

# Teaching training policies: public-private partnerships in the education system of São Paulo state

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## ABSTRACT

This paper is part of a Post-doctoral Internship research in the Program Education/Curriculum from Pontifical Catholic University of São Paulo that studies public-private partnerships in the training of teachers from the São Paulo State Network. It aims to analyze which are the formation partnerships established between the Coordination of the School for Formation and Improvement of Teachers - Paulo Renato Costa Souza (EFAPE) and private institutions in 2018 and 2019. It uses the qualitative approach employing bibliographic research and documentary analysis. The theoretical body is based on Hernandez, Laval, Freire and Feldmann. The results show an increasing number of partnerships between the public network and private institutions. The neoliberal rationality that permeates the field of Education and, more specifically, of Teacher Training is confirmed, demanding, from the public authorities, the creation of collaborative projects that include the guarantee of emancipatory and critical formative principles, strengthening the autonomy of the public school system.

**KEYWORDS:** Teacher training. Public education system. Teacher training in public system. Educational management.

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*Políticas de formação docente: as parcerias público-privadas na rede de ensino estadual paulista*

**RESUMO**

Este artigo é parte de uma pesquisa de Estágio Pós Doutoral realizada no Programa Educação: Currículo da Pontifícia Universidade Católica de São Paulo que estuda as parcerias público-privadas nas formações dos professores da rede estadual paulista. Objetiva analisar quais as parcerias de formação estabelecidas entre a Coordenadoria da Escola de Formação e Aperfeiçoamento de Professores – Paulo Renato Costa Souza (EFAPE) e as instituições privadas nos anos de 2018 e 2019. Recorre à abordagem qualitativa empregando a pesquisa bibliográfica e análise documental. O corpo teórico embasa-se em Hernandez, Laval, Freire e Feldmann. Os resultados apontam um número crescente de parcerias entre a rede pública e instituições privadas. A racionalidade neoliberal que permeia o campo da Educação e, mais especificamente, da Formação Docente fica confirmada, exigindo, do poder público, a criação de projetos colaborativos que incluam a garantia de princípios formadores emancipatórios e críticos fortalecendo a autonomia da rede pública de ensino.

**PALAVRAS-CHAVE:** Formação de professores. Rede pública de ensino. Formação de professores em rede pública. Gestão educacional.

*Políticas de capacitación docente: alianzas público-privadas en la red de educación estatal paulista*

**RESUMEN**

Este artículo es parte de una encuesta de pasantía posdoctoral realizada en el Programa de Educación: Currículo de la Pontificia Universidad Católica de São Paulo que estudia las alianzas público-privadas en la formación de docentes de la red estatal de São Paulo. Tiene como objetivo analizar cuáles són las alianzas formativas establecidas entre la Coordinación de la Escuela de Formación y Perfeccionamiento Docente - Paulo Renato Costa Souza (EFAPE) e instituciones privadas en los años 2018 y 2019. Utiliza el enfoque cualitativo empleando la investigación bibliográfica y el análisis documental. El cuerpo teórico se basa en Hernández, Laval, Freire y Feldmann. Los resultados muestran un número creciente de asociaciones entre la red pública y las instituciones privadas. La racionalidad neoliberal que impregna el campo de la Educación y, más

específicamente, de la Formación Docente se confirma, exigiendo, desde las autoridades públicas, la creación de proyectos colaborativos que incluyan la garantía de principios formativos emancipatorios y críticos, fortaleciendo la autonomía del sistema escolar público.

**PALABRAS CLAVE:** Formación de profesores. Red de educación pública. Formación del profesorado público. Gestión educativa.

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## Introduction

The topic of teacher training has stimulated responses and advances in academic settings in order to contribute to the design of public policies that, in fact, can directly impact the quality of Brazilian public education in a context of complex requirements that contemporaneity points to the construction of theoretical and methodological frameworks in this field of knowledge.

