

The public-private relationship in the expansion of the care of early childhood education in the municipality of Teresina-PI

Carmen Lucia de Sousa Lima¹

¹ Universidade Federal do Piauí - UFPI. Departamento de Fundamentos da Educação. Avenida Universitária S/N., Bairro Ininga. Teresina - PI. Brasil.

Author for correspondence: carmenlima5@yahoo.com.br

ABSTRACT. This article aims to analyze the progress of the privatization process of Early Childhood Education in the Municipal Education System of Teresina, through the convention with community institutions, confessional and philanthropic non-profit. This is a bibliographic review study that was based on theorists such as Adrião and Borghi (2009), Alves and Silva (2014), Arelaro (2008), Bassi (2011), Gil (2008), Montaña (2008), among others. It discusses Fundeb's contributions to the expansion of Early Childhood Education and the effects of this fund on the expansion of care to this segment of education through the policy of agreements concluded between the Secretaria Municipal de Educação de Teresina (Semec) and the third sector through transfers of public resources converted into social subsidies through current transfers from the public authorities to public or private institutions of care. In the end, it was concluded that Fundeb was an important regulatory reference that induced the municipality to expand the offer of early childhood education, as well as contributed to the increase of the convention as a strategy to expand the offer and comply with the legislation.

Keywords: Early Childhood Education, Convening, Expansion.

A relação público-privado na expansão do atendimento à Educação Infantil no município de Teresina-PI

RESUMO. Este artigo objetiva analisar o avanço do processo de privatização da Educação Infantil na Rede Municipal de Educação de Teresina, pela via do convênio com instituições comunitárias, confessionais e filantrópicas sem fins lucrativos. Trata-se de um estudo de revisão bibliográfica de base documental que se apoiou em teóricos como Adrião e Borghi (2009), Alves e Silva (2014), Arelaro (2008), Bassi (2011), Gil (2008), Montaña (2008), dentre outros. Coloca-se em discussão as contribuições do Fundeb para a expansão da Educação Infantil e os efeitos desse fundo na expansão do atendimento a esse segmento da educação por meio da política de convênios celebrados entre a Secretaria Municipal de Educação de Teresina (Semec) e o terceiro setor através de repasses de recursos públicos convertidos em subvenções sociais por meio de transferências correntes do poder público para instituições públicas ou privadas de caráter assistencial. Ao final concluiu-se que o Fundeb foi um marco regulatório importante que induziu o município a ampliar a oferta de Educação infantil, bem como, contribuiu com o aumento do convênio como estratégia para se ampliar a oferta e cumprir o que determina a legislação.

Palavras-chave: Educação Infantil, Convênio, Expansão.

La relación público-privada en la expansión del cuidado de la educación en la primera infancia en el municipio de Teresina-PI

RESUMEN. Este artículo tiene como objetivo analizar el progreso del proceso de privatización de la Educación Infantil en la Red de Educación Municipal de Teresina, a través de la convención con instituciones comunitarias, confesionales y filantrópicas sin fines de lucro. Se trata de un estudio de revisión bibliográfica basado en documentales que se basó en teóricos como Adrião e Borghi (2009), Alves e Silva (2014), Arelaro (2008), Bassi (2011), Gil (2008), Montaña (2008), entre otros. Se examinan las contribuciones de Fundeb a la expansión de la Educación Infantil y los efectos de este fondo en la ampliación de la atención a este segmento de la educación a través de la política de acuerdos celebrados entre la Secretaria Municipal de Educação de Teresina (Semec) y el tercer sector a través de transferencias de recursos públicos convertidos en subvenciones sociales a través de transferencias actuales de las autoridades públicas a instituciones públicas o privadas de atención. Al final, se concluyó que Fundeb fue un importante marco regulatorio que indujo al municipio a ampliar la oferta de educación en la primera infancia, así como contribuyó al aumento de la convención como estrategia para ampliar la oferta y cumplir con la legislación.

Palabras clave: Educación Infantil, Convocación, Expansión.

Introduction

The changes that have occurred in education since the promulgation of the Federal Constitution of 1988 represented, for early childhood education, an important achievement, representing a gain of legitimacy of this segment, once the early childhood education is recognized as the first stage of basic education.

For Campos (1999), this recognition occurred with a certain delay, since already in the mid-1970s, Brazil was the scene of a significant expansion of care to children under 7 years through the most varied modalities of services, whether private, governmental and community. Thus, the early childhood education segment was the one that underwent one of the deepest reforms.

This environment contributed to the emergence of multiple municipal schools systems, mostly devoid of the necessary supplies to provide schools with minimum operating conditions that justify their autonomy. It is, therefore, with this precarious profile of the offer of early childhood education that the technical and political dependence of schools and systems is reinforced, exposing municipalities to a lot of difficulties both from the organic and technical point of view, which make them unable to elaborate consistent educational policies, forcing

them to a political-pedagogical dependence from other private education systems.

With the increase in educational supply by municipalities, induced by the implementation of the *Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação (Fundeb)* [Fund for Maintenance and Development of Elementary Education and Valorization of Education Professionals], which contributed to the redefinition of the standard of compulsory education offering, initially in these federated entities, the demand for education grew substantially, thus falling on the municipalities the responsibilities for improving the performance in schools, thus attracting a boom of private companies that offer educational products, point out to focus on the absence of objective conditions for the elaboration, implementation and evaluation of educational policies, becoming actively involved in the management of municipal education.

From this viewpoint, we raised the following problem: How did the private sector participate in the management of public policies for the early childhood education in the municipality of Teresina and what forms of public subsidies to the private sector are used by the municipality to expand the offer of early childhood

education? Based on this issue, this text has the purpose to undertake a discussion about the privatization process of Early Childhood Education through public-private partnership between community, confessional and philanthropic non-profit entities in the municipality of Teresina, through the *Secretaria Municipal de Educação (Semec)* [Municipal Department of Education].

For the development of this study, consultations have taken places in documental sources such as regulations, standardizations and official publications of the municipality of Teresina-PI. The documents were also acquired on government websites and in the Semec. At first, the documents that support the education policy were analyzed, from both the macro and micro point of view. In the second moment, the offer of early childhood education in the municipality of Teresina was discussed, through the expenses incurred with early childhood education, including the forms of social subsidies and the public-private partnership from the public-private relationship.

For Gil (2008) the documentary research, as a general rule, used as cursive records, which are persistent and continued. We have as classic examples of

this kind of record the documents prepared by government agencies.

