

**The speech of “results management” in the 1st administration of the Novo Party
(2019-2022):
“new” conservative rhetoric and the strengthening of SIMAVE**

*O discurso de “gestão de resultados” na 1ª gestão do Partido Novo (2019-2022):
“nova” retórica conservadora e o fortalecimento do SIMAVE*

*El discurso de la “gestión de resultados” en la 1.ª administración del Partido Novo (2019-2022):
“nueva” retórica conservadora y el fortalecimiento del SIMAVE*

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Abstract: This work explores how the Integrated School Management program (GIDE) and the Minas Gerais Public Education Evaluation and Equity System (SIMAVE) highlight mechanisms of business reform in education, such as standardization, emphasis on results through evaluation and managerialism in public education in Minas Gerais, especially in the 1st administration (2019-2022) of the Novo Party. To this end, a qualitative, bibliographic and documentary research was carried out. The main bibliographic sources used include theoretical contributions from Freitas (2018), Ball (2005), Laval (2004) and Gentili (1998). Official documents released by the government about SIMAVE and GIDE were analyzed. Within the limits of the work, it is possible to identify that the government, under the speech of results management, has implemented educational policies based on public-private partnership, managerial logic and strengthened SIMAVE to meet the political and economic demands of educational quality.

Keywords: Results Management; Evaluation; SIMAVE; GIDE.

Resumo: O presente trabalho explora como o programa de Gestão Integrada da Escola (GIDE) e o Sistema Mineiro de Avaliação e Equidade da Educação Pública (SIMAVE) evidenciam mecanismos da corporative reform of education, tais quais a padronização, a ênfase nos resultados por meio da avaliação e do gerencialismo na educação pública mineira, especialmente na 1ª gestão (2019-2022) do Novo Party. Para isso, realizou-se uma pesquisa de abordagem qualitativa, de cunho bibliográfico e documental. As principais fontes bibliográficas utilizadas incluem aporte teórico de Freitas (2018), Ball (2005), Laval (2004) e Gentili (1998). Foram analisados documentos oficiais divulgados pelo governo acerca do SIMAVE e da GIDE. Nos limites do trabalho, é possível identificar que o governo, sob o speech de gestão de resultados, tem concretizado políticas educacionais baseadas na parceria pública privada, na lógica gerencialista e fortalecido o SIMAVE para atender às demandas políticas e econômicas da qualidade educacional.

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Palavras-chave: Gestão de resultados; Avaliação; SIMAVE; GIDE.

Resumen: Este trabajo explora cómo el programa de Gestión Escolar Integrada (GIDE) y el Sistema de Evaluación y Equidad de la Educación Pública de Minas Gerais (SIMAVE) destacan mecanismos de reforma empresarial en la educación, como la estandarización, el énfasis en los resultados a través de la evaluación y el gerencialismo en la educación pública de Minas Gerais, especialmente en la 1.^a administración (2019-2022) del Novo Party. Para ello se realizó una investigación cualitativa, bibliográfica y documental. Las principales fuentes bibliográficas utilizadas incluyen contribuciones teóricas de Freitas (2018), Ball (2005), Laval (2004) y Gentili (1998). Se analizaron documentos oficiales difundidos por el gobierno sobre SIMAVE y GIDE. Dentro de los límites del trabajo, es posible identificar que el gobierno, bajo el speech de gestión por resultados, ha implementado políticas educativas basadas en la asociación público-privada, lógicas gerenciales y fortalecido el SIMAVE para atender las demandas políticas y económicas de calidad educativa.

Palabras clave: Gestión de resultados; Evaluaciones; SIMAVE; GIDE.

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Introduction

By way of contextualization, from 2018 to 2024 we developed the research project called “*Educational policy in the State of Minas Gerais and the issue of quality: external evaluation and management at the center of the Minas Gerais agenda*”³. The study aimed to monitor and analyze, in different contexts, the nature and *modi operandi* of the educational policy implemented in the 1st administration (2029-2022) of the Novo Party, in the state of Minas Gerais, whose recurring speech is to change educational management, improve results and guarantee the quality of schools in the state education network.

In the 1st administration of the Novo Party, in the state, new educational programs and actions were implemented and existing ones were strengthened, exemplified by the Minas Gerais Public Education Evaluation and Equity System (SIMAVE) (figure 1). This system illustrates what theorists, Freitas (2018), for example, define as business reform in education.

³ The project was approved in the Fapemig Call 01/2021 – Universal Demand – Project APQ-01517-21.