This article is based on the post-doctoral internship developed at the Pontifical Catholic University of São Paulo – PUC-SP, in the Graduate Program in Education: Program Education/Curriculum as a product of the integration of research groups whose object of knowledge is teacher training. The studies aim to carry out a survey of the training actions proposed by the School for Formation and Improvement of Teachers - Paulo Renato Costa Souza (EFAPE), coordinated by São Paulo State Department of Education, in partnership with private institutions so that we can see the entrance institutions in public training scenarios. We present below an excerpt of the research in which we address partnerships in training actions proposed for the public network in 2018 and 2019. These years were chosen for revealing the latest technical public data of the institution.

Our studies do not intend to point out a standardization in relation to training developed by the São Paulo State Network, but to reflect on some training notes established by EFAPE, through the partnerships, since:

It is difficult to organize in a scheme and in a single coherent discourse all the functions and forms that the curriculum partially adopts, according to the traditions of each educational system, level or school modality, philosophical, social and pedagogical orientation, since they are multiple and contradictory the traditions that followed and blended into educational phenomena (GIMENO SACRISTÁN, 2000, p.15).

According to Gimeno Sacristán (2000, p.15), we understand that “the traditions are multiple and contradictory” that integrate the curricular processes and, therefore, formative in their political aspects emerging from public actions, established from a permanent body, which are composed, for example, by permanent professionals and a provisional body formed by individuals who occupy elective and trustworthy positions, which are constituted through the choices made by those who were elected to compose by means of their mandates in the government of the states.

Regarding teacher training, we are currently facing the growing performance of private institutions (ADRIÃO, 2018) with market purposes, taking on the teachers’ training in public networks. This happens as a result of responses to the demands of contemporary society and the challenges and distances from the construction of a critical process linked to the deepening of progressive educational practices.

The State redefines itself with contemporary challenges through the neoliberal rationality that brings out the partnerships established with private institutions and their practices that feed on managerial and business concepts to develop and execute teacher training. Laval (2004), in his book “*A escola não é uma empresa: o neoliberalismo em ataque ao ensino público*” (The school is not a company: neoliberalism as an attack on public education), shows the strong inclination for formal school education to serve economic purposes. We clearly witness the influence of language and business actions in the spheres of educational processes that reproduce management structures, goals and consumption, instead of mobilizing the construction and development of critical knowledge and, consequently, of human formation.

Knowledge, innovation, partnerships, everything depends on this logic that has the attraction of totalizing policies. These discourses allowed placing, symbolically, the school institution under the jurisdiction of a management logic foreign to its ancient cultural and political reference, but also subjecting it to the pressure of economic logics that until then were external to it, thus favoring the interiorization of new goals and the constitution of new professional identities (LAVAL, 2004, p.45).

The market logic does not corroborate the critical logic of training that public education needs to offer society, as the school is the institution that must focus on fully training critical citizens.

The State, over the years, has been redefining itself and changing the boundaries between public and private, forming quasi-markets. The concept used about quasi-markets [...] is characterized by “introducing concepts of private management in public institutions without changing their ownership” (OLIVEIRA; SOUZA, 2003, p.876).

The relevance of the theme of teacher training is evidenced in the strengthening of public policies that incorporate academic dialogues that point out different aspects such as conceptions, working conditions, career plans and continuing education.

The issue of teacher training is increasingly important given the demands placed on the basic education of children and adolescents in contemporary society. Researching aspects related to teacher training courses, aspects related to career plan and salaries, continuing training and working conditions in schools has become important and necessary to be able to fight for changes that are essential and well-founded (GATTI, 2010, p 96).

We make questions about the process of formation of the São Paulo State Network to point out theoretical assumptions, whether they are at the service of maintaining professionals who are strengthened as labor to maintain neoliberal references and, therefore, with marks of intellectual dependence contributing to the exploration ahead to the occupation or, from another perspective, to provide

emancipatory and critical training policies in favor of a training process that transforms and gives intellectual and moral autonomy to professionals.

### **São Paulo State Education Network**

The Department of Education of São Paulo has the largest public education network in Brazil, a range that includes: 3.7 million students, 5.4 thousand schools, 242.2 thousand teachers in the teaching staff, 139,900 active teachers, 4.8 thousand school directors and 91 education boards.