Next, a discussion was made about the privatization process of early childhood education in Brazil, at the time when an analysis was carried out about the evolution of care in nurseries and preschools of the educational public-private partnership (community, confessional and philanthropic) with the municipality of Teresina-PI, focusing on the aspects related to the policy for early childhood education, on the expansion of offer in nurseries and preschools and what strategies are used by the municipality to ensure this expansion, considering the historical series 2006 to 2016, which corresponds to the year before the implementation of Fundeb and the universalization of care in preschool, respectively. For this, the *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Inep)* [National Institute of Educational Studies and Research Anísio Teixeira] website database was used to extract microdata from the School Census from 2006 to 2016; after compiled into tables, charts and graphs, it was possible to describe them and proceed to the first analyses and inferences.

Finally, we analyzed the data extracted from the official publications of

the municipality of Teresina-PI, from which the financial transfers distributed by the municipality by means of social subsidies to non-profit care institutions were identified through public-private partnership that resulted in actions pointed out for the early childhood education, with the purpose of expanding the offer and improving care.

The Progress of the Privatization Process of Early Childhood Education

The legal advances obtained by the current legislation were not enough, since, in addition to the traditional public-private partnership of the municipal government with non-profit institutions for the care in nurseries, new arrangements are being made. When analyzing the process of municipalization of elementary school in the state of São Paulo, Adrião and Borghi (2008, pp. 99-100) consider that the

... tendency to consolidate partnerships/agreements between São Paulo municipalities and private initiative has been induced by the processes of decentralization of public education in São Paulo, whose main measure was the municipalization of elementary school introduced in the State of São Paulo more emphatically since 1996.

It is important to point out that this process was consolidated with the implementation of the *Fundo de Manutenção e Desenvolvimento do Ensino*

Fundamental e de Valorização do Magistério (Fundef) [Fund for Maintenance and Development of Elementary School and Valorization of Teaching], by prioritizing elementary school, thus expanding the responsibilities of the municipalities. In an analysis of the consequences of decentralizing policies for the offer of elementary school in Brazil, Adrião and Borghi (2009) present information that indicates changes in the standard of offering on basic education in public education in the state of São Paulo, what made major changes both in the problematized division of responsibilities between states and municipalities as in the strategies adopted for them to bear such responsibility. In addition, the authors also consider the low tax capacity of most Brazilian municipalities, which, in view of this, have a relationship of economic dependence with other federated entities, to the extent that they need transfers from them to meet the demands related to the educational offer.

Regarding this discussion, Cury (2002) problematizes the privatization policy in the field of basic education, emphasizing that the transfer of responsibilities among the levels of public authorities without adequate financial support implies a reduction in the capacity to meet the demand and stresses that, in

this context, there are serious commitments in relation to early childhood education and the education of young people and adults, because, for this author, such commitments lead to an appropriation by the private sector, especially through partnerships, agreements or outsourcing of spaces that, by duty, should be occupied by the Public Power.

Arelaro (2008) considers that the Fundeb regulation contributed to the consolidation of the tradition of agreements and partnerships between the public and private sector in the offer of early childhood education, to the little commitment of the public spheres to build alternatives of care different from those that have been consecrated as the most agile and viable for the emergency care of young children, as well as to the significant lack of responsibility of the State for direct educational care.

In the field of early childhood education, privatization processes have been strengthened by the policy of financing education. As Oliveira and Borghi (2013) point out, in the period of validity of Fundef there was a considerable increase in the number of municipalities in São Paulo that began to subsidize private institutions for the supply of early childhood education.

Adrião et al. (2009) pointed out to the fragmenting of the offer of early childhood education and characterizes it as one of the consequences of the transfer of responsibility and management of education to the municipal spheres, responsible for the emergence of numerous arrangements that seek to respond to educational demands (for access and quality), being redirected to poorly equipped structures and with insufficient resources in the municipalities. Therefore, the *Ministério da Educação (MEC)* [Department of Education], based on a new regulatory effort, instituted in 2007 a technical and financial support program for municipalities with the worst performance, if they adhered to the accountability measures provided for the *Termo de Adesão ao Plano de Metas Compromisso Todos pela Educação* [Term of Commitment to the Target Plan All for Education Commitment]. Besides, the technical unpreparedness of municipalities and the laws that regulates public management – such as Constitutional Amendment n° 19, approved in June, 1998, and, in the case of municipalities, the *Lei de Responsabilidade Fiscal (LRF)* [Fiscal Responsibility Law], Complementary Law n° 101/2000, which delimited government spending by setting in 60% of public budgets personnel

spending – serve as a stimulus to municipalities by outsourcing services.

Contributing to this discussion, Arelaro (2008) reminds of that the financial education of young children through public-private partnership, especially children from 0 to 3 years, is the result of an initiative proposed by Constitutional Amendment n° 19/1998, which reformed the Brazilian State, but restricting its expansion, at the same time as it introduced, for the first time in the country's republican history, the concept of "non-state public" as a synonymous expression of public interests, legitimizing and encouraging proposals for public-private management contracts, thus authorizing the transfer of responsibilities that belongs to the state power to the private sphere and with the investment of public resources.

In this context of State Reform, Peroni (2008) explains that the strategies implemented in the country were mainly productive restructuring, globalization, neoliberalism and the third way pointed out as a response of the hegemonic sectors to the crisis of capitalism, as well as to a supposed administrative inefficiency of the State, considered by capitalists as centralizing and intervening, when presenting as a proposal the managerial and market logic. Such reforms were

guided by changes in the pattern of organization of capitalist society, adapted to a set of reforms that involved the State, development and social policies. Therefore, the reforms, implemented in more than a decade, did not take place in isolation and not even simultaneously.

Adrião and Borghi (2008), who identify three strategies that have guided the reforms of the Brazilian State, such as privatization, outsourcing and publication, also share this conception. All this translates into the increasing expansion of the privatization processes of the management of public institutions, through the commercialization of educational services in various forms and modalities, with the strengthening of the role of civil society as a philanthropic space, composed of national entrepreneurs and multinational companies in Brazil (Silva and Peroni, 2013).

The sectorization of the social reality serves to conceal the contradictory character, still maintained by the State, that is, the socialization of the production and private appropriation of the product, thus reinforcing a State at the service of the interests of capital and, also, the transmutation of civil society into a third sector, in which non-state public organizations would voluntarily lead the

social and constitutional function of the State, by means of philanthropy (Montaño, 2008).