Picture 1 – Summary of programs and actions in Minas Gerais with an emphasis on business reform in the state public schools

<p>Transforma Minas</p> <ul style="list-style-type: none"> • Objetivo: atração, seleção, desenvolvimento e desempenho de servidores para trabalhar no Governo do Estado; • Ações: prevê o desenvolvimento de metodologia e estruturação de boas práticas de um modelo de gestão de desempenho, além da transferência de conhecimento ao Estado, e envolve a seleção de gestores públicos (Superintendentes das SRE's), por meio da estratégia de parceria público-privada com a Fundação João Pinheiro, e com outros parceiros denominados como "Aliança" (formada por organizações do terceiro setor - Fundação Brava, Fundação Lemann, Instituto Humanize e República.org).
<p>Programa Jovem de Futuro</p> <ul style="list-style-type: none"> • Objetivo: ampliar capacidades e competências institucionais, coletivas e individuais no campo da gestão escolar e educacional, para melhorar a qualidade do Ensino Médio Regular e Fundamental nas escolas públicas de Minas Gerais, por meio do acordo de cooperação entre a SEE/MG e o Instituto Unibanco; • Ações: introdução do Sigae; e ações realizadas em áreas estruturais das escolas, como (1) governança; (2) formação; (3) mobilização; (4) assessoria técnica; e (5) avaliação e produção de conhecimento.
<p>Projeto Somar</p> <ul style="list-style-type: none"> • Objetivo: entregar a gestão de escolas públicas estaduais à Associação do Ceteb, que apresentaram indicadores abaixo da média e que oferecem exclusivamente o ensino médio. • Ações: foram entregues, por meio de Editais, a gestão de 04 (quatro) escolas - Escola Estadual Francisco Menezes Filho e Escola Estadual Maria Andrade Resende, situadas em Belo Horizonte; e Escola Estadual Cel. Adelino Castelo Branco, da cidade de Sabará; e Escola Estadual Adelino Castelo Branco.
<p>Trilhas do Futuro</p> <ul style="list-style-type: none"> • Objetivo: oferta gratuita de cursos técnicos aos estudantes e egressos do ensino médio de escolas públicas e privadas, por meio de instituições públicas ou pela estratégia de parcerias público-privada; • Ações: cursos identificados por levantamento de demanda junto às empresas mineiras, acerca de suas demandas por mão de obra; monitoramento e a avaliação da prestação de serviços pelo governo estadual; expansão do projeto aos educadores, sob o título "Projeto Trilhas do Futuro – Educadores", alinhado aos objetivos e metas traçados pela SEE/MG, e ofertados por instituições de ensino superior, públicas ou privadas.
<p>Novo Currículo Referência Minas Gerais</p> <ul style="list-style-type: none"> • Objetivo: padronização do "que ensinar, para que e quando ensinar", em uma correlação elaborada entre a BNCC, os Currículos Referência, o PPP e o Plano de Aula do Professor; • Ações: engenharia de avaliação implementada no modelo <i>top-down</i>, com mudanças em todo o sistema educacional mineiro.
<p>SIMAVE</p> <ul style="list-style-type: none"> • Objetivo: avalia os estudantes, por meio de avaliações internas elaboradas pela SEE/MG, e avaliações externas; • Ações: sistema de avaliações em larga escala - avaliações internas do Estado, Proeb, e o Proalfa; estabelecimento de padrões de desempenho estudantil; emissão de relatórios de comparação entre os resultados de cada escola.
<p>Prêmio Escola Transformação</p> <ul style="list-style-type: none"> • Objetivo: reconhecer as escolas públicas estaduais com destaque nos resultados de desempenho e fluxo escolar - instituído nos anos de 2021 e 2022; • Ações: instituição de novo índice de monitoramento educacional, obtido por meio de outros três novos indicadores instituídos - indicador de fluxo escolar, indicador de desempenho e o índice de acesso pelos professores a uma plataforma online, indicada pela SEE.
<p>GIDE</p> <ul style="list-style-type: none"> • Objetivo: implementar o desenvolvimento do Sistema Gerencial GIDE, fundamentado no método PDCA, para um diagnóstico mais rápido e assertivo das causas prioritárias que influenciam os resultados escolares; para unificar e direcionar os esforços e recursos da escola em metas e ações para melhoria de resultados e processos. • Ações: ações na escola com base no PDCA, com uma reengenharia cultural de alinhamento para que os sistemas escolares adotem os sistemas empresariais competitivos.

Source: Freitas (2023, p. 127).

The search for improving the quality of education in the state, linked to results management, is part of a national agenda to restructure the role of the State in a global movement for educational reform. According to Freitas (2018, p. 56),

The corporative reform of education has a hidden agenda in its speech of “quality education for all” that goes beyond the forms it is taking: it is the destruction of the public education system, through its conversion into a business organization inserted in the free market.