In 2012, in São Paulo, through a decree signed by Geraldo Alckmin (Governor at that time), the restructuring of basic training was started, which is organized into 2 bodies: State Council of Education (CEE) and Development of Education Foundation (FDE), and six coordinators: Coordination of the School for Formation and Improvement of Teachers - Paulo Renato Costa Souza (EFAP), Basic Education Management Coordination (CGEB), Educational Information, Monitoring and Evaluation Coordination (CIMA), Infrastructure and School Services Coordination (CISE), Coordination of Education Human Resources Management (CGRH), Budget and Finance Coordination (COFI).

Considering the entire structure of the São Paulo Education Network, this research will be gathering information and data from a specific Coordination, the investigation takes place at the Coordination of the School for Formation and Improvement of Teachers - Paulo Renato Costa Souza (EFAPE), the body responsible for continuing education projects for teachers.

### **School for Formation and Improvement of Teachers - Paulo Renato Costa Souza EFAPE**

EFAPE was created in 2009 by Decree No. 54,297 05/05/2009 with the objective of developing government officials in the Department of Education of São Paulo. This coordination offers ongoing training activities to government officials based in São Paulo. The coordination is organized from physical learning environments and uses a technological structure and integrated administrative tools.

In 2019, there was a restructuring by Decree No. 64187 of 04/17/2019, which changes the original name EFAP to School for Formation and Improvement of Teachers - Paulo Renato Costa Souza (EFAPE) indicating the intention of the change to serve all staff of professionals, including municipal education officials in the São Paulo state.

In recent years, the public sector has undergone a structural reform that has significantly changed the conceptions and objectives that guide the forms of management and the functioning of institutions. These administrative reforms consolidate new discourses and practices derived from the private sector and they are used as a reference for public organizations in all spheres of government (CÓSSIO, 2018, p.67).

The teachers' training of in the State Public Network is an important point to guarantee educational actions and projects to be created and developed in schools, as it is necessary to establish structuring actions that strengthen them, from the public power of the State. Restructurings must be created to legitimize the internal management strength of the Department of Education, which must be at the forefront with clear administrative guidelines and, thus, autonomously lead the entire process of forming the network.

### **Methodological Paths**

The methodological development of the research was based on qualitative principles.

The qualitative investigation approach requires that the world be examined with the idea that nothing is trivial, that everything has the potential to create a hint that allows us to establish a more enlightening understanding of our object of study (BOGDAN; BIKLEN, 1994, p. 49).

We believe that the approach is in line with enabling clarifications about teacher training and its consequences in relation to the

understanding of partnerships in training in public networks and the institutional responsibilities assumed by EFAPE.

Qualitative researchers establish strategies and procedures that allow them to consider experiences from an informant's point of view. The process of conducting qualitative research reflects a kind of dialogue between researchers and their respective subjects, as they are not approached by them in a neutral way (BOGDAN; BIKLEN, 1994, p. 51).

The dialogue established between the data and the researchers' knowledge will evidence epistemological positions in the arguments contained in the analyses. The route of the survey was based on the documentary analysis of the EFAPE Annual Reports for 2018 and 2019, considering all research protocols with the consent of the investigated institution. This research takes a qualitative approach, characterized by the investigation into the use of readings and analysis of official documents, through its annual reports that synthesize the actions of teacher training in the São Paulo State Network.

The data surveys and analyzes were constituted in two research fronts: the first, occurred during the initial months of the research with a focus on data collection and theoretical deepening, expanding the knowledge of the bibliography regarding teacher training and the methodological contributions of the São Paulo State Network, based on the note and understanding of teacher training carried out by EFAPE; the second refers to the data analysis that culminates in this paper.

To organize the analysis: we cut actions and point out partner institutions for the training process; we analyze reflective aspects to think about the field of knowledge in teacher training.

The research presented here shows answers in relation to which private institutions EFAPE makes partnerships, and thus, joins together to establish public policies for teacher training process.