Between the second and third sectors, there is currently the pioneering initiative of "2,5 Sector", a special and efficient model of business management (belonging to the Second Sector) to generate social impact (purpose of the Third Sector), creating an innovative model, called "Social Enterprise". In this perspective, such innovation seeks to demonstrate that a company does not need to have profit as its sole purpose. This means that a company can be socially responsible and focused on the third sector as a business model, to the extent that its goal may be to meet a special social interest. Thus, "the social business requires an activity whose productive and profitable products and services are aligned with social objectives. In other words, they are focused on generating positive social impact" (Grazzioli, 2015, pp. 1). Example of "2,5 Sector" could be a Community School that charges a symbolic fee per student only for the cost related to the maintenance of the school and the payment of teachers' salaries, without, however, pointing out at the exaggerated profit for the sector.

In this context, it should be noted that the expansion of the policy of public-

private partnership is a response to the absence of the State in the direct supply of early childhood education. According to Adrião et al. (2009b), this format of offer implies total absence of public power with regard to the attendance to this stage of education or in the coexistence of public and private non-profit institutions subsidized by public resources. This is because, according to Corrêa and Adrião (2010), the public-private partnership are low-cost alternatives that have expanded, caused, on the one hand, by the scarcity of public resources directed to private entities, even if non-profit, on the other hand, by allocating more and more resources to these institutions, but the government is dodging its role of investing and expanding its own system.

This trend is confirmed in a study developed by Bassi (2011, pp. 122), on the financing of early childhood education in public nurseries, public preschools in association in six Brazilian capitals, stating that it was expected that:

... the municipalities, given the high cost of maintaining public nurseries, not covered by Fundeb, and the legal obligation to meet the growing demand of the population for Early Childhood Education, are induced to invest in the expansion of the agreements – less costly for the public coffers, but with the counterpart of a precarious care.

In particular, it is important to emphasize that the agreements is not related to the quality of education, but to the historical process of constitution of early childhood education in Brazil, whose conception was that, for the less favored social classes, any type of care would be enough. In fact, public education systems make the choice to offer places in nurseries and preschools by means of institutions in association, because they consider alternatives of lower cost.

According to Adrião et al. (2014), the progress of the privatization process of early childhood education in Brazil is a trend that has been confirmed in several Brazilian municipalities through the transfer of public subsidies to private institutions by the most diverse types of arrangements and strategies, such as the acquisition of Private Education Systems for public system and the adoption of private advisories for the management of the school or public system. In this regard, recent research, conducted by researchers of the *Grupo de Estudos e Pesquisas em Políticas Educacionais (Greppe)* [Group of Studies and Research in Educational Policies] linked to the *Universidade Federal de Campinas* (Unicamp) [Federal University of Campinas], points out that, at the beginning of this century, studies on the subject are accentuated, to the extent

that new arrangements are identified, in which public subsidies are not restricted to non-profit institutions, but cover private for-profit institutions (Domitian, 2009; Adrion and Borghi, 2009; Adrião et al., 2009; Adrião, Borghi and Garcia, 2011; Adrion, Borghi and Arelaro, 2009). As an example, the *Programa Bolsa Creche de Piracicaba* [Piracicaba Nursery Scholarship Program]ⁱ and the *Programa de Atendimento Especial à Educação Infantil (PAEEI)* [Special Care Program for Early Childhood Education], popularly known as the "*Nave-Mãe*" [Mothership Program]ⁱⁱ, objects of study developed by Domiciano (2009), respectively constitute innovative models of partnerships, since they include the public subsidy to private for-profit institutions.

According to the census organized by the *Rede Grupo de Institutos, Fundações e Empresas (Gife)* [Group of Institutes, Foundations and Companies]ⁱⁱⁱ, in the last ten years (2008-2017), the presence of private sectors linked to large corporations working in the educational field was also identified, since education is the main theme of the Gife, whose survey shows growth of 11% in the period (Gife, 2016). Also, according to this census, the actions implemented or financed by Gife associates, despite being concentrated in the southeast region, have a tendency of

territorial decentralization of the social investment made. The main focus of the existing initiatives involves, mostly, the training of teachers, followed by the adoption of teaching materials and books, among other investments such as construction, reform or maintenance of schools (Adrião, 2017).

In the same way, Adrião et al. (2014, pp. 132-133) alerts to the emergence of recent research on the subject under study, which

... identify new arrangements, in which public subsidies are not restricted to non-profit institutions, but also cover private institutions for profitable purposes. The *Programa Bolsa Creche de Piracicaba*, for example ... 'innovates' in the traditional model of partnerships, including public subsidy to private for-profit institutions.

These new arrangements have developed after the publishment, in 2009, of the document "*Orientações sobre Convênios entre Secretarias Municipais de Educação e Instituições Comunitárias, Confessionais ou Filantrópicas sem Fins Lucrativos para a Oferta da Educação Infantil*" [Guidelines on public-private partnership between Municipal Departments of Education and non-profit community, confessional or philanthropic institutions for the offer of early childhood education]. This document constitutes an instrument of

standardization, guidance and regulation of the public-private partnership between the municipalities and these organizations, whose objective is:

Guide state and municipal education departments and councils on issues related to the care of children from zero to five years of age, conducted through a public-private partnership of the Municipal Government/Municipal Department of Education with private, non-profit, community, philanthropic and confessional institutions (SEB, 2009b).

In this way, the legal parameters for the transfer of public resources in the educational area, defining the obligations of the institutions in association, in relation to the service to be provided to the population, were decisive in the regulation of the policy of public-private partnership. This is certainly due to the recognition of the relevant presence of agreements in the management of the public-private partnership of municipalities and the need for regulation by national policy (Lima e Silva, 2017). These policies are been implemented in Brazil, through the use of a series of arrangements or strategies such as the public-private partnership between the government and the with-profit and non-profit entities, classified as: Community, Confessional and Philanthropic, according to Table 1 below:

Table 1 - Enrollment in early childhood education social institutions (nurseries and preschools) of the private system in Brazil (2006-2016).

	Community	Confessional	Philanthropic
2006	115.620	10.786	453.423
2007	127.063	17.898	486.840
2008	166.200	26.576	483.192
2009	173.492	22.903	463.299
2010	148.113	24.526	468.827
2011	175.466	27.793	460.260
2012	125.747	10.418	433.292
2013	177.460	18.506	549.915
2014	175.441	16.856	570.236
2015	176.512	17.672	572.582
2016	173.522	18.452	577.920

Source: author's elaboration based on microdata from Inep (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016).

