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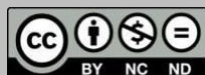
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# BUSINESS LOGIC COMES TO SCHOOL: PERFORMANCE OF THIRD SECTOR INSTITUTES IN FULL-TIME HIGH SCHOOL IN ACRE

## ABSTRACT

The text analyzes the performance of the Institutes of Co-responsibility for Education (ICE), Natura (IN) and Sonho Grande (ISG) through the public-private partnership signed with the Government of the state of Acre to implement the Full-Time High School Program.

**Keywords:** Public-private; Business class; Law No. 13.415/2017.

## A LÓGICA EMPRESARIAL CHEGA À ESCOLA: ATUAÇÃO DE INSTITUTOS DO TERCEIRO SETOR NO ENSINO MÉDIO EM TEMPO INTEGRAL DO ACRE

## RESUMO

O texto analisa a atuação dos Institutos de Corresponsabilidade pela Educação (ICE), Natura (IN) e Sonho Grande (ISG) por meio da parceria público-privada firmada com o Governo do estado do Acre para implementar o Programa de Ensino Médio em Tempo Integral.

**Palavras-chave:** Público-privado; Empresariado; Lei nº 13.415/2017.

## LA LÓGICA EMPRESARIAL ALCANZA LA ESCUELA: DESEMPEÑO DE INSTITUTOS DEL TERCER SECTOR EN LA ESCUELA SECUNDARIA DE TIEMPO COMPLETO EN ACRE

## RESUMEN

El texto analiza el desempeño de los Institutos de Corresponsabilidad por la Educación (ICE), Natura (IN) y Sonho Grande (ISG) a través de la asociación público-privada firmada con el Gobierno del estado de Acre para implementar el programa de la escuela secundaria de tiempo completo.

**Palabras clave:** Publico-privado; Clase de negocios; Ley nº 13.415/2017.

## 1 INTRODUCTION

In the context of the reform of secondary education, the public-private relationship is presented in a nuclear way, when several proposals for implementation by the states occur based on this model. For Peroni and Caetano (2015, p. 338) “the relationship between the public and the private in educational policy is a constitutive part of social and economic changes; It's not a matter of determination, but of relationship and process”. In this scenario, the State and civil society are part of the movement of correlation of forces, in which different social actors act advocating for divergent societal projects (PERONI and CAETANO, 2015).

The reform of high school marked by law No. 13,415/2017 was preliminarily presented via Provisional Measure (MP) No. 746/2016, in unilateral action of the national executive (SILVA and SCHEIBE, 2017; FERRETI and SILVA, 2017). In the caput of the referred MP was announced the Policy for Fostering the Implementation of Full-Time High Schools, created and regulated by Ordinance No. 1,145/2016 of the Ministry of Education (MEC), to induce the progressive expansion of the workload in the last stage of basic education, as prescribed in the aforementioned law.

At the State level, this policy is configured as an offshoot of the reform, being adhered to by many states that quickly adapted to the requirements contained in the aforementioned ordinance. And it's worth noting, that many states began implementation in the 2017 school year. This is the reality of the state of Acre, the empirical locus of this research that is an integral part of the dissertation entitled “The policy of full-time education in high school in the state of Acre and the performance of institutes linked to the business sector” defended in 2020, together with the Graduate Program in Education of the Federal University of Acre (*Programa de Pós-graduação em Educação da Universidade Federal do Acre - PPGE/UFAC*).

The aforementioned dissertation text analyzed the process of regulation and implementation of full-time education policy, highlighting the performance of third sector institutes. It should be noted that this policy has been implemented in the public school system through the Integral Education Program and the Full-Time Youth High Schools (*Programa de Educação Integral e as Escolas Jovens de Ensino Médio em Tempo Integral*) (Law No. 3,366 of December 27<sup>th</sup>, 2017).