Thinking about the formation of teachers is always thinking about the formation of the human and, in this perspective; it

is possible to see the construction of changes in any space of action. Change understood as improvement of the human condition, as freedom of expression and communication and as designing possibilities for a better world, for a better coexistence among people (FELDMANN, 2009, p. 75-76).

Institutional teacher training projects encompass perspectives, as stated by Feldmann (2009) and they can point towards broad improvements that consider the human condition. However, it is necessary to reflect on whether the understanding of partner companies, with regard to improvement, is consistent with the secretariat's training principles and whether this coherence is a condition for their hiring for training.

### **Teacher Training Conception**

The presupposition of our studies is based on the conception that teacher training is a complex, subjective and singular process, without standardizations, but with theoretical conceptions that accredit them, with regard to the construction of experience and the teaching identity.

We recognize teacher training as a rich, plural process that is made up of individualized actions; the identity is not formatted, but manifests, builds itself, considering the unique way of each individual to respond to the challenges of the personal and professional context they face (ABREU SOUZA, 2011, p.101).

Training requires a multidisciplinary dialogue, when discussing knowledge constructions in the most diverse research fronts of the object. Teacher training is a complex and challenging object of knowledge at a time when contemporary themes invite us to broaden conceptions and responsibilities, the result of political, economic, cultural, social and media crises and transformations. All the changes have a direct impact on school spaces and educational institutions, which ends up creating demands for us to understand the consequences of everyday education and contribute to new democratic realities being created for an equitable and fairer society.

There are two important fronts when we point to the theme of teacher training, which are: initial education and continuing education. Conceptually we believe in the perspective of Ongoing Formation (FREIRE, 1997).

In recent decades, we have noticed some advances in Brazil, in relation to aspects of educational legislation, given the consolidation of the Federal Constitution of 1988 and, with this, we have reached important achievements in Brazilian public policies. In 1990, the approval of the Child and Youth Statute and, in 1996, the Law of Directives and Basis for National Education (LDB). We created mechanisms for the decentralization of public education management and initiated Municipal and State Plans and Discussion Forums on Education throughout the country, in order to facilitate the strengthening of Brazilian education systems.

We are experiencing advances and some setbacks and we have a lot to conquer in relation to teacher training and its direct impact on the quality of public education.

In Undergraduate courses for teacher formation, we engage in discussions regarding initial training, since, admittedly, Undergraduate is the process of beginning academic life and the profession, however, this does not always occur in this way with Pedagogy students. We have sometimes noticed that this training can begin after twenty years of experience as a teacher, twenty years of professional practice. This situation is established for these professionals in the midst of their work with classrooms of students in which there is immense diversity in relation to reality, and thus, in this context, countless questions and concerns prompt us to investigate training.

Questions such as: what is initial formation and ongoing formation? Do public institutions have responsibilities for teacher training? Do teachers have an epistemological understanding of their own learning process? How to build a critical, authorial and autonomous pedagogical experience? How do academia and public networks establish spaces and actions to strengthen experience and theoretical and methodological dialogues in the construction of teachers?

We do not intend to answer all these questions, but they are necessary because they allow us to glimpse the scenario where which teacher training is built.

We recognize the complex theoretical understanding that we need to create so that we can actually build reflective paths for initial and ongoing training. As Hernández and Sancho (2007) tell us, teachers need to be touched, affected so that the experience becomes something of its own, a source of knowledge that makes sense and unfolds into meanings:

[...] in training, the educator learns when he/she feels touched, when he/she finds space for his/her experience to become a source of knowledge – a knowledge that allows him/her to recognize himself/herself, discover the other and be recognized; a knowledge that goes beyond immediate action and projects itself into an activity that helps the person to learn from himself/herself and, above all, that commits him/her (HERNANDEZ & SANCHO, 2007, p. 9).

Teachers are permanent subjects of the educational process and taking on their own pedagogical practice is to establish real dialogues for improvement and professional responsibilities, there is no recipe, there is no standard of conduct, there are no manuals, there are real practices that need to be deepened with a focus on their own praxis.