Table 1 shows that, during the historical series in the research (2006-2016), there was a tendency to maintain the policy of agreements at the national level with progressive growth in community and philanthropic institutions, and this increase was more significant from 2013, after the implementation of the *Programa Brasil Carinhoso (BC)* [Affectionate Brazil Program], with the creation of intersectoral actions to combat poverty that impact nurseries and provides for the use of Fundeb resources by 50% for municipalities that enroll children in the *Programa Bolsa Família (PBF)* [Family Allowance Program], according to Provisional Measure nº 570/2012.

The research entitled - "A *Implementação da Política de Creches nos Municípios Brasileiros após 1988: avanços e desafios nas relações intergovernamentais e intersectoriais*" [The

Implementation of the Policy of Nurseries in Brazilian Municipalities after 1988: advances and challenges in intergovernmental and intersectoral relations], developed by Maria do Carmo Meirelles Toledo Cruz, in 2017, in 6 Brazilian municipalities – Farias Brito-CE, Horizonte-CE, Sobral-CE, Tarumã-SP, Votuporanga-SP and Osasco-SP – notes that in 2012, 2.246 municipalities joined this initiative (40% of Brazilian municipalities with 261.890 children attended, with the receipt of R\$ 151.074.00,27 related to the supplementation of 50% of Fundeb). In 2015, there were 5.419 municipalities (97%), with 636.711 children and the transfer was R\$ 405.749.012,69. Enrollment of children from BC represents 10%, 17%, 20% and 21% of the total enrollment of the School Census in Brazil, in 2012 to 2015, respectively, indicating an

increase in the access of poor children due to the municipalities' participation in the differentiated BC in the states. Also, according to the study, Piauí was the state where municipalities proportionally increased the number of children enrolled in BC from 2012 to 2015 (409%) and Tocantins had the lowest growth (27%) (Cruz, 2017).

Table 2 shows enrollment in early childhood education (Nurseries and Preschools) in institutions in association, distributed in Community, Confessional and Philanthropic institutions between 2006 and 2016, in the municipality of Teresina-PI.

Table 2 – Enrollment in early childhood education institutions in association (nurseries and preschool) from private system of municipality of Teresina.

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Community	83	838	805	874	850	579	348	162	518	247	208
Confessional	115	128	205	193	152	0	0	0	0	0	0
Philanthropic	4.280	4.315	4.403	3.195	3.199	2.826	2.621	2.745	12.763	17.577	11.701
Total	4.478	5.281	5.413	4.262	4.201	3.405	2.969	2.907	13.281	17.824	11.909

Source: author's elaboration based on microdata from Inep (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016).

It was verified that there was a regression in the care of the social institutions of Teresina, especially in the community and confessional institutions, thus attesting a significant loss in these spaces, especially in the period between 2011 and 2016, reducing by 178,36% the number of enrollments in nurseries and preschools, respectively. In philanthropic institutions, on the other hand, there were fluctuations in enrollment with increasing increase in the period between 2014 and 2015 equivalent to 37,71% meaning a substantial increase in enrollment, which may be related to the expansion of agreements supported by Law n° 12.722/2012, which provides for the financial support of the Union to

municipalities and the Federal District to expand the offer of early childhood education, thus contributing to the expansion of this care.

In this sense, Alves e Silva (2014, pp. 153) analyze the context of the implementation of the neoliberal project in the 1990s and its effects on State Reform, which implied the introduction of privatization processes of services supported by the discourse of the need to improve the efficiency and effectiveness of public institutions. Thus, in the field of early childhood education, these processes “have assumed a peculiar systematic of operationalization. This fact occurred mainly due to its materialization through the adoption of agreements concluded

between the public authorities and philanthropic companies/ institutions”. For these authors, what we see today is a new modality that is characterized by a structured school model in the public, but with the paradigm of management of the private company.

Transfers, Social Grants and Financing

The distribution of public resources by Fundeb, through transfers to the States, the Federal District and municipalities constitute a transfer of federal funds by the Union to these federal entities, which transfer to educational institutions. Therefore, the public authorities will redistribute the resources, according to specific criteria to each agreement, to community, confessional and philanthropic non-profit institutions, which have entered into an agreement with the public authorities.

With the approval of Constitutional Amendment n° 53 (EC/53/06), which created Fundeb, covering early childhood education and allowing the financing of the private sector with public subsidies, this process intensified, since this amendment also admitted the inclusion of the nursery segment (children up to 3 years of age) in the calculation of enrollments effected in the municipalities, through agreement with

community, confessional and philanthropic institutions (Arelaro, 2008).

In this sense, we stand out an aspect considered relevant, which was the passage of the national coordination of the policy of social assistance agreements for education (SEB, 2009a), as well as the financing of the early childhood education including nurseries, which impacted the offer of this stage of basic education through the social organizations.

Regarding the financing of the early childhood education, it is worth mentioning that the percentage of transfer from Fundeb resources, transferred by the States, Federal District and Municipalities to the institutions in association to be applied by the municipality, in the form of the agreements signed, refers to the 40% portion of Fundeb.

It is important to note that as provided for in article 3 of Decree n° 6.253 of november 13, 2007, among the criteria established, there are those of a general order, such as the number of enrollments. Thus, the transfer of resources, referring to enrollment in institutions in association, is carried out for the States, Federal District and Municipalities based on the number of children in the segments of nursery, preschool and special education, reported in the last School Census, as follows: Municipality - enrollments in nursery,

preschool and special education; State - enrollment in special education; Federal District - enrollment in nursery, preschool and special education (Alves, 2012).

The institutions municipalized by agreements are characterized as institutions of the third sector (entities in association with the government), involving 14 entities that maintain partnership with the

municipality of Teresina, through various agreements, benefiting from social grants, according to the following table. Table 3 shows the financial investment through social grants for the municipality of Teresina to these institutions in association (nurseries).

Table 3 - Social Grants.