Since the beginning of the Program, the state government has had partnerships with institutes linked to the business sector, highlighting the Institute of Co-responsibility for Education - ICE, Natura Institute - IN and the Sonho Grande Institute - ISG. This fact is

of great relevance, to which the interest of analyzing how this relationship is processed in the implementation of the policy is turned. Thus, the study is guided by the following research question: How have the performance of institutes linked to the business sector in the process of implementing the full-time education policy in high school in the state of Acre?

To bring a contextualized and qualified answer to the question, a priori the insertion and influence of the business community in the definition of educational policies verified in the current context is discussed. Subsequently, through the documents, institutional websites and journalistic articles, the institutes involved in the implementation process are characterized, evidencing their foundation and their actors, maintainers, spectrums of action, insertions in the educational agenda with a specific focus for high school. In addition, we use the documents, produced by the third sector organizations that work in full-time high school in Acre, aiming to analyze their theoretical and methodological foundations.

Data analysis is performed in the light of the theory related to the object, in a critical analytical perspective. Among the authors with whom dialogue is established are: Laval (2019); Ball (2014); Peroni and Oliveira (2019); Martins and Krawczyk (2018); Quadros and Krawczyk (2019); Quadros (2020), Ferreti e Silva (2017), among others.

## **2 NGOs (ONGs) LINKED TO THE BUSINESS SECTOR AND THE STRATEGIC INFLUENCE ON BRAZILIAN HIGH SCHOOL**

According to Laval (2019) in most Western countries, the school has been dragged by the neoliberal bias to a broad process of “commodification”, expressed by the complex imbrication between the public and private sphere. The idea that the school can resemble itself, when it does not become a company, has become naturalized with the conceptual and objective loss of what the school institution should be. In the Brazilian case, Martins and Krawczyk (2018) assess that there is a movement of reconfiguration of the public space led by the business community, which takes upon itself the conduct of educational policies.

According to the authors, the business community has become increasingly inserted in discussions related to public education. The presence of representatives of the sector is observed “[...] in different instances of political-educational decision-making, which collectively and/or individually, are intertwined with the political cadres, in the national, state and municipal executive, as well as in the legislative [...]” (p. 06). And by

taking a privileged place in the arenas of dispute, they seek to act in co-management (MARTINS and KRAWCZYK, 2018).

Thus, they assess that “the public school is an important market niche, constantly recreated and stimulated by the private sector” (p. 06), since the latter acts through the publishing market, providing didactic material to schools, in continuing education courses for teachers, and also via public-private relations, in the form of partnerships and consultancies.

In the discussions around the reform of high school, the business community used studies and research that bring together the aforementioned evidence, comparisons and situational findings of Brazilian high school to justify it. And the result of this strategic action was a reformulation to the taste of the business community (QUADROS and KRAWCZYK, 2019) that dictated the training that would be offered to the children of the working class.

However, the representatives of the bourgeoisie were not limited only to the field of policy formulation. In the midst of the Program to Promote the Implementation of Full-Time High Schools (EMTI) brought by the reform, many institutes have acted, co-participating in processes of implementation of this policy in the states, through a public-private relationship. And this type of partnership between the public and private sphere, according to Peroni and Oliveira (2019, p. 54), constitutes a “process of privatization as a public policy”. Given that third sector NGOs take it upon themselves to define, and even execute, certain policies.

In the reality of the state of Acre, they participated or participate - through partnerships - in the process of implementing the Integral Education Program and the Youth Schools, of full-time high school in the public network of the state, the Institute of Co-responsibility for Education - ICE, the Sonho Grande Institute - ISG and the Natura Institute - IN, about which we discuss here.

The Extract of the Cooperation Agreement No. 001/2017 Education - ICE was published in the Official State Gazette (*Diário Oficial do Estado*), No. 12,118 of Wednesday, August 16<sup>th</sup>, 2017, and signed by the then Secretary of State for Education, Culture and Sports, Marco Antônio Brandão Lopes, by the President of ICE, Marcos Antônio Magalhães, by the CEO of ISG at the time, Igor Xavier Correia Lima and the CEO of IN, David Saad. And its object was “[...] technical and legal support for the development of a set of actions that assist the State in the implementation of the full-time high school program” (ACRE, 2017, p. 15). The justification presented had as objective the improvement of the offer of high school in the referred federated entity.

