



Management of pedagogical support for public procurement and socio-emotional well-being of students

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Abstract

Objective: To analyze the perceptions of specialists in public management, state procurement, and pedagogical support regarding how the management of pedagogical accompaniment can be integrated into public procurement to strengthen students' socioemotional well-being. **Method:** Qualitative study with a phenomenological-interpretive approach based on semi-structured interviews with eight specialists; five with experience in public management, budgeting, logistics, administrative procurement, and project monitoring, and three specialists linked to tutoring, educational guidance, physical education, and school mental health. The corpus was processed using reflexive thematic analysis. **Results:** Perceptions converge on the idea that educational public procurement often privileges procedural logic over pedagogical value, delaying support services, limiting access to specialists, and weakening continuity of accompaniment. Three critical nodes were identified: i) misalignment between pedagogical planning and contractual requirements; ii) limited incorporation of socioemotional indicators in terms of reference; and iii) weak monitoring of service quality. At the same time, specialists recognize that when procurement is results-oriented and accompanied by technical supervision, it improves coexistence, student participation, and the perception of institutional support. **Conclusions/Contributions:** It proposes integrating pedagogical and socio-emotional criteria into public procurement, strengthening supervision, continuity, and student well-being. Management of pedagogical accompaniment in public procurement should be understood as a public value decision rather than merely an administrative procedure, integrating pedagogical, socioemotional, and outcome-evaluation criteria to ensure timely, sustainable, and student-centered interventions.

Keywords: Pedagogical; Public; public management; welfare; students; value.

Gestión del acompañamiento pedagógico para las contrataciones públicas y bienestar socioemocional de estudiantes

Resumen

Objetivo: Analizar las percepciones de especialistas en gestión pública, contratación estatal y acompañamiento pedagógico sobre la manera en que la gestión del acompañamiento pedagógico puede integrarse a las contrataciones públicas para fortalecer el bienestar socioemocional de los estudiantes. **Metodología:** Estudio cualitativo de enfoque fenomenológico-interpretativo, sustentado en entrevistas semiestructuradas a ocho especialistas; cinco de ellos con trayectoria en gestión pública, presupuesto, logística, contratación administrativa y monitoreo de proyectos, y tres especialistas vinculados con tutoría, orientación educativa, educación física y salud mental escolar. El corpus fue procesado mediante análisis temático reflexivo. **Resultados:** Las percepciones convergen en que la contratación pública educativa suele privilegiar la lógica procedimental sobre el valor pedagógico, lo que retrasa servicios de apoyo, limita el acceso a especialistas y debilita la continuidad del acompañamiento. Se identifican tres núcleos críticos: i) desarticulación entre planificación pedagógica y requerimientos contractuales; ii) escasa incorporación de indicadores socioemocionales en los términos de referencia; y iii) débil seguimiento a la calidad del servicio contratado. A la vez, los especialistas reconocen que cuando la contratación se orienta a resultados y se acompaña con supervisión técnica, mejora la convivencia, la participación estudiantil y la percepción de soporte institucional. **Conclusiones/Aportes:** La gestión del acompañamiento pedagógico en contrataciones públicas debe asumirse como una decisión de valor público, no solo como un trámite administrativo, integrando criterios pedagógicos, socioemocionales y de evaluación de resultados para garantizar intervenciones oportunas, sostenibles y centradas en el estudiante. Propone integrar criterios pedagógicos y socioemocionales en contrataciones públicas, fortaleciendo supervisión, continuidad y bienestar estudiantil.

Palabras clave: Pedagógico, públicas, gestión pública, bienestar, estudiantes, valor.





Gestão do apoio pedagógico às licitações públicas e bem-estar socioemocional dos alunos

Resumo

Objetivo: Analisar as percepções de especialistas em gestão pública, compras governamentais e apoio pedagógico sobre como a gestão do apoio pedagógico pode ser integrada às compras públicas para fortalecer o bem-estar socioemocional dos alunos. **Metodologia:** Estudo qualitativo com abordagem fenomenológico-interpretativa, baseado em entrevistas semiestruturadas com oito especialistas: cinco com experiência em gestão pública, orçamento, logística, compras administrativas e monitoramento de projetos, e três especialistas ligados a tutoria, orientação educacional, educação física e saúde mental escolar. O corpus foi processado por meio de análise temática reflexiva.