Year	Category	Value	Variable	Institutions in Association
2014	CONV	2.408.477,64	SUBVSOC	Fundação Nossa Senhora da Paz
2016	CONV	2.259.940,80	SUBVSOC	Fundação Nossa Senhora da Paz
2010	CONV	1.246.920,30	SUBVSOC	Clube de Mães do Povoado Tapuia – CMPTAPUIA
2016	CONV	1.089.428,86	SUBVSOC	Fundação Antônio Dante Civiero – Funaci
2011	CONV	965.443,50	SUBVSOC	Clube de Mães da Santa Maria das Vassouras
2016	CONV	193.938,48	SUBVSOC	Centro Integrado da Criança e do Adolescente Cordeiro do Reino – Cincacre
2015	CONV	178.800,00	SUBVSOC	Centro Integrado da Criança e do Adolescente Cordeiro do Reino – Cincacre
2011	CONV	177.000,00	SUBVSOC	Fundação Nossa Senhora da Paz
2013	CONV	177.000,00	SUBVSOC	Fundação Nossa Senhora da Paz
2010	CONV	165.656,93	SUBVSOC	Fundação Francisco Falcão de Carvalho - Fundaf
2011	CONV	134.995,00	SUBVSOC	Fundação Nossa Senhora da Paz
2015	CONV	124.800,00	SUBVSOC	Escola Materno Infantil Padre Pedro Arrupe
2010	CONV	113.226,80	SUBVSOC	Fundação Nossa Senhora da Paz
2014	CONV	98.778,68	SUBVSOC	Fundação Antônio Dante Civiero - Funaci
2014	CONV	67.500,00	SUBVSOC	Centro Social Satélite (CSS)
2013	CONV	64.663,84	SUBVSOC	Fundação Antônio Dante Civiero - Funaci
2016	CONV	54.000,00	SUBVSOC	Centro Social Satélite – CSS –
2011	CONV	52.000,00	SUBVSOC	Fundação Antônio Dante Civiero - Funaci
2011	CONV	44.874,11	SUBVSOC	Fundação Antônio Dante Civiero - Funaci
2010	CONV	43.003,31	SUBVSOC	Fundação Antônio Dante Civiero - Funaci
2011	CONV	26.865,80	SUBVSOC	Ação Social Arquidiocesana - ASA
2010	CONV	25.365,91	SUBVSOC	Ação Social Arquidiocesana - ASA
2014	CONV	13.000,00	SUBVSOC	Escola Materno Infantil Padre Pedro Arrupe
2013	CONV	12.000,00	SUBVSOC	Escola Materno Infantil Padre Pedro Arrupe
2011	CONV	10.000,00	SUBVSOC	Escola Materno Infantil Padre Pedro Arrupe
2011	CONV	9.987,70	SUBVSOC	Centro Integrado da Criança e do Adolescente Cordeiro do Reino (Cinacacre)
2010	CONV	9.363,22	SUBVSOC	Centro Integrado da Criança e do Adolescente Cordeiro do Reino (Cincacre)
2010	CONV	9.295,85	SUBVSOC	Centro de Assistência e Educação Luterano
2011	CONV	8.536,83	SUBVSOC	Centro Social Pedro Arrupe
2010	CONV	8.006,14	SUBVSOC	Centro Social Pedro Arrupe filial da Associação nacional de instrução
2010	CONV	7.819,51	SUBVSOC	Associação Madre Cabrini das Missionárias do Sagrado Coração de Jesus
2011	CONV	6.983,76	SUBVSOC	Associação Madre Cabrini das Missionárias do Sagrado Coração de Jesus
2013	CONV	5.625,00	SUBVSOC	Centro Social Satélite (CSS)
2015	CONV	4.500,00	SUBVSOC	Centro Social Satélite (CSS)

Year	Category	Value	Variable	Institutions in Association
2011	CONV	4.200,00	SUBVSOC	Associação Beneficente das Senhoras da Cidade Satélite
2011	CONV	3.105,40	SUBVSOC	Centro Social Satélite (CSS)
2010	CONV	2.250,00	SUBVSOC	Centro Social Satélite (CSS)
2010	CONV	2.250,00	SUBVSOC	Associação Beneficente das Senhoras da Cidade Satélite
2011	CONV	1.728,65	SUBVSOC	Associação dos Cegos do Piauí (ACEP)
2010	CONV	1.620,56	SUBVSOC	Associação dos Cegos do Piauí (ACEP)
2012	CONV	500,00	SUBVSOC	Associação Comunitária dos Moradores do Bairro São Pedro

Source: author's elaboration based on official publications of the municipality of Teresina-PI. (Teresina, 2010; 2011; 2012; 2013; 2014; 2015; 2016).

As can be seen in the table above, it is clear that, only with the schools in association the expenditure was R\$ 9.833.452.58 between 2010 and 2016, during which time the transfers were made. Regarding the amounts received through the social grants, the one who benefited the most was the *Fundação Nossa Senhora da Paz*, a non-profit philanthropic institution that, through the agreement signed with *Prefeitura Municipal de Teresina (PMT)* [Municipal Government of Teresina], received during the period from 2010 to 2016 the amount corresponding to R\$ 5.270.640, 24. However, this institution offers early childhood education and elementary school. It is important to mention that during this period there was a substantial transfer of resources, suggesting that after the completion of Fundeb in 2010, the implementation of the mandatory 4 and 5 year stage and the approval of the *Plano Municipal de Educação (PME)* [Municipal Education Plan] in 2015, the municipality has expanded the agreements with

philanthropic non-profit institutions, aiming at fulfilling what determines the EC n. 59/09 and the PME that establishes goals of universalization of the preschool stage until 2016 and the attendance of 50% until the 5th year of the plan and 80% until the end of the plan.

In this context, when analyzing the conditions of public nurseries, Oliveira (2016) presents data from School Censuses, between 2007 and 2014, about early childhood public schools and institutions in association with the public authorities located in urban and rural areas, considering variables such as type of building, dependencies and equipment, based on the official parameters that guide the functioning of these institutions, which are: “*Parâmetros Nacionais de Qualidade para a Educação Infantil* (SEB , 2006)” [National Quality Parameters for Early Childhood Education] and the “*Indicadores da Qualidade na Educação Infantil* (SEB, 2009a)” [Quality Indicators in Early Childhood Education], both developed with the support of the

Coordenação da Educação Infantil (Coedi) [Coordination of Early Childhood Education], the *Secretaria de Educação Básica (SEB)* [Basic Education Department] of MEC. After analyzing the data, the author found, in both 2007 and 2014, a more precarious situation among rural units, especially municipal units. In relation to the urban institutions in association, the study presents higher percentages, when compared to those of the municipal institutions, in relation to playground, nursery and bathroom suitable for young children; however, on the other hand, just over a fifth of its establishments do not provide school feeding.