From this perspective, the quality of public schools can be improved if they are managed according to the same logic as a company. In Minas Gerais, we have found that government programs and actions, listed in table 1,

[...] they act as mechanisms of corporative reform of education, as they bring the evaluation, accountability and privatization as main interventions in public education. Furthermore, these mechanisms structure the way for the public and democratic management of public education, together with the school - considered until then as a “common good” - to give way to business management and the school-company, without encountering any or little resistance in the schools. This is because in the alignment engineering of the corporative reform of public education in Minas Gerais, business management is imposed by educational programs and actions in a system that, in addition to holding educational actors responsible for school results, reorders educational processes, compromises everyday life school with assessments, gives new meaning to democratic management and continues the neoliberal project of education reform (FREITAS, 2023, p. 190).

In this context, this article is located, an excerpt from the research, whose text analyzed the Integrated School Management program (GIDE), the Minas Gerais Public Education Evaluation and Equity System (SIMAVE) and their contributions to highlight, in the 1st administration (2019 -2022) of the Novo Party, mechanisms of corporative reform of education, especially the emphasis on results through evaluation and managerialism in public education in Minas Gerais.

To develop the study, bibliographic and documentary research was carried out, based on the theoretical framework mainly of Freitas (2018), Ball (2005), Laval (2004), Gentili (1998), among others. For the documentary analysis, we adopted the study of technical documents from the Minas Gerais Department of Education (SEE/MG): laws, ordinances, acts and resolutions on GIDE and SIMAVE.

In this study, qualitative research is considered a method of exploring specific and different realities, as it is focused on “[...] a level of reality that cannot be quantified [...] that is, it works with [...] a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables” (MINAYO, 2009, p. 22).

According to the authors listed, educational assessments, in the neoliberal context, have materialized in a form of economic dispute and in a context of control, self-affirmation and competitiveness, introducing accountability mechanisms, with standardized tests, ranking and accountability, which focus on the results produced from a meritocratic perspective (AFONSO, 2000).

In this logic, programs such as SIMAVE and GIDE are strategically designed for schools to increase their performance rates, by improving their students' learning, thus increasing the approval rate and reducing school dropout rates, based on application of its own process evaluation and control management system. However, what can be seen is a contribution of these programs to commercialization and competition through the insertion, in schools, of business mechanisms, which are part of the structure of a reform that the government considers necessary for education, aspects that we will address throughout of the article.

Initial notes: evaluation as a strategy for regulating the quality of education

It is important to reaffirm that neoliberalism gained space in the Brazilian economy and in the field of education at the end of the 1990s, following the coalition of center-right parties - PSDB-PFL, which implemented an educational project based on free market ideas. It began with the government of Fernando Collor de Mello (1990-1992⁴) and intensified during the government of Fernando Henrique Cardoso, also remaining present in the PT governments, with Luiz Inácio Lula da Silva (from 2003 to 2006 and 2007 to 2010), Dilma Vana Rousseff (from 2011 to 2014 and 2015 to 2016) and growing stronger during the government of Jair Messias Bolsonaro (2020 – 2023).

In the neoliberal speech, education is exempt from the social and political field and starts to function market-based, with functional bases similar to that of a market. Therefore, it is important to mention some objectives related to what the neoliberal speech attributed as the role of education:

1. Link school education to preparation for work and academic research to the imperative of the market or the needs of free enterprise. Ensure that the business world is interested in education because it wants a qualified workforce, capable of competing in the national and international market. [...]
2. Make the school a means of transmitting its doctrinal principles. [...]
3. What is at issue is the school's adequacy to the dominant ideology. [...]

⁴ Removed from the presidency of the republic between October 2 and December 29, 1992, due to the opening of an impeachment process in the Federal Senate.

Make the school a market for the products of the cultural and IT industry, which, incidentally, is consistent with the idea of making the school function in a similar way to the market, but it is contradictory because, while, in the speech, neoliberals condemn the direct participation of the State in financing education, in practice, they do not hesitate to take advantage of state subsidies to promote their teaching and para-teaching products in the school market (MARRACH, 1996, p. 46-48).

From this neoliberal logic, from business principles, we have the strengthening of external evaluation and control mechanisms, with the establishment of goals and performance standards that enter the school, placing the State in the role of regulator or evaluator. This led to the precariousness and disqualification of teaching work, since the teacher, in addition to being held responsible for results outside the established standards, also suffers sanctions and increased working hours resulting from this pressure for quantitative results.

Historically, the 1990s have marked a period of many changes in Brazilian politics, immersing the country in the globalized market and controlled by financial capital (SAVIANI, 2007). A new government stance regarding education also emerges and the new Law of Guidelines and Bases of National Education, Law No. 9394/96 (LDB), comes into force, which legitimizes the implementation of the National Basic Education Assessment System (SAEB), making it the Union's responsibility to assess school performance at a national level.