The text of the Agreement also reports that the technical and financial resources for the execution of the program would come from the budget allocation provided for the State Department of Education, Culture and Sports (*Secretaria Estadual de Educação, Cultura e Esportes - SEE/AC*), from the general budget of the state. And that the public-private relationship signed would not imply a transfer of values to the institutes in question. The expenses with the formations of the SEE/AC teams, such as air tickets and lodging for the representatives of the respective organizations, as well as the pedagogical materials and educational technologies developed by ICE specifically, would be financed by the private institutes.

Thus, in the relationship that was established, the ICE would act with the formations based on the model elaborated by the institution, and that would be implemented in the Young Schools. The IN and ISG would act by financially subsidizing ICE's actions. The agreement was valid for three years and could be extended as needed. It should also be noted that the Agreement was signed on January 30<sup>th</sup>, 2017. However, it's only made public via DOE - Official State Gazette (*Diário Oficial da União*) in August of that year. And in the interest of the study, we will now move on to the characterization of the institutes mentioned.

### **3 ICE AND THE PEDAGOGICAL MODEL, AND SCHOOL OF CHOICE MANAGEMENT**

The Institute of Co-responsibility for Education - ICE created in 2003 is according to information collected on the organization's website<sup>1</sup>, a non-profit entity, conceived by a group of entrepreneurs. That is, ICE is a third sector organization from civil society. The third sector or third way is a technology of neoliberalism developed to react to one of the many crises of capital (PERONI, OLIVEIRA and FERNANDES, 2009). Thus, the discourse that moves the third sector is that the State as administrator of social rights is ineffective. And, therefore, this task would need to be transferred to institutions that supposedly do not make financial gains by exercising social democracy (PERONI and OLIVEIRA, 2019).

The institute attributes its foundation to the objective of the entrepreneurs involved, which was to rebuild the Pernambuco Gymnasium, one of the oldest secondary schools in Brazil, through which passed great exponents of Brazilian literature such as Clarice Lispector and Ariano Suassuna (ICE, 2019a). For its creators, the cause was this, to

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<sup>1</sup>Available at: <http://icebrasil.org.br/sobre-o-ice/>. Accessed in: Mar. 25<sup>th</sup>, 2021.

recover all the prestige of the school so that it could once again be a reference in high school.

The history of ICE begins in the year 2000, and the main creator and president is Marcos Antônio Magalhães, from Pernambuco, graduated in Electrical and Electronic Engineering from the School of Engineering of the Federal University of Pernambuco (*Escola de Engenharia da Universidade Federal de Pernambuco*) (1965-1969)<sup>2</sup>. At the time of creation, Marcos held the position of President of Philips Brasil - a company of household appliances and electronics - a function he assumed in February, 1995, after a whole trajectory of ascension within the Dutch company, being the first Brazilian to lead the multinational<sup>3</sup>. He is a founding member of the TPE, and a member of the International Council of the *World Fund for Education*<sup>4</sup>, in Brazil the subsidiary of this global NGO is the STEM-Brasil.

President Marcos Magalhães as a young man was a student of the Pernambuco Gymnasium (*Ginásio Pernambucano*) as he stands out in the “*Cadernos do Escola da Escolha*”. And faced with the state of abandonment observed in the school building in the early 2000s, he took the initiative to join a group of entrepreneurs and reform the institution's premises (ICE, 2019a). The representatives of the private segment that made up the Association of Friends of the Pernambuco Gymnasium (*Associação dos Amigos do Ginásio Pernambucano*) were linked to ABN AMRO Bank, CHESF, PHILIPS, among others.