Oliveira (2016) adds that this set of information, especially those of the School Censuses, indicates that, in a way, the material conditions of Brazilian nurseries public in association with the public authorities have improved in recent years. However, the available data are quite limited, thus making it impossible to evaluate the guidelines of the MEC parameters and a follow-up of the expansion of access to public early childhood education that has been occurring more rapidly.

Conclusions

The present study undertook a discussion and analysis on the process of

agreements between the *Secretaria Municipal de Educação de Teresina* [Municipal Department of Education of Teresina] and the third sector, composed for community institutions, confessional and philanthropic non-profit institutions.

For this, the methodology for data collection and analysis was the documental research, which was based on consultations with documentary sources such as: regulations, standardizations, and in the official publications of the municipality of Teresina-PI, as well as microdata from the School Census from 2006 to 2016, extracted from the Database of the Inep Website.

In order to understand public policies focused on early childhood education, considering it as a result of multiple social, political and historical influences, it was necessary to carry out a brief history of early childhood education in Brazil. Thus, it was possible to perceive the strong care character that remained until 1988, with the promulgation of the Federal Constitution, since it began to recognize early childhood education as a universal right for children from 0 to 6 years old, consolidating from there an innovative context, with the participation of social movements in the struggle for the right of working men and women to have their

children small care and educated in nurseries and preschools.

It was also pointed out, the fund policy that began to be operated from 1997 with Fundef, and later with Fundeb in 2007, to the extent that the early childhood education was configured for the first time in the scene of the educational financing policy, with the linking of resources constitutionally assured. This fact announced the possibility of bringing to this educational stage numerous contributions: the increase of resources, the expansion of care, the improvement of quality, the strengthening of the educational character and, above all, highlighted it, on the one hand. On the other hand, it induced an increase in educational offer by municipalities, overloading them and blaming them for improving the performance of schools.

Particularly, about the implementation of Fundeb in 2007 and the inclusion of early childhood education in this fund, municipalities attracted a boom of private companies that offer educational products, aiming to focus on the absence of objective conditions for the elaboration, implementation and evaluation of educational policies, in addition to the conclusion of several agreements with confessional, community and philanthropic non-profit institutions for the expansion of

the offer of early childhood education, including intervening in the management of municipal education (Arelaro, 2008).

In addition to the implications of Fundeb, other changes were present in the early childhood education in the municipality of Teresina during the period under analysis. The process of municipalization of this stage of basic education deepened, with an important growth in enrollment in nurseries and preschools and the incorporation, by the *Secretaria Municipal de Educação* [Municipal Department of Education], of almost all philanthropic and community preschools, which were in association with the extinct *Secretaria Municipal da Criança e do Adolescente* (Semcad) [Municipal Department of Children and Adolescents]. Certainly, this process was reinforced with the changes introduced by Constitutional Amendment n° 59/09, which made part of early childhood education mandatory (4 and 5 years), by the *Plano Nacional de Educação* [National Education Plan] and, by unfolding, by the *Plano Municipal de Educação* [Municipal Education Plan].

In turn, these new regulatory reforms around early childhood education also help to understand some of the factors that would induce municipalities to agreements as a strategy to expand offer and comply

with what determines the legislation. In the municipality of Teresina, this reality was no different.

References

Adrião, T. M. F., & Borghi, R. (2008). Parcerias entre prefeituras e esfera privada: estratégias privatizantes para a oferta da educação pública em São Paulo? Em Adrião, T., & Peroni, V. (Orgs.). *Público e privado na educação: novos elementos para o debate* (pp. 99-110). São Paulo, SP: Xamã.

Adrião, T. M. de F. (2009). Políticas Descentralizadoras para a educação escolar: dimensões da confluência entre a esfera pública e privada. In Silva, M. V., & Corbalán, M. A. (Orgs.). *Dimensões políticas na educação contemporânea* (pp. 51-56). Campinas, SP: Editora Alínea.

Adrião, T. M. F., Borghi, R., Garcia, T., & Arelaro, L. (2009). *Estratégias municipais para a oferta da educação básica: uma análise de parcerias público-privado no estado de São Paulo*. (Relatório de pesquisa). São Paulo: Fapesp.

Adrião, T.M. F., Borghi, R. F., & Arelaro, L. (2009). *Creches conveniadas no Brasil e a tradição na relação público-privado: continuidades e rupturas* (Relatório de Pesquisa). Rio Claro, SP.

Adrião, T. M. F., Borghi R. F., & Garcia, T. (2011). As parcerias público-privadas para a oferta de vagas na educação infantil: um estudo em municípios paulistas. *Revista Bras. Est. Pedag.*, 92(231), 285-301.

Adrião, T. M. F., Bertagna, R. H., Borghi, R. F., Correa, B. C., & Garcia, T. G. (2014). Subsídios públicos para instituições privadas de Educação Infantil:

análise de tendências em municípios paulistas. In Silva, M. V., & Medina, S. (Orgs.). *Trabalho docente e políticas educacionais para a Educação Infantil: desafios contemporâneos* (pp. 131-150). Uberlândia, MG: EDUFU.

Adrião, T. M. F. (2017). A Privatização da Educação Básica no Brasil: considerações sobre a incidência de corporações na gestão da educação pública. In Araújo, L., & Pinto, J. M. R. (Orgs.). *Público x privado em tempos de golpe* (pp. 16-37). São Paulo: Fundação Lauro Campos. <https://doi.org/10.19146/pibic-2016-51076>

Alves, T. S. (2012). *Educação Infantil: aspectos políticos e jurídicos nos processos de intensificação do trabalho do educador infantil no município de Uberlândia-MG* (Dissertação de Mestrado). Universidade Federal de Uberlândia, Minas Gerais.

Alves, T. S., & S. M. V. (2014). O público e o “híbrido” na oferta da Educação Infantil: implicações no processo de precarização do trabalho dos educadores infantis. In Silva, S. M., & Silva, M. V. (Orgs.). *Trabalho docente e políticas educacionais para a Educação Infantil: desafios contemporâneos* (pp. 151-184). Uberlândia, MG: EDUFU.

Arelaro, L. R. G. (2008). A não transparência nas relações público-privadas: o caso das creches conveniadas. In Adrião, T. M. F., & Peroni, V. M. V. (Orgs.). *Público e privado na educação: novos elementos para o debate* (pp. 51-66). São Paulo, SP: Xamã.