The implementation of large-scale evaluation processes in education (made official in 1994 by the government of Itamar Franco) and the strengthening of SAEB processes are examples of some basic ingredients used by the government to implement an accountability system, which translates the neoliberal ideas for education. For Freitas (2018), Brazil fulfills and will fulfill its role in standardizing education on a global scale, through common national curricular bases, in addition to large-scale testing and accountability.

Neoliberal ideas have repercussions on education through educational reform, implemented in most Latin American countries throughout the 1990s, in order to meet the interests of capital. In this educational model, human beings would be shaped by the educational system and controlled by market forces. According to Gentili (1998, p. 19), “The model of neoliberal man is the privatized, responsible, dynamic citizen: the consumer”. For this to come through, it was necessary “[...] to transfer education from the political sphere to the market sphere, denying its status as a social right and transforming it into a possibility for individual consumption, variable according to merit and capacity of consumers.” It can be seen, then, that the neoliberal reform is guided towards transforming education, leveling it within the sphere of competitiveness of private companies.

According to Saviani (2013, p. 430), “Education is now understood as an investment in individual human capital that enables people to compete for available jobs”, configuring a true pedagogy of exclusion”. By offering tools for individuals to prepare and become increasingly competitive in the job market, the idea is given to them that they are no longer excluded.

Managerialism in education generates a change in the school in the way in which the meaning of educational practice is perceived and, considered as a company, the school induces its professionals to see themselves in the role of collaborators (a term in administrative vocabulary) and to associate, according to Ball (2001), his professional growth with that of the institution. Therefore, a school that obtains good results in external evaluations means it has a competent teaching staff. Thus, “[...] survival in the educational market becomes the new basis of common purpose – pragmatism and self-interest, and no longer ethics and professional judgment, become the bases for new organizational language games” (BALL, 2001, p. 107).

Business education reformers defend vertical accountability proposals, which require very clear objectives and goals with regard to the learning to be obtained. They believe that mechanisms must be formalized to “verify” the achievement of learning objectives, through the evaluation process. In Brazil, external evaluations have been widely implemented, in all states, through government programs that aim, according to neoliberal logic, to evaluate teaching through student performance in tests and exams, rewarding and/or punishing schools and its professionals. Thus, based on meritocracy, forms of bonuses and rewards for teachers are created, under the argument that, to achieve this, the focus is on improving the quality of student performance.

There is a culture of entrepreneurship in education that directly affects the characterization of the school's social function. There is no longer any concern with teaching historically produced knowledge, nor with the formation of critical citizens capable of reading and understanding the world. Furthermore, the management reform brought to light a new profile of professional who dominates techniques and is exempt from the process of reflection on practice. It is the result of “[...] combined effects of performativity and managerialism, which perfectly and frighteningly represent the modernist search for order, transparency and classification” (BALL, 2005, p. 542).

In Freitas' (2018) conception, the neoliberal scenario creates a narrative in which the individual sees themselves as part of the market and responsible for their own success, and must compete with others to achieve it. Therefore, the free market would be the only possibility to exercise individual freedom to be successful, without interference from the State, and with social rights transformed into “services to be acquired” (FREITAS, 2018).

For Freitas *et al.* (2009), the objective of improving the quality of education, through the evaluation of teachers and the school, becomes an illusion. The authors disagree with the way in which some networks conduct their evaluation policies, considering that they are government policies based on the logic of meritocracy, and not in accordance with democratic and representative expressions. External assessments center their function on measuring student or teacher performance in standardized, standardized exams. Although measurement generates data, it does not necessarily evaluate; since evaluating is thinking about data, projecting a future. This would imply the existence of an internal process of reflection in schools (FREITAS *et al.*, 2009). For the authors, assuming the logic of exams as a determinant of school assessment or student performance is, to say the least, debatable.

When it comes to regulatory quality assessment, it is important to reflect on the perspective of how the results reach school units and the way they are understood and analyzed by managers and teachers. And, also, what are the repercussions of these results in these institutions: the effects they have produced, what their contribution is to promoting reflections on teaching practice and how they have stimulated truly higher quality work. Assessment, from a public policy perspective, is relevant for understanding the reality that involves students' learning and non-learning. However, it also presents itself as a challenge for educators, managers and researchers, as it is used as an instrument of regulation, control, power and selection (FREITAS, 1995).