The “friends with money”, to use a term mentioned by Ball (2014), who financed the restructuring of the school are, therefore, entrepreneurs and companies that have a high financial capital. ABN AMRO is a private banking institution, headquartered in Amsterdam, the capital of the Netherlands. According to Minella (2007) the bank is one of the largest financial institutions in the world, as well as Santander, HSBC and Citibank. *Companhia Hidroelétrica São Francisco* - CHESF is a mixed economy company, which shares its shares both by the State, in this case the Federal Government, and by the market. The producer and marketer of electric and solar energy makes up the Eletrobrás network of the Federal Government, and is responsible for distribution throughout the Northeast region of Brazil, having its headquarters in Recife / PE.

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<sup>2</sup>Information collected on the LinkedIn platform – professional social network (2020).

<sup>3</sup>Available at: <https://www1.folha.uol.com.br/fsp/1995/12/22/dinheiro/16.html>. Accessed in: Aug. 10<sup>th</sup>, 2020.

<sup>4</sup>The World Education Fund is an international NGO founded in 2002, and chaired by American Software Engineer Judy Severson. The New York based NGO works by recruiting investors to subsidize projects mainly in Africa, but also in other parts of the world, financing students to develop through education.



The model developed by the institute is symmetrically anchored in the recommendations of international organizations, and in situational studies, which constituted the empirical basis for formulating the actions. The School of Choice, about which we discuss later, has been advertised as the efficient public policy that should be adopted by the states, in view of the focus on the high results of indicators. According to information on the NGO's website, it has the strategic partnerships of the Natura and Sonho Grande institutes, institutions that also operate in full-time high school in Acre.

The technical partners of ICE are the Institute of Teaching Quality (*Instituto de Qualidade do Ensino* - IQE) - an organization created in 1994 that acts in the form of partnerships with state governments, aiming to promote the improvement of 3 main subjects: Portuguese, Mathematics and Science. And the World Fund for Education, through the STEM Brazil Institute, where it focuses its actions on the development of the field of exact sciences, with emphasis on physics, chemistry and robotics. The capital invested in the organization so that its actions take materiality, comes from the Institutes Natura, Sonho Grande, Trevo - Tecnologia Social<sup>5</sup> and the “Movimento Espírito Santo em Ação”<sup>6</sup>. Além dessas ONGs ligadas ao setor empresarial, são investidoras as seguintes empresas:

**Chart 1 - Companies that invest financially in ICE**

| COMPANIES     | OWNERS/LARGEST SHAREHOLDERS   | ACTIVITY IN THE MARKET  |
|---------------|---|---|
| Itaú BBA      | Setúbal, Bracher and Villela families (both are descended directly from Brazilian royalty). | Integrates the financial sector of the Itaú-Unibanco conglomerate; largest wholesale bank in Latin America. |
| Fiat/Chrysler | Exor - Publicly traded Italian company controlled by the Agnelli family.                    | The conglomerate FCA (Fiat - Chrysler Automobiles) is the 8 <sup>th</sup> largest automaker in the world.   |
| Jeep          | Fiat Chrysler Automobiles (FCA).  | One of the most expensive and in-demand car brands.   |
| EMS           | Carlos Sanchez (known as the billionaire of generics).                                      | Leader of the pharmaceutical market in Brazil.  |

Source: Prepared by the authors, from information collected on the websites of the companies and reports about them (2020).

It's important to highlight that Itaú BBA, represented by Fernão Bracher, was part of the Governance Council of “Todos Pela Educação” (TPE) in 2012, as Martins (2016) points out. Milu Villela - one of the main shareholders of the Itaú-Unibanco conglomerate,

<sup>5</sup>“Carioca” (people from the Rio de Janeiro state) non-profit organization that operates in the areas of sports, education and social entrepreneurship, encouraging sports talents mainly.

<sup>6</sup>NGO “capixaba” (people from the Espírito Santo state) idealized by a collective of entrepreneurs, willing to focus on the public management of that state, justifying that the knowledge acquired in the business environment would make social public policies more effective.

and Antônio Jacinto Matias of Banco Itaú, were also part of the Board, and remain to this day, as consulted on the movement's website. The company EMS, in addition to financing ICE, also invests in the Ayrton Senna Institute (IAS), and in other initiatives that the company reports to be of social co-responsibility.