Resultados: As percepções convergem para a ideia de que as compras públicas educacionais tendem a priorizar a lógica processual em detrimento do valor pedagógico, o que atrasa os serviços de apoio, limita o acesso aos especialistas e enfraquece a continuidade do apoio. Três áreas críticas foram identificadas: i) desconexão entre o planejamento pedagógico e as exigências contratuais; ii) incorporação limitada de indicadores socioemocionais nos termos de referência; e iii) monitoramento insuficiente da qualidade do serviço contratado. Ao mesmo tempo, especialistas reconhecem que, quando a contratação é orientada para resultados e acompanhada de supervisão técnica, melhora a convivência, a participação dos alunos e a percepção do apoio institucional.

Conclusões/Contribuições: Propõe integrar critérios pedagógicos e socioemocionais nas contratações públicas, fortalecendo a supervisão, a continuidade e o bem-estar estudantil. A gestão do apoio pedagógico em contratos públicos deve ser considerada uma decisão de valor público, e não meramente um procedimento administrativo, integrando critérios de avaliação pedagógicos, socioemocionais e baseados em resultados para garantir intervenções oportunas, sustentáveis e centradas no aluno.

Palavras-chave: Pedagógico, público, gestão pública, bem-estar, estudantes, valor.

Gestion du soutien pédagogique aux marchés publics et au bien-être socio-émotionnel des étudiants

Résumé

Objectif : Analyser les perceptions des spécialistes de la gestion publique, des marchés publics et du soutien pédagogique quant à l'intégration de la gestion du soutien pédagogique dans les marchés publics afin de renforcer le bien-être socio-émotionnel des élèves. **Méthodologie :** Étude qualitative à approche phénoménologique-interprétative, fondée sur des entretiens semi-directifs avec huit spécialistes : cinq experts en gestion publique, budgétisation, logistique, marchés publics et suivi de projets, et trois spécialistes du tutorat, de l'orientation scolaire, de l'éducation physique et sportive et de la santé mentale en milieu scolaire. Le corpus a été traité par analyse thématique réflexive. **Résultats :** Les perceptions convergent vers l'idée que les marchés publics dans le domaine de l'éducation tendent à privilégier la logique procédurale à la valeur pédagogique, ce qui retarde les services de soutien, limite l'accès aux spécialistes et nuit à la continuité du soutien. Trois points critiques ont été identifiés : i) un décalage entre la planification pédagogique et les exigences contractuelles ; ii) une intégration insuffisante des indicateurs socio-émotionnels dans le cahier des charges ; et iii) un suivi insuffisant de la qualité du service contractuel. Dans le même temps, les spécialistes reconnaissent que lorsque les marchés publics sont axés sur les résultats et assortis d'un encadrement technique, ils améliorent la vie en communauté, la participation étudiante et la perception du soutien institutionnel.

Conclusions/Contributions : Il propose d'intégrer des critères pédagogiques et socioémotionnels dans les marchés publics, en renforçant la supervision, la continuité et le bien-être des élèves. La gestion du soutien pédagogique dans le cadre des marchés publics doit être considérée comme une décision d'intérêt général, et non comme une simple procédure administrative. Elle doit intégrer des critères d'évaluation pédagogiques, socio-émotionnels et axés sur les résultats afin de garantir des interventions opportunes, durables et centrées sur l'étudiant.

Mots-clés : Pédagogique, Public, gestion publique, bien-être, étudiants, valeur.





1. Introduction

The relationship between public management and students' socioemotional well-being is no longer a secondary issue; it has become a strategic matter of public value. In contemporary education systems, public procurement not only determines the acquisition of goods or services, but also shapes the real possibility of sustaining pedagogical, school coexistence, tutoring, psychological counseling, and socioemotional support actions within educational institutions. When these processes are managed exclusively according to procedural criteria, the opportunity to respond promptly to urgent school needs is reduced, particularly in contexts marked by inequality, academic stress, symbolic violence, or emotional vulnerability.