Even though assessments provide us with important data, including repetition rates that are shaped by age-grade distortions, combined with dropout rates (which are data that should not be ignored by managers and educators), it is necessary to understand the complexity of the impacts of external assessments within schools. The responsibility for failure, the pressure and demand to achieve projected goals (focused on efficiency and effectiveness), configures what Afonso (2013) calls “neo-Taylorism”, which would be the massive use of standardized tests, which resemble to a type of evaluation machinery that is linked to the function performed in business organizations. In this sense, the objective of evaluation is simply to regulate teaching work and define its performativity.

The evaluations reinforce the idea that quantitative results, obtained through standardized tests, of an essentially cognitive nature, contribute to improving quality in schools and enable professionals to self-evaluate their practices. However, what is clear is that this nature of school responsibility, for results below expectations, can be an obstacle to quality. Esteban (2008) says that the emphasis is on results and quantification, leading to the process of standardization and uniformity of subjects' performances and curricular organization, which indicates coherence with the dominant paradigm.

According to Freitas (2007), network assessments would produce better results if they were thought of at the municipal level and focused on establishing partnerships between schools and municipal governments through “negotiated quality, via institutional assessment”. For the author, it is necessary to articulate a “bilateral accountability” relationship that involves commitments from the State and the school.

“Results management” in the 1st administration of the Novo Party (2019-2022): conservative rhetoric and the strengthening of SIMAVE

Historically, the educational policy agenda in Latin America underwent several changes from the late 1980s onwards, especially in the early 1990s, with the development of neoliberal logic, when measures in the name of education quality emerged strongly. These measures were disseminated by guidelines from international agencies, such as the World Bank, Inter-American Development Bank and the Washington Consensus (Oliveira, 2009). These guidelines defined the main directions of global educational policies, which were marked by proposals for efficient resource management and the search for measurable results.

To this end, especially in the so-called Third World countries, including Brazil, evaluation systems were created with the aim of measuring the quality of education. And it is in this context, from the 1990s onwards, that the State increasingly assumes a regulatory and evaluating role in education systems.

Progressive perspectives conceive the school as a social institution that has the central function of transforming the individual and their social development. However, with the appropriation of school by neoliberal logic, which introduces assessments, bonuses and results ranking programs into the educational space, education began to be conceived more and more in the sense of a commodity, which accentuated social inequalities.

The neoliberal project for education presupposes a logic of exclusion, present in the educational policies of the new right, which is reinforced by the speech of meritocracy:

The educational speech of neoliberalism is shaped by a reformulation of the economic approaches to “human capital”. This reconceptualization involves maintaining some principles that supported those perspectives, but linking them to new diagnoses on the current conditions of market regulation (especially the labor market) and new promises (SILVA; GENTILI, 1996, p. 193).

In Brazil, the main goal of the neoliberal education reform is to free schools from a supposed crisis of efficiency, effectiveness and productivity, caused by the expansion process that occurred in the second half of the 20th century (SILVA; GENTILI, 1996). In neoliberal policy, the logic of market competition is present. Teachers assume new concerns regarding external evaluations, which become the means of measuring the efficiency and/or quality of teaching and induce schools, teachers and students to compete.

In this scenario, Minas Gerais, in 2018, elected administrator and businessman Romeu Zema Neto, from the Novo Party, as governor of the state. Member of a family that owns a large retail chain in the state, Zema presented his government plan defending a mandate with 'new' ideas, modern, bold and that would meet the demands that new times imposed on the State and the market, under the understanding that Minas Gerais needed to 'renew' its administration.

In general terms, the Novo Party presents a liberal vision of the economy, based on the principles of fiscal austerity, the institution of partnerships, concessions and privatization of all state-owned companies, de-bureaucratization, incentives for private initiative and the implementation of a social security reform, in addition to defend a broad opening and integration of the country into the world economy. Supported by an explicitly neoliberal proposal, Romeu Zema's government, in its first term, focuses on the relationship between private companies and the public sector, in the form of an attack on the way the state machine works. His entire defended State model refers to the idea of less State and more market.

We believe that change can happen when we return decision-making power to the individual, so that they can make their own choices. We believe that guaranteeing freedom is the only and true function of the state, and that, therefore, it must be minimal, as the individual must be his own man. In this way, the objective of NOVO is not to end the state, but rather to reduce the way in which it influences people's daily lives. Only the individual himself can decide what is best for him (NOVO PARTY, 2018, p. 04).

From its rise, the government implemented a project in Minas Gerais education to reduce State actions, with a public administration of a business nature, a process that bureaucratized the school space in an intensified way. Since the election campaign, Romeu Zema and his party have already called for market intervention in the state education network, which can be seen in his government proposal:

[...] As long as the federal regulatory model persists, it will be necessary to improve public education with better management and governance techniques in schools, stricter results assessments, a greater channel of participation between parents and students, and the use of Public-Private Partnerships where appropriated (NOVO PARTY 2018, p. 35).

