: the public that becomes private law or when the State establishes partnerships with institutions of the Third Sector. Based on these considerations, we discuss the actions developed by the Ayrton Senna Institute in the education policies area. The Management Program Grade 10 is based on the assumption that there is a principle of inefficiency in public education. Thus, it introduces policies of monitoring and control of educational results with schools and Secretariats of Education in the municipal and state systems. For the purposes of this research, I analyzed the process of implementation and execution of the GN10 program with the state education network of Imperatriz in the State of Maranhão. In this perspective, the Program Management Grade 10 aims to institutionalize managerial practices in the school routine that replace the practice of school failure by the culture of success. From this perspective, I identified the insertion of characteristics of the management logic, characteristic of the private sector. Thus, it is focused on the management of routines in schools and secretariats with the purpose of improving the quality of teaching and promoting student success. For this, the existence of autonomous schools within the educational network is defended, managed by directors prepared and with management and pedagogical support of the Secretariats of Education. To make these actions possible, it invests in strengthening the leadership and work teams, in the school units and in the Secretariats of Education (Rede Vencer, 2011).

The Management Program Grade 10 is configured as an element of public/private partnership, which is charged for the execution of state own actions. This reinforces "the changes in the role of the state and redefines the boundaries between the public and the private mainly between the non-state public and the management proposed by the partnerships" (Peroni, 2009, p.10). Implemented in hundreds of Brazilian municipalities, including the municipality of Imperatriz, in the state of Maranhão, this research field - the Management Program Grade 10, implements and disseminates the trend of entrepreneurship in education, supported by public-private partnerships that modulate the follow-up of the Third sector.

The public/private partnership between the government of Maranhão and the IAS has had consequences for educational indices and for educational management both at the level of the state education network and at the level of school management. Under the efficiency and productivity discourse

disseminated by the managerial logic of the IAS, the schools of the state network of Imperatriz assumed management practices, establishing control of results that did not appear as promised in the "magic formula of the Management Program Grade 10".

Considerations

Analyzing the repercussions of the partnership between the IAS and the Maranhão government through the implementation of the GN10 Program in the state education network, particularly in the reality of two schools in Imperatriz, I saw how this process of commercialization of educational actions through education management has intensified since the 1990s with the refinement of public-private partnerships. In the studied reality, that is, Maranhão reality, I point out that:

- the GN10 program values the managerial character of the performance of the activities of the school director by inserting its own instruments of management directed to the result in the administrative dynamics of the school, to the control and to the success of the student, reinforcing the logic of the competitiveness and productivism proper to the marketplace;
- one of the guidelines of the GN10 program is to change the routine of the manager who starts to work with a "plan of goals" and elaborates a daily and annual agenda of activities that needs to execute;
- the insertion of elements of management in school management through the GN10 program conceals the possibility of carrying out the development of management guided by democracy;
- the themes of participation and autonomy, categories of democratic management, suffer a resignification in the logic of managerialism;
- the schools of the state education network of Imperatriz and their actors received instructions from the GN10 program on how to carry out administrative and pedagogical work, hierarchically, through the IAS decisions;
- the GN10 program inserted elements of management in the schools of the state education network of Imperatriz and changed the essence of the public space, insofar as it applied the principles of private sector business administration;
- the training of managers in the conception defended by the GN10 program instilled an ideology of managerialism in the practice of the school manager and mischaracterized the perspective of effectiveness of democratic management;
- The GN10 program established the control of the activities of the school manager and the management of the school.

Faced with these factors, it was evident that changes in the role of the State redefined the boundaries between the public and the private, mainly through the State's partnerships with the Third Sector. In this sense, the partnership between the government of Maranhão and the IAS for the implementation of the GN10 program in the education network disseminated among the directors of the state schools of Imperatriz an ideology of success and productivity based on results and market logic that guides the public sector, mainly because it

believes that the market is more efficient and productive than the state.

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