From this perspective, pedagogical support constitutes a management mechanism that makes it possible to translate education policy into concrete practices that support learning and coexistence. Its value lies not only in supervising or advising teachers, but also in coordinating institutional planning with services, resources, and professional profiles that support students and educational teams. When this logic is incorporated into public procurement, the question is no longer simply how much the service costs, but rather what value it generates for students' integral development, school retention, and the creation of safe and humane environments.

Recent literature agrees that socioemotional well-being does not depend solely on occasional psychological interventions, but on coherent, caring, and technically sustained educational environments. Research on emotional education, neurodidactics, and socioemotional skills has shown that emotional regulation, empathy, school climate, and sense of belonging influence learning and school adaptation. Along these lines, public management can accelerate or weaken educational outcomes depending on how it plans, procures, supervises, and evaluates the services that sustain pedagogical support.

In public procurement linked to the education sector, several critical bottlenecks persist: procurement timelines that do not coincide with the school calendar, terms of reference drafted from a bureaucratic logic, limited definition of performance indicators, and weak interoperability among budget, logistics, pedagogical planning, and student well-being areas. These weaknesses particularly affect the continuity of tutoring, emotional support, and teacher-support programs, which require stability, monitoring, and the capacity to adapt to classroom needs.

Against this background, this article analyzes the perceptions of a group of specialists with experience in public management and socioeducational support regarding the management of pedagogical support for public procurement and its relationship with students' socioemotional well-being. The purpose is not to describe a specific policy of a particular entity, but rather to reconstruct, from a qualitative perspective, the technical criteria and professional meanings that should guide this type of decision. It is argued that public procurement in education can become a lever for well-being when it incorporates pedagogical criteria, quality-control mechanisms, and a rights-based perspective centered on students' everyday experience.

2. Methodology

The study adopted a qualitative phenomenological-interpretive approach, appropriate for understanding how specialists interpret the relationship between public procurement, pedagogical support, and socioemotional well-being. The research strategy sought to recover experiences, assessments, tensions, and proposals for improvement from the perspective of actors with professional backgrounds in public management and socioeducational support areas.





The sample consisted of eight specialists intentionally selected on the basis of their professional experience. Five participants came from fields related to planning, budgeting, logistics, administrative procurement, project control, and monitoring of public services; three participants performed functions in tutoring, educational counseling, physical education, school coexistence, and mental health. This balance sought to ensure that the analytical emphasis remained on the public-management perspective, as required by the research problem, while retaining specialized voices on the socioemotional components of support.

The data collection technique was the individual semi-structured interview. The question guide was organized around four areas: (i) criteria for assessing the procurement of pedagogical services; (ii) operational difficulties in educational public-procurement processes; (iii) effects of pedagogical support on school coexistence and socioemotional well-being; and (iv) conditions for sustainability and quality control. The interviews lasted an average of 45 to 60 minutes and were conducted in person or virtually, according to participants' availability.

The information was processed according to the principles of reflexive thematic analysis. First, the transcripts were read in full to identify units of meaning. Initial codes were then constructed around categories such as budget prioritization, contractual timeliness, pedagogical relevance, service quality, institutional monitoring, and socioemotional well-being. Subsequently, the codes were grouped into broader themes and refined until four final analytical categories were established. The interpretation process sought to capture recurring patterns without losing the uniqueness of the expert voices.

Regarding methodological rigor, the criteria of credibility, transferability, dependability, and confirmability were addressed through cross-review of codes, traceability of categories, and sufficient contextual description. Ethically, participant confidentiality was preserved through alphanumeric coding (E1 to E8), and identifying information was not recorded. Participation was voluntary, and each specialist provided informed consent.

Table 1. Profile of the Interviewed Specialists

Code	Main Role	Area of Expertise	Years of Experience	Dominant Contribution
E1	Head of Budget	Public planning and budgeting	14	Prioritization and financial sustainability
E2	Procurement Specialist	Logistics and public procurement	11	Processes, timelines, and document control
E3	Project Coordination	Educational service management	10	Linkage between procurement and outcomes
E4	Institutional Control Analyst	Monitoring and oversight	12	Indicators and expenditure supervision
E5	Planning Officer	Local public management	9	Institutional alignment and public value
E6	Tutoring and Counseling	Pedagogical support	8	Coexistence, retention, and school support
E7	Mental Health Specialist	Educational psychology	13	Socioemotional well-being and emotional containment
E8	Physical Education Teacher	Socioemotional development	7	Classroom climate, self-regulation, and habits

Note. Prepared by the authors based on the panel of specialists consulted.