In this path of characterizing the ICE, we see that the philanthropy practiced by the organizations of the third sector, is established from relationships made with friends who hold the necessary capital. And this occurs in a global context called by Ball (2014) political networks. The latter, according to the author, “are a new type of 'social', involving specific types of social relations, flows and movements” (p. 29). Governance Networks share the same ideas to objectively solve social problems by disseminating neoliberalism.

In the case of ICE, it's clear from its relations that this is yet another institute associated with the larger goal of capitalism. At the national level, it maintains a link with the TPE. TPE is already a partner of the Instituto Liberdade Brasil, linked to the Atlas Economic Research Foundation (*Fundação Atlas de Pesquisa Econômica*) that is based in Virginia (United States), focusing its actions on the promotion of the free market, and on changing the way of governing large nations (BALL, 2014). In another wake, ICE is associated with the World Fund for Education, which also operates on a global scale.

ICE's influential partners and investors made it possible for ICE to grow and become more widespread during the years following its effective creation in 2003. In 2019, ICE operated in 19 states and the Federal District through partnerships with state and local governments. High school is the stage of basic education of greater insertion, with predominance in almost all the states in which they have worked, except Rio de Janeiro and Ceará (ICE, 2019a).

In Acre, he worked on the implementation of the School of Choice Model (*Modelo Escola da Escolha*) in full-time high schools. The partnership signed in 2017 with the state government paved the way for the institute to determine the organization of time/space, methodologies and management of the modality. The pedagogical and management model formulated by ICE finds its theoretical-methodological basis in the prescriptions that envision to a large extent the “neoliberalization of education” (BALL, 2014).

According to the author, “the dissemination and acceptance of neoliberal practices rests on a great deal of political and ideological work that is highly organized and well-funded” (p. 48). The critical analysis of the notebooks, treated here as documents, of the School of Choice Model (*Modelo Escola da Escolha*), evidences from its foundation the fact that the ICE is an agent of the dissemination announced by Ball (2014), as we will see in the highlights of some points.



In the training notebook 04, which deals specifically with the conception of the model, ICE outlines the conceptual and philosophical framework, in which one of the bases is the UNESCO Education ideology expressed in the report “Education: a treasure to discover” (*Educação: um tesouro a descobrir*), dated 1996, and produced by the International Commission on Education for the 21<sup>st</sup> Century, led by Jacques Delors. The institute points out that the aforementioned document established as a conception and practice for the education of the century that we are, lifelong learning, understood as an always continuous process.

Laval (2019, p. 69) explains that “at the intersection of economics and education, [...], words of understanding, connivance and passage from one sphere to another allowed a homogeneous conception of the fields of economics and education”. And the author presents as an example, the vaunted notion of lifelong learning, which is directly linked “to the notions of efficiency, performance and competence that transfer the economic logic to the school logic” (p. 69, emphasis in the original). And this aims at a practice aimed at utilitarian knowledge. Put another way, training needs to be centered on the production of human capital for the market.

Another point of emphasis in the notebooks of the model studied is the emphasis given to youth protagonism, which was well present in the discourse of the business community in the context of the reform of high school, as pointed out by Quadros (2020). According to the author, protagonism translates the young as the author of their human capital. This is because the concept is framed in the curriculum in an imposing way, advocating that the young person make choices and can take responsibility for their training.

And ICE explicitly defends the practice of what it calls personal accountability, stating that “there are many reasons for twenty-first century students to learn and enhance the ability to be accountable” (ICE, 2019b, p. 57). And it justifies that in this way young people become aware of the responsibility they need to assume in their training so that this has a positive impact on the work environment. The standardization of young people endowed with a servile, flexible and adaptable conscience is prescribed.