This idea brings the connotation that everything that is public is inefficient, incapable, ineffective and that the teaching offered by public schools is of low quality, which leads to a new concept of educational quality, based on managerialism and the intensification of large-scale assessment, present in state policy since 2000, with the creation of SIMAVE. Freitas (2018) warns that large-scale assessment tests and the standardization of teaching are part of the neoliberal agenda, and these are used as a parameter to characterize the quality of the education offered.

Following a marketing logic, in the first year of the mandate, in 2019, the Management through Learning Program was presented to schools in Minas Gerais (MG), which brought actions aimed at school management through public-private partnerships. The program was announced as a public policy for education in Minas Gerais by the current government and had among its objectives the increase in assessment indicators and the reduction of inequalities in favor of promoting quality:

The Learning Management Program is a set of actions adopted by the State Government, to place Minas Gerais in a prominent position in the quality of public education and its objectives are: combating school dropout, reducing regional inequalities in the school environment and increase in learning indicators (MINAS GERAIS, 2019, p. 5).

In Minas Gerais education, for elementary education, the partnership was signed through a technical cooperation agreement with the Management Development Foundation (FDG), which developed the Integrated Management of Advanced Education (GIDE) project, in accordance with the Technical Cooperation Agreement, published in IOF on 08/20/2019. GIDE is a system developed by the Management Development Institute (INDG) and which integrates the strategic, political and managerial aspects inherent to the educational area, focusing on results of the core activity: the teaching-learning process.

GIDE is presented by its formulators as a scientifically based management model that includes strategic, pedagogical and managerial aspects. In the broader context of educational management reform, GIDE is one of the management models that are currently being implemented in state and municipal networks in several states: Ceará, Pernambuco, Sergipe,

Minas Gerais, Bahia, Rio Grande do Sul, Rio de Janeiro and Mato Grosso, under the justification of the necessary reform of public administration towards more efficient management, with the establishment of goals and control instruments over school work, capable of assuming the task of developing education.

The objective of the program is to help the schools served to increase their school performance indexes, such as Ideb and SIMAVE, by improving the learning of their students, thus increasing the approval rate and reducing school dropout rates, through the application of its own management system.

When defining the Learning Management Program, in the Learning Management Document, the Government of the State of Minas Gerais publishes that it is “[...] a set of actions adopted by the State Government, to return Minas Gerais to a prominent position in quality of public education” (MINAS GERAIS, 2020, p.5), with the objectives of this program being to combat school dropout, reduce regional inequalities in the school environment and increase learning indicators. Through GIDE, the government intends, as stated in official documents, to implement pedagogical actions in schools with a focus, objective and clear processes to achieve quantitative goals that will indicate the achievement of quality of teaching in schools, “[...] knowing the excellent practices that demonstrate the quality of education desired throughout the state” (MINAS GERAIS, 2020, p.9).

In general terms, GIDE “[...] is a management system for solving problems and achieving goals based on the PDCA (Plan, Execute, Verify, Act) method” (MINAS GERAIS, 2020, p.42), which directs to achieve the goals. These actions by the Minas Gerais government, since the victory in the elections, demonstrate the systematic and gradual dismantling of state public education, especially through the direct defense of outsourcing educational management with public-private partnerships.

By strengthening the relationship with the private sector and adopting business-style management tools for public education, it opts for commodification, creating an educational market managed by the principles of competition, standardization, measurement, exclusion, control and selection (FREITAS, 2016), orchestrated mainly by external evaluation policies.

The 1990s in Brazil, in addition to being marked by the consolidation of assessment as one of the structuring elements in the development, also promoted the implementation of public policies aimed at improving educational quality (SILVA, 2007). The Basic Education Assessment System (SAEB), created in 1990 by the Ministry of Education (MEC), represents the first Brazilian initiative to systematically structure the assessment of primary and secondary education, with the aim of understanding the

problems and deficiencies of the system educational, in a way that facilitated the development of government policies aimed at improving the quality of education. In this sense, it can be said that SAEB encouraged the creation of its own large-scale assessment systems by states and municipalities, such as SIMAVE.

In this way, SIMAVE, created in 2000, through Resolution nº 104, of July 14, 2000, under the management of the PMDB government of Itamar Franco (1999-2002), has been responsible for the development of integrated evaluation programs of education in the state of Minas Gerais and consolidated by being one of the central elements in the implementation of the education regulation policy in Minas Gerais.

The implementation of SIMAVE – Minas Gerais System for Evaluation and Equity in Public Education – in Minas Gerais followed this logic and took place in a movement of convergence with the national policy for implementing external evaluations, sharing the same conception of regulation present in Saeb, in what are the results compared based on the goals established by the Minas Gerais government, which indicate how efficient the education system and the level of quality that schools have (PELEGRINI, 2023, p.112).