3. Results

3.1. Pedagogical Support as a Technical Criterion in Public Procurement

The specialists agreed that the main problem is not an absolute absence of resources, but rather the way public procurement translates pedagogical needs into administrative specifications. E1 stated that “many times a service is procured because the file is ready, not because there is a real understanding of the classroom or the student.” This perception reveals that procurement tends to operate on the basis of procedural availability rather than an educational needs assessment.

E5 specified that pedagogical support should be considered a service-design variable rather than a merely complementary component. In his view, when the entity clearly defines what it expects from the support process, the contractor understands that it must produce evidence of progress in coexistence, participation, and emotional support, not merely attendance reports. In this sense, pedagogical support acts as a bridge between policy and practice because it requires the contract to respond to observable outcomes in students and the educational community.

From the public-management perspective, E4 warned that the lack of coordination among areas generates terms of reference that are of limited use in the school environment. The specialist explained that professional profile, schedule, and deliverables are usually requested, but the educational logic of retention, cultural relevance, or socioemotional adaptation is rarely incorporated. The result is a procurement process that is formally correct but technically weak in relation to the reality it seeks to address.

3.2. Operational Limitations in the Management of Educational Procurement

The second category shows that bottlenecks arise when procurement rules collide with pedagogical time. E2 noted that the administrative calendar rarely coincides with the beginning of the school year, causing support services to arrive late or be suspended during critical periods. In the specialist’s experience, the greatest institutional cost is not merely economic; it is also pedagogical and emotional, because students lose continuity of support precisely when they need it most.

E3 highlighted the fragmentation among planning, budgeting, logistics, and the requesting unit. According to the testimony, each of these units views a different segment of the process and, therefore, none fully assumes responsibility for the final outcome. This fragmentation explains why many contracts comply with the administrative file but do not guarantee service quality. Instead of integrating responsibilities, public management ends up dispersing them.

E1 and E4 added that monitoring indicators tend to focus on formal compliance: number of sessions, reports submitted, signatures, and approvals. However, it is not always assessed whether the service changed anything in students’ school experience. For the specialists, this omission makes it difficult to assess procurement relevance and limits the possibility of correcting service mismatches in time.

3.3. Socioemotional Well-Being as a Public Outcome of Pedagogical Intervention

The three specialists linked to education and mental health emphasized that socioemotional well-being cannot be reduced to an isolated subjective dimension; rather, it depends on concrete institutional conditions. E7 stated that students experience greater emotional security when they perceive the presence of a trustworthy adult, timely guidance, and consistency between institutional discourse and everyday treatment. In this view, pedagogical support strengthens school mental health when it helps prevent emotional dysregulation, isolation, and silent dropout.



E6 maintained that well-managed pedagogical support facilitates the early detection of warning signs such as persistent irritability, disengagement, low motivation, or recurrent conflicts. This preventive value, the specialist explained, is lost when the service is procured merely to comply with a regulatory requirement. Hence, public procurement should recognize that an educational support service has indirect effects on retention, coexistence, and academic performance.

E8 added that socioemotional well-being also depends on everyday practices such as movement, play, stress regulation, and the development of positive relationships. From this perspective, public procurement that incorporates physical education, tutoring, or psychoeducational support acquires not only a health or pedagogical dimension, but also a protective function for students' integral development.

3.4. Conditions for Turning Public Procurement into Sustainable Educational Value

In the fourth category, the specialists agreed that sustainability depends on abandoning episodic procurement and moving toward results-oriented management. E5 emphasized that short-term contracts do not allow trust-building processes to be consolidated with students or teachers, making continuity of support indispensable. For transformation to occur, the service must be sustained long enough to establish routines, detect progress, and adjust the intervention.

E4 indicated that a good practice is to incorporate mixed indicators: coverage, timeliness, retention, user satisfaction, and perceived well-being. This combination makes it possible to move beyond a merely documentary view of the contract and establish a more comprehensive assessment of the value produced. Similarly, E1 proposed that the contracting entity conduct quarterly evaluations with technical feedback in order to adjust the service before irreversible failures occur.

