Platformization and Assessment in the AlfaMais Goiás Program:
tensions between the Public and Private sectors

A Plataformização e a Avaliação no Programa AlfaMais Goiás:
tensões entre o Público e o Privado

Plataformización y evaluación en el programa AlfaMais Goiás:
tensiones entre los sectores Público y Privado

Suzana Lopes de Albuquerque[1]
Instituto Federal de Educação, Ciência e Tecnologia de Goiás

Weslene Martins da Silva Ferreira[2]
Secretaria Municipal de Educação de Goiânia

Dayanna Pereira dos Santos[3]
Instituto Federal de Educação, Ciência e Tecnologia de Goiás

Abstract: This article aims to analyze the role of digital platforms in the assessment processes of the AlfaMais Goiás Program, highlighting the tensions between the public and the private in contemporary educational policy. In the post-pandemic context, marked by the intensification of the platformization of education, assessment assumes a central place in the logic of regulation and control, characteristic of the so-called "evaluative State" and accountability policies. The AlfaMais Goiás Program establishes an evaluation model based on the application of standardized tests, whose results are recorded and monitored through digital platforms, such as the School Performance Assessment System of the State of Goiás (SAEGO) and SIAM. These platforms not only automate assessment processes but also produce performance indicators that guide pedagogical, managerial, and financial decisions, such as granting incentives to schools with the best results. Methodologically, this is an exploratory and bibliographic study, with a qualitative approach, supported by document analysis. The theoretical framework is based on authors such as Grohmann (2020), D'Andrea (2020), Silva and Costa (2024), Antunes (2020), Harvey (2018), among others. The results indicate that the intensive use of platforms in assessment compromises teacher autonomy, reduces the complexity of pedagogical processes to numerical metrics, and reinforces ranking and competition practices among schools, consolidating processes of privatization and control of teaching work in the state public school system of Goiás.
Keywords: Platformization of Education; Accountability Policies; Education Privatization; Teacher Autonomy.

---

[1] Doutora em Educação. Instituto Federal de Educação, Ciência e Tecnologia de Goiás, Brasil. E-mail: suzana.albuquerque@ifg.edu.br; Lattes: http://lattes.cnpq.br/8411090283710343; ORCID: https://orcid.org/0000-0002-2001-5942.
[2] Mestre em Educação. Secretaria Municipal de Educação de Goiânia, Brasil. E-mail: prof.weslene@gmail.com; Lattes: http://lattes.cnpq.br/5766724310904868; ORCID: https://orcid.org/0009-0008-8374-0421. Doutora em Educação. Instituto Federal de Educação, Ciência e Tecnologia de Goiás, Brasil. E-mail: dayanna.santos@ifg.edu.br; Lattes: http://lattes.cnpq.br/8057675355586482; ORCID: https://orcid.org/0009-0003-7270-4779.
[3] Doutora em Educação. Instituto Federal de Educação, Ciência e Tecnologia de Goiás, Brasil. E-mail: dayanna.santos@ifg.edu.br; Lattes: http://lattes.cnpq.br/8057675355586482; ORCID: https://orcid.org/0009-0003-7270-4779.

Resumo: Este artigo tem como objetivo analisar o papel das plataformas digitais nos processos avaliativos do Programa AlfaMais Goiás, evidenciando as tensões entre o público e o privado na política educacional contemporânea. No contexto pós-pandêmico, marcado pela intensificação da plataformização da educação, a avaliação assume um lugar central na lógica de regulação e controle, característica do chamado "Estado-avaliador" e das políticas de accountability. O Programa AlfaMais Goiás institui um modelo de avaliação pautado pela aplicação de testes padronizados, cujos resultados são registrados e monitorados por meio de plataformas digitais, como o Sistema de Avaliação do Rendimento Escolar do Estado de Goiás (SAEGO) e pelo Sistema de Acompanhamento do Programa AlfaMais Goiás (SIAM). Essas plataformas não apenas automatizam os processos avaliativos, como também produzem indicadores de desempenho que orientam decisões pedagógicas, gerenciais e financeiras, como a concessão de incentivos às escolas com melhores resultados. Metodologicamente, trata-se de um estudo exploratório e bibliográfico, com abordagem qualitativa, sustentado em análise documental. O referencial teórico apoia-se em autores como Grohmann (2020), D'Andréa (2020), Silva e Costa (2024), Antunes (2020), Harvey (2008), entre outros. Os resultados indicam que o uso intensivo de plataformas na avaliação compromete a autonomia docente, reduz a complexidade dos processos pedagógicos a métricas numéricas e reforça práticas de ranqueamento e competição entre instituições escolares, consolidando processos de privatização e de controle do trabalho docente na rede pública estadual de Goiás.
Palavras-chave: Plataformização da Educação; Políticas de Accountability; Privatização; Autonomia Docente.