SIMAVE is composed of an internal assessment, the School Learning Assessment Program (PAAE), implemented in schools in 2006, and two assessments external to the school: The Learning Assessment Program (PROALFA) and the Assessment Program of the Public Basic Education Network (PROEB). “In 2019, SIMAVE acquired the evaluation design it has today, for the summative test, in which PROALFA evaluates students in the 2nd year of Elementary School and PROEB, students in the 5th and 9th years of Elementary School and 3rd year of high school” (MINAS GERAIS, 2021).

The objective of SIMAVE is for the information obtained from the tests to evaluate the quality of teaching. Each grade to which the exam is applied has a reference matrix that indicates the levels of knowledge that students must meet to perform satisfactorily in terms of learning at that stage. Thus, it is possible to compare the evolution of averages per series evaluated. However, what is perceived is a reduction of the curriculum to skills, which restrict the broad aspect of the individual's training, subjecting it to the production process. In this sense, we agree with Girotto (2017) when he states that educational policies, from the perspective of neoliberalism, have reinforced the conception of the school in a controlled and managed condition based on a logic of management by and for results.

During the government of Fernando Damata Pimentel (2015 to 2018), from the Workers' Party, SIMAVE underwent changes. Among them, the addition of the term “equity” to its name

stands out, changing it to the Minas Gerais Public Education Assessment System and then the Minas Gerais Public Education Assessment and Equity Assessment System (emphasis added).

Within the scope of these premises, we can state that external assessment exams have two primary functions: guaranteeing State control over the management of schools and stimulating competition between networks, under the pretext that this dispute would promote an improvement in the quality of education. teaching offered, in which, through the socialization of results and the ranking of schools, competition and pressure are induced on institutions, teachers and students (ARAÚJO, 2013).

And it is in this context that GIDE is implemented in the state with the defense that its objective is to establish standards at school (based on successful practices), with a focus on making the process more efficient and, in this way, facilitating the achievement of good results in external assessment exams. In this logic, 'quality' and 'efficiency' are variables directly proportional to each other and understood through reading the results of assessments, the ranking of test scores and the standardization of the teaching-learning process.

Based on the logic that data generated by evaluations, such as SIMAVE and management platforms, such as GIDE, should support proposals to improve the quality of teaching and efficiency of processes in school institutions, it is worth questioning the emphasis on using these results by educational agents, focusing only on standardized unilateral actions. In other words, improvement in operational strategies is emphasized to the detriment of political measures for the qualitative advancement of processes and teaching quality, in the form of teacher training and appreciation of teaching work.

Education, from this perspective, is synonymous with economic development and training is an indication of preparation for the job market, which has repercussions on the role of the school that values social and political transformation. In this sense, the valorization of educational quality, which has social relevance, is confronted with the culture of performativity, resulting from effective and voracious management practices (Ball, 2005).

In the case of public schools in Minas Gerais, GIDE focuses on results, represented by the goals to be pursued, that is, students' performance in external assessments and their retention at school.

The control exercised by the State, through the management tools implemented in schools, including GIDE, and SIMAVE assessments, has been strengthened, also consolidating itself as a common practice for controlling the performance and effectiveness of these institutions. Therefore, they constitute one of the reflections of

the government's attempt at managerialism in education throughout the state, strengthening educational standardization and the meritocratic logic increasingly imposed on schools.

The argument that supports the implementation of these management models in schools is based on their ability to identify factors that prevent the improvement of school results. This enables systematic monitoring and the establishment of goals to be achieved. For the creators of these programs, the management tools and also the external evaluations are part of “[...] a set of actions adopted by the State government, to return Minas Gerais to a prominent position in the quality of public education” (MINAS GERAIS, 2020, p.5).

Thus, management tools establish standards in public schools to define the path that the school must follow, with the objective of achieving the goals proposed by the education department. This process constantly focuses on the goals and grades that must be achieved in external evaluations, seeking to improve annual performance indices. In this sense, there is no space for the creative process, which is overlapped by an intense focus on the standardization of the school, which is very reminiscent of the technical character of school managerialism, which covers the school with principles such as “[...] rationality, efficiency and productivity, from which derives the corollary relating to obtaining maximum results with minimum expenditure” (SAVIANI, 2013, p. 438).

In this sense, the management or control of results through management platforms or external evaluations standardizes a model of school practice that aims to achieve results, assuming greater procedural efficiency. In other words, by standardizing conduct and establishing models in the teacher's work, it becomes difficult to act outside these limits, including new parameters in the subjectivity of teaching work, which then starts to relate standardization with efficiency, which instills the neoliberal mentality in the environment school, giving the school a business character.