Considering the praxis of the teacher and his/her production of knowledge is to bring him/her closer to a possible reflection on his/her practice, which gives possibilities for a new meaning of his/her actions, based on doubts and experiences (ABREU SOUZA, 2002, p. 6).

The redefinition of pedagogical practice requires training methodologies that bring this practice to the reflection scenario, which makes us look for tools that place the teacher as the authorial subject of his/her practice, in an individual process in collective movement, as evidenced by Freire:

World-consciousness and self-awareness grow together and in direct ratio; one is the inner light of the other, one committed to the other. The intrinsic correlation between conquering oneself, making oneself more, and conquering the world, making it more human (FREIRE, 2005, p.15).

In this perspective, we investigate the teachers' training in public schools in order to analyze their paradigms and conceptions and the institutions that assume partnerships in the training plans offered in the public schools of São Paulo.

Hernández tells us:

Education is conceived [...] as a dialectical process in which the sense and meaning of knowledge structures are reconstructed in the historical consciousness of individuals, who try to endow their vital situations with meaning [...] (HERNANDEZ, 2000, p.106).

Giving meaning to the developed practices is also one of the responsibilities of those who think about the field of knowledge of teacher training, and requires the creation of spaces so that the dialectical process can happen, in a movement in which the permanent approximations between people, senses and meanings establish connections and reflections enabling awareness and overcoming of teachers, which enables a critical and transforming pedagogical practice.

### **EFAPE Annual Reports Data**

The annual reports, analysis documents of this research, are summaries prepared by the EFAPE team, describing the actions carried out by the several sectors of the Coordination. The courses offered are called centralized and encompass training actions considering: distance education with the use of video conferencing, web conferencing and virtual environments. In addition, there are face-to-face and in-service activities that take place in the 91 Education Boards and their 5100 school for 245,000 government officials of the teaching staff, school support from the Department of Education.

The formative axes are divided into three axes: 1. Curriculum and

teaching practice in Basic Education, specific modalities and activities; 2. Educational Management and 3. Great themes of education.

In the 2018 training actions, the reports divide them into five items, they are: 1. Centralized action offered by EFAPE; 2. Actions performed by partners; 3. Cooperation and research actions; 4. Training actions for EFAPE professionals; and 5. Training meetings held by EFAPE.

The centralized training actions in the 2018 report are divided into: Closed – certification process completed. Closed – certification process in progress. In progress – in development of the action. Ongoing with the external public – developing the action with the external public.

The 2019 training actions are divided in the reports into: Centralized Training Actions (1. Courses; 2. Courses – Inova Education Program; 3. Courses – Performed by partners).

The centralized training actions mentioned in the 2019 report do not have information on the progress of the action, as described in the 2018 report, but this will not be data for analysis.

In the analysis, we are considering the totality of actions, regardless of the situation of development of the formative action.

**Chart 1.** Centralized Actions 2018 and 2019

<b>Centralized Actions</b>	<b>2018</b>	<b>2019</b>
Total of centralized actions	86 courses (there is no division of courses classification)	32 courses: diverse courses; Inova program courses; municipal courses

Source: [EFAPE technical team reports]

**Chart 2.** Centralized Actions 2018 and 2019

<b>Actions performed by partners</b>	<b>2018</b>	<b>2019</b>
Total of actions performed by partners	110	38

Source: [EFAPE technical team reports]

**Chart 3.** Actions performed by partners 2018 - 110 actions

Partners	Numbers of actions
1. Parceiros da Educação Executor	10
2. Osesp	06
3. CET	02
4. Pinacoteca	01
5. FCAV and Neuroconect Parceiros	02
6. CGEB/ North American Embassy	01
7. CGEB/ Pearson Education Brasil	01
8. CGEB/ Rodrigo Mendes Institute	01
9. FAZESP	04
10. CGEB/ French Consulate/ French Teachers Association SP/ APFESP – Department of Modern Letters USP	02
11. Elos Educacional	01
12. CGEB	01
13. Cultura Inglesa	20
14. FNDE	09
15. Universities (there is no mention of the name of the universities and it does not inform whether they are public or private)	56