Resumen: Este artículo tiene como objetivo analizar el papel de las plataformas digitales en los procesos de evaluación del Programa AlfaMais Goiás, evidenciando las tensiones entre lo público y lo privado en la política educativa contemporánea. En el contexto pospandémico, marcado por la intensificación de la plataformización de la educación, la evaluación asume un lugar central en la lógica de regulación y control, característica del denominado "Estado-evaluador" y de las políticas de accountability. El Programa AlfaMais Goiás establece un modelo de evaluación basado en la aplicación de pruebas estandarizadas, cuyos resultados se registran y monitorean a través de plataformas digitales, como el Sistema de Evaluación del Rendimiento Escolar del Estado de Goiás (SAEGO) y el SIAM. Estas plataformas no solo automatizan los procesos de evaluación, sino que también producen indicadores de desempeño que orientan decisiones pedagógicas, de gestión y financieras, como la concesión de incentivos a las escuelas con mejores resultados. Metodológicamente, se trata de un estudio exploratorio y bibliográfico, con un enfoque cualitativo, sustentado en análisis documental. El marco teórico se apoya en autores como Grohmann (2020), D'Andrea (2020), Silva y Costa (2024), Antunes (2020), Harvey (2018), entre otros. Los resultados indican que el uso intensivo de plataformas en la evaluación compromete la autonomía docente, reduce la complejidad de los procesos pedagógicos a métricas numéricas y refuerza prácticas de clasificación y competencia entre instituciones escolares, consolidando procesos de privatización y de control del trabajo docente en la red pública estatal de Goiás.
Palabras clave: Plataformización de la Educación; Políticas de Accountability; Privatización de la Educación; Autonomía Docente.

Introduction

The Movement of Platformization of Brazilian Education: Expressions of Neoliberalism

Digital platforms cover a broad field composed of algorithms and data management (D'Andréa, 2020). Thus, digital platforms are defined not only as spaces for interaction but also as infrastructures that integrate algorithms and practices of data collection, extraction, and use. They function as devices embedded in production processes and, simultaneously, as means of communication that enhance the circulation of capital. From this perspective, they help accelerate the cycle of production and consumption, reducing turnover time and eliminating periods of economic inactivity.

In this context, the concept of platformization, as discussed by Poell, Nieborg, and Van Dijck (2018), refers to a complex sociotechnical device. The platformization of work articulates a heterogeneous and dynamic network of knowledge and power that encompasses digital technologies, algorithms, data, artificial intelligence, legislation, government actions, and discourses grounded in psychological and moral arguments. For these authors, platforms are understood as programmable or reprogrammable digital infrastructures that facilitate and shape personalized interactions between what they call "end users" and complementors. They argue that the use of digital platforms in the educational field has produced a massive amount of data on student performance and development in different regions of the world. This scenario impacts not only the educational sphere but also raises questions related to national sovereignty, given the phenomenon identified as data colonialism.

According to Grohmann (2021), mechanisms characteristic of platforms, such as algorithmic management of labor, data extraction, and automated surveillance, represent fundamental communicational and organizational processes for controlling workers. However, although the sharing economy presents itself rhetorically as a promoter of values such as freedom and cooperation, in practice this autonomy is limited by the needs of service providers, who face reduced remuneration. Moreover, large volumes of data are generated and collected daily, not only in schools but also by companies interested in gathering information about children and youth, often in partnership with educational institutions.