Bassi, M. E. (2011). Financiamento da Educação Infantil em seis capitais brasileiras. *Cadernos de Pesquisa*, 41(142), 116-141. <https://doi.org/10.1590/S0100-15742011000100007>

Campos, M. M. (1999). A mulher, a criança e seus direitos. *Cadernos de Pesquisa*, 106, 117-128. <https://doi.org/10.1590/S0100-15741999000100006>

Corrêa, B. C., & Adrião, T. (2010) Direito à Educação Infantil de crianças até 6 anos enfrenta contradições. *Revista ADUSP*, 48, 6-13.

Cruz, M. C. M. T. (2017). *Implementação da política de creches nos municípios brasileiros após 1988: avanços e desafios nas relações intergovernamentais e intersetoriais* (Tese de Doutorado). Fundação Getúlio Vargas - Escola de Administração de Empresas de São Paulo, São Paulo.

Cury, C. R. J. (2002). O público e o privado no Brasil: fronteiras e perspectivas. In Oliveira, D. A., & Duarte, M. R. T. (Orgs.). *Política e trabalho na escola: administração dos sistemas públicos de educação básica* (pp. s./p.). Belo Horizonte: Autêntica.

Domiciano, C. A. (2009). *O Programa "Bolsa Creche" nos municípios paulistas de Piracicaba e Hortolândia: uma proposta para alocação de Recursos estatais à educação privada?* (Dissertação de Mestrado). Universidade Estadual Paulista, Rio Claro.

Gil, A. C. (2008). *Métodos e técnicas de pesquisa social*. 6 ed. São Paulo: Atlas.

Grazzioli, A. (2015). Nem "Segundo", nem "Terceiro" Setores, vamos falar de "Setor Dois e Meio". Recuperado de: <http://escolaaberta3setor.org.br/artigos/nem-segundo-nem-terceiro-setores-vamos-falar-de-setor-dois-e-meio/>

Inep. (2006). *Censo Escolar da Educação Básica 2006*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira.

Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2007). *Censo Escolar da Educação Básica 2007*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2008). *Censo Escolar da Educação Básica 2008*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2009). *Censo Escolar da Educação Básica 2009*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2010). *Censo Escolar da Educação Básica 2010*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2011). *Censo Escolar da Educação Básica 2011*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2012). *Censo Escolar da Educação Básica 2012*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de:

<http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2013). *Censo Escolar da Educação Básica 2013*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2014). *Censo Escolar da Educação Básica 2014*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2015). *Censo Escolar da Educação Básica 2015*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Inep. (2016). *Censo Escolar da Educação Básica 2016*. Ministério da Educação. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Recuperado de: <http://dados.gov.br/dataset/microdados-do-censo-escolar>

Lima, C. L. S., & Silva, M. S. P. (2017). Atendimento e universalização da Educação Infantil no plano nacional de educação (2014) e no plano municipal de educação de Teresina (2015): do financiamento público à política de convênios. In *V Encontro da Associação Nacional de Pesquisa em Financiamento da Educação. Direito à Educação em um contexto de desmonte do Estado Brasileiro*. Fineduca, Natal-RN.

Montaño, C. (2008) Novas configurações do público e do privado no contexto capitalista atual: o papel político-

ideológico do “terceiro setor”. In Adrião, T., & Peroni, V. (Orgs.). *Público e privado na educação: novos elementos para o debate* (pp. 27-49). São Paulo, SP: Xamã.

Oliveira, J. dos S., & Borghi, R. F. (2013). Fundef/Fundeb - implicações para oferta de Educação Infantil via convênios/parcerias *EccoS. Revista Científica*, 30, 35-53. <https://doi.org/10.5585/eccos.n30.3684>

Oliveira, T. G. (2016). As condições das creches públicas e conveniadas com o poder público no Brasil. *Revista Ibero-Americana de Educação*, 71, 63-86. <https://doi.org/10.35362/rie7104>

Peroni, V. M. V. (2008). A relação público/privado e a gestão da educação em tempos de redefinição do papel do Estado. In Adrião, T., & Peroni, V. M. V. (Orgs.). *Público e privado na educação: novos elementos para o debate* (pp. 111-127). São Paulo: Xamã.

SEB. (2006). *Parâmetros nacionais de qualidade para a educação infantil*. Ministério da Educação. Secretaria de Educação Básica. Brasília, DF.

SEB. (2009a). *Indicadores da qualidade na Educação Infantil*. Ministério da Educação. Secretaria de Educação Básica. – Brasília: MEC, SEB. Recuperado de: http://portal.mec.gov.br/dmdocuments/indic_qualit_educ_infantil.pdf

SEB. (2009b). *Orientações sobre convênios entre secretarias municipais de educação e instituições comunitárias, confessionais ou filantrópicas sem fins lucrativos para a oferta de Educação Infantil*. – Brasília: MEC, SEB. Recuperado de: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=407-orientacoes-convenio&Itemid=30192

Silva, M. V., & Peroni, V. M. (2013). As mutações na oferta da educação pública no período pós-Constituição Federal e suas implicações na consolidação da gestão democrática. *Revista Brasileira de Política e Administração da Educação: ANPAE*, 29(2), 243-262.

Teresina. (2010a). *Extrato de Convênios nº 005/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Clube de Mães da Santa Maria das Vassouras, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 15 de jan. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1322-15012010.pdf>

Teresina. (2010b). *Extrato de Convênios nº 011/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro de Assistência e Educação Luterano, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 15 de jan. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1322-15012010.pdf>

Teresina. (2010c). *Extrato de Convênios nº 010/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Satélite (CSS), a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 15 de jan. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1322-15012010.pdf>

Teresina. (2010d). *Extrato de Convênios nº 014/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Nossa Senhora da Paz, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 15 de jan. 2010. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1322-15012010.pdf>

Teresina. (2010e). *Extrato de Convênios nº 018/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e Associação Beneficente das Senhoras da Cidade Satélite, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI 15 de jan. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1322-15012010.pdf>

Teresina. (2010f). *Extrato de Convênios nº 012/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Associação dos Cegos do Piauí (ACEP), a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 29 de jan. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1324-29012010.pdf>

Teresina. (2010g). *Extrato de Convênios nº 008/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Pedro Arrupe filial da Associação Nacional de Instrução, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 05 de fev. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1325-05022010.pdf>

Teresina. (2010h). *Extrato de Convênios nº 013/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Ação Social Arquidiocesana – ASA, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 05 de fev. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1325-05022010.pdf>

Teresina. (2010i). *Extrato de Convênios nº 016/2010*. Apresenta o acordo entre a

Secretaria Municipal de Educação de Teresina-PI e a Associação Madre Cabrini das Missionárias do Sagrado Coração de Jesus, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 05 de fev. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1325-05022010.pdf>