Source: [EFAPE technical team reports]

**Chart 4.** Actions performed by partners 2019 - 38 actions

Partners	Numbers of actions
01. Associação Parceiros da Educação	10
02. Osesp	02
03. CET	01
04. Associação Pinacoteca	01
05. Parceiros	03
06. Cultura Inglesa College	03
07. POLI USP	02
08. APFESP – DLM – FFLCH USP	02
09. COPED/ ELOS/ EFAPE	01
10. ICB/ USP	02
11. FEA/ USP	01
12. COPED/ UNIFESP/ EFAPE	01
13. IME/ USP	02
14. UNIFESP	01

Source: [EFAPE technical team reports]

In the 2019 report there is an item 2.1.3 entitled “Different training actions” that is not found in the 2018 report, but we will cite the data, since, in the actions, there is participation of partner institutions. This item, in its entirety, sums up 38 training actions, 19 of which with partnerships, they are:

**Chart 5. Diverse training actions**

<b>Institution</b>	<b>No. of Partners</b>
01. Japan/ São Paulo Foundation	01
02. Medical Association of São Paulo	01
03. São Paulo Hospital	01
04. Unip	01
05. São Paulo City Hall	01
06. Miguel de Cervantes School	01
07. Brazil/ Italy Cultural Center	01
08. Ayrton Senna Institute	06
09. Stem Brasil	02
10. Elos Educacional	01
11. Equipe Conviva	01
12. CITEM	01
13. Zumbi dos Palmares University	01

Source: [EFAPE technical team reports]

### Reflective Notes

Considering the objective of the research, which is to locate the private partnerships that support the training actions of teachers in the São Paulo State Education Network during 2018 and 2019, based on the public policies developed by EFAPE, in 2018 eighty-six training actions were offered by the EFAPE coordination itself and over 110 training actions offered in partnership with 15 public institutions (from other sectors), private and universities (there is no information in the annual report which would be the universities).

We realized, according to the annual report, that the number of training actions offered in partnership is higher than that offered by EFAPE's internal team, this situation brings us reflections for a future analysis of the research that involves new questions. What conceptions of training do these partner institutions develop in their work? Is the diversity of institutions, in its view, consistent with EFAPE's training principles?

Considering that in 2018 fifteen partnerships were made, they are: 1. Parceiros da Educação Executor – due to inaccurate data in the report, we did not find what these partnerships would be. 2. Osesp – government agency. 3. CET – Traffic Engineering Company – government agency. 4. Pinacoteca – government agency. 5. FCAV – Unesp – government agency together with Neuroconect Parceiros – private company. 6. CGEB – government agency and North American Embassy – international public company. 7. CGEB – government agency and Pearson Education Brasil – private company. 8. CGEB – government agency and Rodrigo Mendes Institute – private company. 9. FAZESP – São Paulo State School of Finance – government agency. 10. CGEB government agency and Consulate of France – international public institution. 11. Elos Educacional – private company. 12. CGEB – public agency. 13. Cultura Inglesa – private company. 14. FNDE – public agency. 15. Universities (there is no mention of the name of the university and it does not inform whether it is public or private).

The diversity of partnerships may or may not have contradictory influences on the logic of strengthening public education, the research developed did not propose to raise the characteristics of partnerships and the conception of training that aggregate them, but makes us reflect on the logic of practices formation of these partnerships, which are certainly diverse.

In the design and implementation of policies, it deals with, and the incorporation of diverse, often opposing influences, leads to both intentional and unintended results, even reaching that

some policy guidelines, its norms, for example, have some inconsistencies and incompleteness that end up revealing themselves in their establishment in the realities of destiny and in terms of the intended objectives (GATTI, 2019, p.46).

The teachers and managers' training and the demands of institutional policies that ensure quality pedagogical principles for the process of training actions require that training projects have a clear conception of training, in order to have intentions that strengthen the logic of public education and which, may, be different from the logic of contracted consultants.