E7 and E6 agreed that coordination between public management and the socioeducational team should be formalized through monitoring committees, alert protocols, and incident reports. Only in this way can procurement cease to be an administrative act and become a mechanism for guaranteeing the right to well-being. From this perspective, pedagogical support is not simply purchased; it is designed, accompanied, and evaluated as a human-support policy.

Table 2. Synthesis of Emerging Categories and Their Implications

Category	Central Problem	Observed Effect	Management Implication
Pedagogical planning vs. procurement	The administrative file takes precedence over the need	Services of limited relevance	Redefine terms of reference
Timeliness and continuity	Administrative timelines delay support	Interruptions in tutoring and counseling	Align contractual and school calendars
Service quality	Formal compliance is monitored	Weak evidence of change in students	Include outcome indicators
Socioemotional well-being	The emotional component is underestimated	Less emotional containment and sense of belonging	Integrate mental health and school coexistence
Sustainability	Short and fragmented contracts	Loss of institutional learning	Implement monitoring and evaluation

Note. Prepared by the authors based on the thematic analysis of the interviews.

4. Discussion

The findings confirm that public procurement in education should be understood as a tool for producing well-being and not merely as a supply mechanism. This interpretation is consistent with contemporary approaches to public management that emphasize public value, state modernization, and the need to link expenditure with socially relevant outcomes. When the procured service is





oriented toward pedagogical support, public administration influences variables that go beyond financial matters: school climate, retention, emotional regulation, perceived safety, and sense of belonging.

The evidence also suggests that pedagogical support performs a mediating function between institutions and students' concrete experiences. Literature on emotional education and neurodidactics has shown that positive environments foster self-regulation, empathy, and coexistence. In this study, public-management specialists emphasize that such effects are not consolidated through discourse alone, but through timely procurement, appropriate professional profiles, effective supervision, and quality indicators. Thus, contract management becomes an extension of the pedagogical decision.

Another relevant finding is the tension between legality and relevance. The specialists do not question the need to comply with the regulatory framework, but they warn that an obsession with the administrative file can empty the service of meaning. In complex school contexts, contract relevance should be measured by its capacity to respond to real needs: supporting teachers, providing emotional containment to students, activating early warnings, and strengthening coexistence. When this does not occur, public procurement becomes a sequence of correctly executed steps with limited educational impact.

From the socioemotional perspective, the study reinforces the idea that student well-being is a cumulative institutional outcome. It depends not only on the willingness of the teacher or psychologist, but on a support chain involving planning, budgeting, procurement, supervision, and evaluation. If one of these elements fails, the support experience becomes fragmented. Therefore, pedagogical support should be considered a strategic service, especially in contexts where anxiety, demotivation, interpersonal conflict, or inequality affect school performance.

Comparatively, the studies consulted in regional journals show important convergences. Research on emotional education, socioemotional skills, school climate, and teacher well-being supports the idea that human relationships are a condition for learning. Likewise, work on state modernization and public management emphasizes that bureaucracy must be transformed into response capacity. Taken together, this theoretical basis suggests that educational public procurement should not be limited to purchasing hours or products, but should ensure verifiable social outcomes.

5. Conclusions

The management of pedagogical support for public procurement should be conceived as a public-value mechanism aimed at sustaining students' socioemotional well-being. The qualitative evidence collected shows that when procurement is designed around pedagogical needs rather than procedure alone, service relevance increases and institutional capacity improves to respond to problems involving coexistence, motivation, and emotional support.

The main weaknesses observed are related to the lack of coordination among planning, budgeting, logistics, and the requesting unit; the absence of outcome indicators; and the tendency to evaluate contracts according to formal compliance rather than their impact on school life. Consequently, the public entity risks correctly executing a process that nevertheless fails to transform the educational experience.

It is also concluded that socioemotional well-being is not an ancillary outcome, but a structural component of the right to education. The specialists agree that students require stable tutoring,





counseling, coexistence, and socioemotional support services, and that these services must be protected through public procurement planned according to continuity, supervision, and evaluation.

As a policy recommendation, the study proposes incorporating pedagogical relevance criteria, socioemotional indicators, periodic satisfaction assessments, and post-service monitoring mechanisms into educational procurement. In this way, public procurement can contribute to a more humane, timely school environment more centered on students' integral educational trajectories.

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