Laval (2004) examines the transformation of schools into companies by neoliberal ideology, by incorporating business characteristics in a process that seems inevitable and with no end in sight, given that “[...] in the new educational order that is being outlined, the educational system it is at the service of economic competitiveness, it is structured like a market, managed in the way of companies” (LAVAL, 2004, p.20).

It is important to highlight that external assessments also have limitations, as they do not reveal the reasons why students are not learning; they are starting points for analysis and identification of specific problems. When thinking about the quality of education, it is necessary to understand and interpret the data presented, in order to understand that the main

objective is to outline strategies that can be applied so that students improve their learning and, consequently, their results.

Government programs for education present, in their booklets, justifications that the implementation of results management tools in schools aims to improve the quality and efficiency of processes. However, what can be seen is that the use of indicators of student performance in tests to verify the quality of education presents a managerial perspective, which makes the school and students responsible for the educational situation in Minas Gerais, exempting the government of their role in the face of problems faced in daily school life (SILVA, 2016). Regarding this, Paro (1998) considers that education is a process that continues throughout a person's life and that, therefore, its quality cannot be assessed at a given moment based on failure and approval rates or by external assessments.

Conclusion

Given the above, it is concluded that business reform mechanisms, such as standardization, emphasis on results through evaluations and managerialism, are present in the conservative rhetoric of the government of Minas Gerais. These elements are manifested through programs such as GIDE, proposed in the 1st administration (2019-2022) of the Novo Party, and through the strengthening of SIMAVE, implemented in the state since 2000.

External evaluation and business management tools, when introduced into the school environment, have strengthened market models of public education, in addition to playing a regulatory role in this macro political context. They can also be understood as an important part of the neoliberal education project, which demands the establishment of a culture of audit and performativity (BALL, 2005), whose objective is to produce evidence that points to the need to intensify the market logic in education. In this way, these programs and actions, under the speech of results management, increasingly accentuate the narrative of quality in public education in the state of Minas Gerais.

It is possible to affirm that both GIDE and SIMAVE assume characteristics of the neoliberal speech of results management and reinforce the business logic imposed on schools in Minas Gerais by the government of Romeu Zema, since his first administration. In this context, external evaluations, which have been present in the state since the 1990s, increasingly direct educational management, highlighting the aspects that require greater effort to improve the results of the teaching-learning process.

In general, these assessments reflect typical characteristics of results-based management, such as the definition of goals and indicators that guide public policies and control mechanisms. These identifiers are used to hold the actors involved accountable, who can be rewarded or punished based on their performance. Such methods also serve as tools to make public management more transparent and to promote accountability, that is, accountability for management.

However, despite the dissemination of these instruments, there is little consensus in the literature about their results, with part of it conceiving this process in a negative way, showing that this model would not be able to change the deeper educational problems (FREITAS, 2004).

All these mechanisms, that is, the evaluation policies made possible by programs such as SIMAVE and the results-based management imposed by GIDE - are implemented in public schools with the aim of reinforcing the purpose of competition, imposing pressure for results and performances that divert the social function of the school to comply with metrics. Neoliberal intentions, disguised by external evaluation instruments - large-scale tests, rankings, indices and awards for results, action plans and annual goals, have transformed the entire context of pedagogical practices in schools.

Furthermore, “[...] they promote significant changes in the management of public education, mainly with regard to quality and teaching competence or incompetence, aligned with the speech and management culture of the private sector, in the public sphere” (NOVAES, 2014). In this logic, the idea of critical and reflective training becomes outdated and inadequate.

When analyzing the speech of results management, imposed by the government of Minas Gerais, anchored in the “new” conservative rhetoric, it is possible to infer that the bases on which educational policies, under the management of the Novo Party, continue to comply with market demands. In general terms, the strengthening of the SIMAVE program and the implementation of GIDE, as a base program for school management, are mechanisms that represent policies that focus on achieving results, on stipulated indices and on targets established by the government, which expresses the neoliberal state mentality, which is increasingly gaining prominence in the state's educational policies. In this sense, we agree with what Freitas (2011, p.87) asserts when he states that “[...] we are at a moment of inflection in public education policy. The balance tips towards privatization, through new forms of management and public-private partnerships which include management contracts”.

For all these reasons, it is possible to affirm that evaluation and management of results have been the drivers of educational reforms, “[...] in other words, evaluation is at the center of reforms, at the focus of competitions that take place in the field of education and refer to broader disputes for the construction of distinct types of society” (DIAS SOBRINHO, 2003, p.95). Here is the need to expand discussions and strengthen ourselves theoretically to face the dismantling that the “new” conservative rhetoric has intensified in Minas Gerais education.

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