Teacher training and the discovery of demands for training actions in public institutions opened a market niche, in a logic that understands teacher training as a market path, to generate profit, in a perspective of business logic, obeying rationality neoliberal. This understanding differs from the logic of a public institution that does not aim to generate profit, but to strengthen the quality of services offered to society, to train education professionals for a challenging work process in a daily life that presents diversity as a reality. This shows us that it is necessary:

[...] taking into account the continuous role of the State together with the involvement of non-market actors and non-market interests. The role of other 'traditional' groups (teachers, students and administrators) has changed (BURTON, 2014, p. 329).

We live in a society in which the consolidation of neoliberal ideals in which the market logic, of people as customers and of the company are concepts that grow and emerge with economic goals, since in a capitalist society, profit is necessary. Understanding the established, often diverse and plural conceptions can show training projects that lose the integral processes of training that is established from public education and, therefore, understand that the logic of training is not the logic of a *company*. “[...] the perspective of neopluralism allows us to see that, while all groups can have a voice, some can be more

powerful and have more weight than others with those who decide” (BURTON, 2014, p. 329).

In the data reported, we realize that the presence of private institutions is an important mark in the annual processes developed by EFAPE, it is up to us, in the future, to dialogue with actions to investigate which conception governs the work, punctuating each contracted institution.

The presence of Universities in training partnerships points to an important collaboration. And, although we were unable to identify which of the Universities would be in these partnerships, as there is no such information in the 2018 annual report, the presence of academia is relevant, as it is it who creates science in the country and enables discussions supported by consolidated theory critically, even considering the academic diversity, there is the certainty that “obscurantism” will not be present in the formations.

In 2019, 32 training actions were offered by the EFAPE coordination itself, divided into several courses, Inova program courses and municipal courses. And 38 more training actions offered in partnership with 14 public institutions (from other sectors), private and universities (identified). In a total of 70 annual actions. 1. Associação Parceiros da Educação – we have not identified this partnership. 2. Osesp – government agency. 3. CET – government agency. 4. Associação Pinacoteca – government agency. 5. Parceiros – we do not identify this partnership. 6. Cultura Inglesa College – private company. 7. POLI USP – public agency. 8. AFPESP – DLM – FFLCH USP – public agency. 9. COPED/ ELOS/ EFAPE – public agency. 10. ICB/ USP – public agency. 11. FEA/ USP – public agency. 12. COPED/ UNIFESP/ EFAPE – public agency. 13. IME/ USP – public agency. 14. UNIFESP – public agency.

The 2019 annual report has a different data organization format than the 2018 annual report. There is an item entitled “Different training actions”. This formative action group establishes several partnerships

and private companies are the majority in the partnerships, they are: 1. Japan / São Paulo Foundation – private company. 2. Medical Association of São Paulo – public agency. 3. São Paulo Hospital – public agency. 4. Unip – private company. 5. São Paulo City Hall – public agency. 6. Miguel de Servantes School – private company. 7. Brazil/ Italy Cultural Center – private company. 8. Ayrton Senna Institute – private company. 9. Stem Brasil – private company. 10. Elos Educacional – private company. 11. Equipe Conviva – private company. 12. CITEM – Information, Technology, and License Coordination – public agency. 13. Zumbi dos Palmares University – Community Institution.

In the training actions of 2019, we noticed the presence of partner companies that work in other state and municipal networks, making us reflect on the growing insertion of these private institutions in the responsibilities related to public projects, it is not up to us to go deeper into this paper, the comprehension and logic of the participation and collaboration of these partnerships, but it is affirmative to recognize that more than 50% of the trainings take place in partnership with “partnership” institutions in the São Paulo State Public Network.

Also in the same report, we noticed the presence of named Universities, with reference to departments and study centers that make an important partnership viable, with the possibility of dialogue between important public projects for the strengthening of state public education.

We understand that research carried out by higher education institutions, whether public or private, creates a direct dialogue with demands that emerge from the reality and daily life of the educational process of the São Paulo Public Network. The presence of the University in partnerships is, certainly, a great differential for thinking, developing and advancing in teacher training proposals, as it can promote the plurality of ideas and diversities of thought, showing that: “[...] education is a space for dispute, as it comprises different and

antagonistic projects from the point of view of its social function defended for the subjects and for society” (CAETANO, 2018, p. 123).