Teresina. (2010j). *Extrato de Convênios nº 067/2010*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Clube de Mães do Povoado Tapuia, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 05 de fev. 2010. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1325-05022010.pdf>

Teresina. (2011a). *Extrato de Convênios nº 003/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Clube de Mães da Santa Maria das Vassouras, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina, PI 11 de fev. 2011. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1384-11022011.pdf>

Teresina. (2011b). *Extrato de Convênios nº 014/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Antônio Dante Civiero – FUNACI, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 18 de fev. 2011. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1385-18022011.pdf>

Teresina. (2011c). *Extrato de Convênios nº 014/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Antônio Dante Civiero – FUNACI, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 18

de fev. 2011. Acesso em: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1385-18022011.pdf>

Teresina. (2011d). *Extrato de Convênios nº 012/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Associação Madre Cabrini das Missionárias do Sagrado Coração de Jesus / Centro da Juventude Santa Cabrini, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 25 de fev. 2011. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1386-25022011.pdf>

Teresina. (2011e). *Extrato de Convênios nº 018/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Nossa Senhora da Paz, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 25 de fev. 2011. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1386-25022011.pdf>

Teresina. (2011f). *Extrato de Convênios nº 022/2011*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Associação dos Cegos do Piauí (ACEP), a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 11 de mar. 2011. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1388-11032011.pdf>

Teresina. (2012). *Extrato de Convênios nº 002/2012*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e Associação Comunitária dos Moradores do Bairro São Pedro, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 17 de fev. 2012. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1442-17022012.pdf>

Teresina. (2013a). *Extrato de Convênios nº 005/2013*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Escola Materno Infantil Padre Pedro Arrupe filial da Associação Nacional de Instrução-Pedro Arrupe, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 26 de abr. 2013. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1516-26042013.pdf>

Teresina. (2013b). *Extrato de Convênios nº 006/2013*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Satélite (CSS), a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 26 de abr. 2013. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1516-26042013.pdf>

Teresina. (2013c). *Extrato de Convênios nº 007/2013*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Nossa Senhora da Paz, título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina, PI 26 de abr. 2013. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1516-26042013.pdf>

Teresina. (2013d). *Extrato de Convênios nº 014/2013*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Antônio Dante Civiero – FUNACI, título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 26 de abr. 2013. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1519-10052013.pdf>

Teresina. (2014a). *Extrato de Convênios nº 001/2014*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Escola Materno Infantil

Padre Pedro Arrupe, filiada da Associação Nacional de Instrução Pedro Arrupe, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 21 de mar. 2014. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1607-21032014.pdf>

Teresina. (2014b). *Extrato de Convênios nº 006/2014*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Escola Fundação Nossa Senhora da Paz, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 21 de mar. 2014. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1607-21032014.pdf>

Teresina. (2014c). *Extrato de Convênios nº 005/2014*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Satélite – CSS, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 11 de abr. 2014. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1613-11042014.pdf>

Teresina. (2014d). *Extrato de Convênios nº 015/2014*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Antônio Dante Civiero-FUNACI, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 11 de jul. 2014. Recuperado de:

<http://dom.teresina.pi.gov.br/admin/upload/DOM-1638-11072014.pdf>

Teresina. (2015a). *Extrato de Convênios nº 001/2015*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Integrado da Criança e do Adolescente Cordeiro do Reino – CINCACRE, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 13

de fev. 2015. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1720-13022015.pdf>

Teresina. (2015b). *Extrato de Convênios nº 007/2015*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Escola Materno Infantil Padre Pedro Arrupe filial da Associação Nacional de Instrução – PEDRO ARRUPE, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 13 de mar. 2015. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1730-13032015.pdf>

Teresina. (2015c). *Extrato de Convênios nº 010/2015*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Satélite – CSS, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 27 de mar. 2015. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1736-27032015.pdf>

Teresina. (2016a). *Extrato de Convênios nº 013/2016*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e o Centro Social Satélite – CSS, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 06 de abr. 2016. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1890-06042016.pdf>

Teresina. (2016b). *Extrato de Convênio nº 017/2016*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Padre Antônio Dante Civiero-Funaci, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 08 de abr. 2016. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1891-08042016.pdf>

Teresina. (2016c). *Extrato de Convênio nº 021/2016*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Fundação Nossa Senhora da Paz, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 08 de abr. 2016. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1891-08042016.pdf>

Teresina. (2016d). *Extrato de Convênio nº 023/2016*. Apresenta o acordo entre a Secretaria Municipal de Educação de Teresina-PI e a Centro Integrado da Criança e do Adolescente Cordeiro do Reino - CINCACRE, a título de transferências de Subvenções Sociais. Diário Oficial Municipal, Teresina-PI, 08 de abr. 2016. Recuperado de: <http://dom.teresina.pi.gov.br/admin/upload/DOM-1891-08042016.pdf>

ⁱ Program consisting of the public social grant to private for-profit institutions with a funding format adopted to expand the offer of vacancies to early childhood education, stricto sensu and, although it receives the name of “*Bolsa Creche*”, finances both nursery and preschool (Domiciano, 2016, p. 21).

ⁱⁱ This is the materialization of the transfer of the management of public early childhood education equipment to the private sector, with public subsidy, in the city of Campinas (Domiciano, 2016, p. 22).

ⁱⁱⁱ Group that brings together the largest number of private investors in social investment in Brazil (Adrião, 2017, p. 25).

Article Information

Received on October 07th, 2020
Accepted on November 03th, 2020
Published on December, 04th, 2020

Author Contributions: The author was responsible for the designing, delineating, analyzing and interpreting the data, production of the manuscript, critical revision of the content and approval of the final version published.

Conflict of Interest: None reported.

Orcid

Carmen Lucia de Sousa Lima



<http://orcid.org/0000-0001-9384-5704>

How to cite this article

APA

Lima, C. L. de S. (2020). The public-private relationship in the expansion of the care of early childhood education in the municipality of Teresina-PI. *Rev. Bras. Educ. Camp.*, 5, e10675. <http://dx.doi.org/10.20873/uft.rbec.e10675>

ABNT

LIMA, C. L. de S. The public-private relationship in the expansion of the care of early childhood education in the municipality of Teresina-PI. **Rev. Bras. Educ. Camp.**, Tocantinópolis, v. 5, e10675, 2020. <http://dx.doi.org/10.20873/uft.rbec.e10675>