



A Project of Nation: the guiding principles of the Unibanco Institute and Itaú Social about the educational problem

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Abstract

This research project has as purpose to investigate the political-ideological imbrication of the relationship between the public and private in the educational sphere, based on the performance of the Unibanco Institute and the Itaú Social Foundation in the public policies for High School in Brazil. Based on the documentary analysis of the diagnoses and prescriptions produced by the same regarding the educational problem, supported on the bibliographical production available about the entanglement between the private sector and the public sphere, this research seeks to relate and understand the latest changes occurred in such politics.

Key words:

Itaú/Unibanco, privatization, educational politics.

Introduction

The understanding that education is a complex and embracing social practice that is developed from the conceptions and practices of different social subjects, not restricting exclusively to the dynamics of the school institution, opens up a range of investigative possibilities about its problems. The field of educational politics is an important area of dispute, where not only the conditions necessary for social insertion are materialized, but also where the character of these changes is redefined.

With the institutional change of power that occurred in 2016, it is verified since then a strengthening of private initiative with social politics, sequencing in a series of legislative changes both in relation to the performance of decision-making bodies and the character of these choices. If the educational system is an ideological and normative institution, it is necessary to identify the actors that move these disputes. Given this scenario, we are interested in investigating the guiding principles of the diagnoses presented by the Instituto Unibanco and Fundação Itaú Social on the issue of education, and how the sense of 'public' in public education has been disputed and 'produced'. imed at marketing interests, using the studies and research enveloped by the financial group, based on the literary roduction of the area.

Results and Discussion

Seeing the new configurations of the world of work, business discourses in line with governmental propositions, tend to promote the subsumption of democratic management to managerial management, resulting in the reordering of neoliberal logic, through the publicity of private law and the privatization of public law. In a more general context, it is possible to observe that these changes are the result of the ongoing transformations and the deepening of neoliberalism: globalization of trade, disorder of the State, privatization of public services, transformation of social rights into commodities, commodification of culture and expansion of predatory consumption. With this, the managerial models of productivity and efficiency, took breath and space in the brazilian educational plans in the beginning of the 1990s, increasing ever more the dispute for the direction and content the Brazilian public education. In

spite of the state, if on the one hand the neoliberals defend that their performance is the minimum possible, this affirmation is only valid when it comes o the promotion of social politics, while there is amplification favorable conditions for rentier capital and maximization of profit, anchored in the functioning state machine, either through public-private partnerships or through tax incentives.

The crucial point here is the adaptation of human institutions to the logic of capital, weakening the organizational autonomy of collective demands, while strengthening the concentration of political and financial power in the hands of a small part of society. Thus, from the imbrication of educational politics to he demands of the labor market, it is possible to support as hypothesis that the Reform of High School operates legal adjustments and provides financial and managerial support so that the most varied segments of the market can expand their profit through services related to school activity. Thus, along with the flexibility of the curriculum, the recognition of work activities as part of the training script, the expansion of the use educational technologies, among other changes, does not open space only for the usurpation of the work force and the expansion of the economic power of the companies involved, at the same time a behavioral and cultural change is generated in the relation between knowledge and social development.

Conclusions

This research project still in progress aims to analyze the diagnoses performed by actors linked to the private initiative, especially Unibanco Institute and Social Itaú, primarily in the last five years. In a preliminary way, we note the reinforcement and articulation of prerogatives of a neoliberal nature, such as the privatization of public services, expansion of market evaluation parameters, flexibility of contents, among others. Finally, we intend to elaborate an analysis that takes into account the articulation of these factors, in order to understand the character of this latest changes.