Understanding the training projects carried out by partner institutions is essential to develop an effectively collaborative training work. For this purpose, the São Paulo State Public Education Network has the State Education Council that can establish the guiding principles for partnerships to happen, considering, thus, the aspects that are coherent with the public project of teacher training to guarantee the coherence of the theoretical and methodological guidelines of the processes.

Regarding the interests of capital towards the State, Dardot and Laval (2016, s.p.) explain that:

Capitalism does not grow simply because it conquers new territories, submits ever-larger populations, transforms all the fruits of human activity into merchandise. Of course, this is the classic mode of capitalist accumulation, as analyzed by Marx, Rosa Luxemburg and Hilferding. But capitalism also grows in another way, which, even though it is almost always forgotten, is no less powerful: that of the social diffusion of a system of rules of action. This system of norms goes far beyond that of the enterprise to embrace, through a process of cross-linking, multiple institutions and social relationships. Far from being, as is believed, an obstacle to the extension of the market logic, the State has become one of its main agents, if not its main vector. Under its control, the instruments of public policy inherited from the social-democratic and Keynesian management paradoxically became levers to transform, from within, the working logic of public action as a result of a profound change in society. Therefore, it is perfectly inept to think of this transformation in conventional terms as if it came to limit government intervention: it does not come to limit it, but, in a sense, it comes to extend it, or rather, it comes to transform the state and to expand the market logic (DARDOT; LAVAL (2016, sp).

It is necessary to understand the logic of the capitalist economy in the face of the neoliberal model that penetrates into all areas and transforms its structure and generates a weakening of the State

regarding the guarantee of social rights and, at the same time, it expands its performance in favor of the free market.

## Conclusions

Discussing the public-private partnerships that support the training actions of teachers in the São Paulo State Education Network, based on the public policies developed by EFAPÉ, led us to affirm the growing demand for partnerships between the São Paulo public network and private institutions. This situation shows a general trend, explained by LAVAL (2004), through the concepts related to the neoliberal rationality that also absorbs the field of education and, more specifically, of teacher training.

We noticed, both in the EFAPÉ reports from 2018 and those from 2019, the presence of the University as an important aspect to strengthen the dialogue between those who create science and those who work directly in public policies for the teachers' training in the network. Establishing dialogue and undertaking training together are important actions for strengthening public education. Although in the reports we have noticed that the participation number of Universities is smaller than the participation of private companies, it is important to emphasize that the expansion of partnerships with Universities is important for São Paulo State Network.

New directions for teacher training open up with demands that propose educational policies with the need to establish a critical discourse for training actions in a network, as they certainly impact directly on the quality of public education.

It is necessary to understand training actions allied to neoliberalism as an economic policy that relates to government and state structures. Teacher training requires a long-term project in which interests to strengthen the public network intersect with clear principles so that training partnerships can be made effective.

We reaffirm the importance of the State Council of Education with regard to creating guidelines for partnerships to be established, which will enable theoretical and methodological coherence with the state network in São Paulo. The Council must ensure that training does not become transpositions of disjointed, fragmented training actions that do not contribute to the strengthening of its autonomy, as a public and non-business space.

We conclude by acknowledging the importance of teacher training projects in the São Paulo State Network for strengthening Basic Education, we affirm the importance of the EFAPE Coordination and its members for the creation of emancipatory, critical and human public policies in teachers' learning spaces in order to promote:

[...] the epistemological and social construction of knowledge implemented in educational spaces and experienced in movements of tension and struggles for the territorial occupation of knowledge. These movements show the delimitations of the meanings of the fields of knowledge, their processes (discourses and methods) and the meanings in the lives of the people involved (FELDMANN, 2009, p.73).

As stated by Feldmann (2009), the construction of training policies in the public network requires epistemological attention in its implementation. It is necessary to recognize that we will have limitations, but consistency will point to actions that strengthen autonomy, making us move towards quality public education for all.

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