In addition, the practice of accountability is inserted in the context of business reform in a framework of destruction of what is public, in order to shift to the private sphere the management of education (FREITAS, 2018). In the ambience of the School of Choice Model, the mechanism is defended as an individual exercise, done by young people. That is, subjectivities are being shaped and privatized, to the *modus operandi* of capital.

## 4 THE NATURA AND SONHO GRANDE INSTITUTES, AND THE INTEREST IN FULL-TIME HIGH SCHOOL

The Natura Institute - IN based in the city of São Paulo, is a civil society organization linked to the Brazilian multinational cosmetics company Natura. Who holds the position of CEO, since 2015, is David Saad, Production Engineer graduated from the Polytechnic School of the University of São Paulo - USP (*Escola Politécnica da Universidade de São Paulo*), having MBA (Master of Business Administration) in Executive Management from the Institute of Education and Research (*Instituto de Ensino e Pesquisa - Insper*). He has worked at the Victor Civita Foundation and the Hospital Israelita Albert Einstein<sup>7</sup>.

It's immediately clear that like Marcos Magalhães who chairs ICE, David Saad has no training in education. However, it brings the technical look of a business manager to the educational cause. This methodology through which professional cadres who have never been inserted in the teaching practice, or in the school environment itself as servants, start to think and manage educational policies to the detriment of those who in this area make their careers, have become naturalized and established themselves as the most efficient, in the neoliberal perspective.

According to information on the website<sup>8</sup>, the purpose of the institution is to make education democratized, so that everyone has access. The Governance Council of the institute is formed by the billionaire and founder of Natura, Antônio Luiz da Cunha Seabra, Denis Mizne - Executive Director of the Lemann Foundation, Guilherme Peirão Leal - Brazilian businessman - responsible for 25% of Natura's shares, João Paulo Ferreira - Chairman of the Board of Directors of Natura, Pedro Luiz Barreiros Passos - Vice Chairman of the Board of Directors of Natura and Ricardo Henriques - Executive Superintendent of the Unibanco Institute.

Ball (2014) already told us of this type of political network that in the wake of the spread of neoliberalism branches out and connects to different actors and institutions. The NI as well as other organizations of the third sector is strengthened through the partnership with equals, by the capital it holds, and that becomes a defining factor of its insertion and influence. Not by chance, it has an extensive list of partners such as: the Roberto Marinho Foundations - Grupo Globo, Lemann, Itaú Social, the Unibanco

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<sup>7</sup>Available at: <http://umbrasil.com/entrevistados/david-saad/>. Accessed in: Sep. 15<sup>th</sup>, 2020.

<sup>8</sup>Available at: <https://www.institutonatura.org/o-instituto/>. Accessed in: Sep. 15<sup>th</sup>, 2020.

Institutes, Votorantim, Ayrton Senna, the TPE Movement, which are entities directly linked to the business and financial sector.

Still based on the information collected on the IN website, it operates in 20 Brazilian states, mainly in literacy and high school. But the focus is on the full-time high school modality, citing concern with the data related to dropout, abandonment and failure in the stage.

In the ambience of the state of Acre, IN is a strategic partner of ICE, in the implementation of the policy of full-time education in high school. As already described, the IN's role initially consisted of providing the financial resources for ICE to promote the trainings with the SEE/AC team that would be responsible for conducting the program by the state. Today, the role developed by the organization is to closely monitor the implementation and expansion of the full-time high school policy in the state, by conducting "research" in the contexts of practice, as highlighted on the IN website itself.

And finally, we got to know the Instituto Sonho Grande - ISG that is also an investor and strategic partner of ICE participating in the process of implementing the policy under analysis. On your website<sup>9</sup>, the institute calls itself "a non-profit organization that works in collaboration with states and the third sector to improve the quality of education in public schools". Since 2015 when it was created, it focuses its activities on the expansion of full-time high school, monitoring and evaluating results as reported.