As Harvey (2008) reminds us, the Marxist concept of technology encompasses more than machines and hardware; it also includes forms of social organization, control software, and studies of time and movement. In other words, technologies structure both production and its organization, mobilizing meanings that circulate from these configurations. In this sense, technological advancement in the capitalist mode of production is closely linked to the

capacity to increase labor productivity and accelerate the flow of capital, both in production and circulation. Thus, a platform constitutes, simultaneously, a workspace, a site of production, interaction, sociability, and circulation of meaning, value, and capital. It is the result of human labor in different dimensions of the digital environment and becomes a space structured by programmed configurations that guide various labor activities, according to typologies previously described.

According to Antunes (2020), in times of Industry 4.0, we live under an advanced form of capitalism in which education, as a public good, is fragmented by private interests and political disputes, resulting in the commodification of teaching. For the author, the so-called Industry 4.0 represents a new configuration of capitalism aimed at flexibilizing, fragmenting, and making working hours more precarious. This dynamic leads to a greater abstraction of labor, promoting its deregulation and weakening protective legislation. In this context, the use of technologies aimed at intensifying the exploitation of physical and intellectual labor becomes an essential resource for capital to increase the generation of value while circumventing labor regulations.

This scenario promotes precarization and leads the working class to relinquish rights in exchange for the illusory promise of "digital entrepreneurship." This logic is sustained by structures such as app-based companies, which obscure social labor relations and present themselves as mere intermediaries between the supply and demand of goods and services. In this mediation, workers begin to be labeled as "collaborators" or "entrepreneurs"—terms typical of neoliberal rhetoric—intended to induce the perception of greater autonomy and participation in the productive process. This narrative seeks to associate labor with creativity, idea production, and the supposed condition of being the owner of one's own business. Thus, digital platforms present themselves as legitimate intermediaries in certain markets, where entrepreneurship is propagated as a solution for unemployment and even subordination.

It is important to reiterate, based on Harvey (2008), that neoliberalism can be understood as a political-economic theory that defends individual freedom and entrepreneurial initiative as foundations for social well-being, provided they are supported by institutions oriented toward private property, the free market, and free competition. In these terms, neoliberalism promotes a productive restructuring accompanied by accelerated processes of privatization, reduction of state action, and the implementation of fiscal and monetary policies linked to international organizations such as the International Monetary Fund (IMF) and the World Bank. Additionally, one observes the dismantling of labor rights, weakening of union movements, dissemination of individualism, and open hostility toward socialist proposals. In

this sense, neoliberalism promotes the privatization of public services and the weakening of democratic institutions, deepening precarization and reducing state intervention.

In the field of education, this process is also manifested. As Antunes (2020) explains, productive and reproductive functions are separated between those who produce and those who exercise control. In the educational context, there is an increasing presence of corporate groups that position themselves as protagonists in political decisions, supported by a discourse of "quality" and "autonomy" that, in practice, aligns closely with the pursuit of control and the demands of the labor market. According to Freitas (2018), the business sector has played an active role in several areas of society, particularly in education, shaping it according to neoliberal principles. As a result, corporate organization becomes the paradigm for how society functions, disregarding the historicity of institutions and transforming them into corporate service-delivery structures, such as health, education, and security.

Frigotto (1995) argues that, in the educational sector, neoliberalism consolidates itself through a discourse of crisis in public schooling, portraying it as ineffective in managing common goods. The response to this diagnosis has been the search for alternatives in the private sector, aligned with market logic. Frigotto (1995) had already denounced this movement, identifying the neoliberal wave as responsible for weakening public schooling, with the emergence of educational models oriented toward business interests, such as corporate adoption of public schools and support for cooperative schools.