The entity based in São Paulo, was created by Marcel Herrmann Teles, one of the owners of AMBEV - a Brazilian company in the field of brewery and other beverages. Through the reading of some magazine reports that thematize the economic field, it was possible to verify that Sonho Grande is the name of a book released in 2013, that narrates the story of the three entrepreneurs who own AMBEV. Marcel Telles in his interviews emphasizes the principle of meritocracy as the foundation to achieve success, and that a "big dream" should be part of the life of young entrepreneurs. Faced with the realities, discourse for meritocracy is somewhat delicate, because often what is missing is opportunity, access and the conditions to realize the dream that is more than great.

Unlike Marcos Magalhães, who idealized and presides over ICE, Marcel Telles chose the entrepreneur of the educational branch Igor Xavier Correia Lima to occupy the chair of CEO of ISG. With a background focused on business administration, he has previously held the position of Vice President of Kroton, the largest educational company

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<sup>9</sup>Available at: <https://www.sonhogrande.org//pt>. Accessed in: Sep. 16<sup>th</sup>, 2020.

in the world by number of students. Igor Xavier was from 2015 to 2020, presiding over the institution of the third sector.

The current CEO (Chief Executive Officer) of ISG, is the mechanical production engineer Ana Paula Pereira. His academic background as well as that of the first CEO is concentrated in the area of business administration, and the positions in which he has previously worked prove this insertion in the labor market<sup>10</sup>.

The business vision brought by Igor Lima and Ana Paula Pereira, instituted that the mission of ISG is to “scale projects with evidence of high impact on Brazilian basic education”, as is reported on the organization's website. The work performed consists of following the path of scalability, a term that comes from the business world and designates the increase of productivity and results, at the lowest possible cost. Working together with ICE and IN in different state contexts where the implementation of full-time high school has occurred, ISG conducts research and studies in order to produce evidence that justifies the effectiveness of the modality.

According to Quadros (2020), the production of evidence synthesizes a process in which science is at the service of the market. The author points out that this methodology, widely explored by the Brazilian business community in the documents they formulate, originates in the natural sciences, and seeks to “impose an unquestionable legitimacy of the results” (p. 120). And he adds that “in its application in the field of education, especially when evaluating the impacts of government (political) interventions, the research carried out is based on premises established by the actors who produce them” (p. 121). Put another way, entrepreneurs decide the quality parameters they expect.

## **5 CONSIDERATIONS AT THE END OF THE RESEARCH THAT IS NOT EXHAUSTED**

With the path made so far, we can make some inferences that point to the privatization process that has been installed in the public school, in a movement that is verticalized, and notably directed by the business community. In the specificity of the problematized object, it was inferred that the ICE aims to form a youth based on the values that the institute defends, by making use of entrepreneurship, efficiency, adaptability and performance that is verifiable. And to maximize its intense work of disseminating the

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<sup>10</sup>Available at: <https://br.linkedin.com/in/anapaulapereira>. Accessed in: Sep. 16<sup>th</sup>, 2022.

neoliberalism intrinsic to the method outlined, ICE relies on the investment of large companies that hold a high financial capital.

In terms of strategic partnerships, it counts on IN and ISG, organizations also from the third sector, idealized by entrepreneurs. Such institutes systematically corroborate and share the ideals of education and secondary education that are inscribed in the School of Choice model. And their work consists of conducting research and studies that attest to the efficiency of the model that materializes full-time. The practice of producing evidence, as we can conclude, occurs very clearly in the context that was analyzed.

However, in view of the commitment of the business community to make the public school a type of company, we highlight the resistance produced by researchers in the educational field who for a long time have denounced the harassment of the Brazilian business community to education, specifically in high school. Freitas (2018) emphasizes the ethical commitment to education that we must have. Laval (2019) suggests that we act on the contradictions of a methodology that seeks to resemble the school to a company.

And finally, educators who dedicate themselves in a focused way to research on high school, its subjects, its processes, imbued with a class consciousness so necessary in our time, defend an integrated, public, free and quality high school, which makes the right to education a reality.

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