Thus, in the context of recent educational transformations, one observes the advancement of privatization policies with the aim of commodifying education in Brazil. These policies, however, are frequently presented through discourses that emphasize the improvement of teaching quality. The Covid-19 pandemic in 2020 intensified this scenario by accelerating the process of "platformization" of education. Periods of crisis reveal the need to reorganize the productive model, which, in the capitalist context, favors the class that owns the means of production. The working class, in turn, becomes increasingly exploited, especially under the principles of neoliberalism.

From the perspective of Krawczyk (2014, p. 36), the presence of business groups is increasingly evident in political-educational decision-making spheres—at municipal, state, and federal levels—through explicit and implicit forms of co-management. This articulation illustrates the growing influence of the private sector on the formulation and implementation of educational policies in Brazil. In the field of education, digital platforms have assumed a central role, especially in environments such as Instagram, YouTube, and Distance Education (EaD) platforms, which have transformed the ways teaching, learning, and work are

organized. These platforms, in addition to mediating educational processes, also impose dynamics that challenge teacher autonomy and reconfigure pedagogical management.

This phenomenon is marked by the coexistence of innovation and precarization, in which the commodification of education deepens through digital platforms under neoliberal logic. This dynamic reconfigures teaching work, subjecting it to an algorithmic logic that, paradoxically, functions as a mechanism of surveillance and control that goes beyond operational aspects and reaches the cognitive dimension of teachers. Furthermore, this transformation has worsened the precarization of teaching work, limiting educators' autonomy while using discourses of technological innovation to legitimize practices that weaken their working conditions.

According to Silva and Costa (2024), the intense technological acceleration of recent decades, driven by the capitalist system, has produced profound transformations in social relations, directly affecting the educational field, especially the work of teachers. The platformization of education emerges as a new phenomenon that configures the intersection between technology and teaching, carrying both technical and market-driven logics that influence and complicate the educational environment. That is, this process—often associated with pragmatic and utilitarian approaches inspired by neotechnicism—tends to attribute to technological tools the responsibility for improving teaching and learning processes, incorporating, often uncritically, digital devices that operate through control and standardization, without considering the political and ideological implications underlying them.

The AlfaMais Goiás Program and Platform Governance: Assessment, Control, and Privatization of Education

Considering the previously presented discussion, it is understood that business logic materializes in school organization through the adoption of standardized materials, digital platforms, and recurrent assessment practices, establishing a culture of control, standardization, and performance. In the Brazilian context, Macedo (2014) emphasizes that this neoliberal discourse—supported by rhetoric of efficiency and measurable results—directly influenced the formulation of the National Common Curricular Base (BNCC), approved in 2017. By asserting the pursuit of equity, the BNCC consolidated the presence of private foundations and corporate institutions in defining educational policies, transforming them into instruments of regulation and control over teaching work and learning. Thus, an educational market is consolidated based on the production of materials, platforms, and

standardized assessments that shift responsibilities from the State to the private sector and reinforce meritocratic logic.

Following this rationale, state policies for assessment and monitoring emerge in Goiás in alignment with neoliberal principles. In Goiás, the State Educational Assessment System of Goiás (SAEGO), established by Law nº 17.585/2012, and the Monitoring System of the AlfaMais Goiás Program (SIAM), implemented as of 2021, stand out. Both systems aim to monitor and measure school performance, consolidating an assessment culture guided by control, standardization, and efficiency—reflecting the expansion of managerial rationality within Goiás' educational policy.

In this scenario, the Curriculum Document for Goiás (DC-GO), published in 2018, is positioned as the main curricular reference for basic education in the state. Developed in alignment with the BNCC, it defines ten general competencies that guide the development of specific competencies and skills across the stages of schooling (GOIÁS, 2018a). Although the document adopts a discourse of enunciative-discursive literacy, an analysis of the Reference Matrices and Proficiency Scales (2024) reveals a prescriptive and normative curricular structure—especially in actions linked to the AlfaMais Goiás Program, whose implementation through digital platforms and structured materials tends to restrict teacher autonomy and subject pedagogical work to technical and performative logic.

An analysis of the documents that constitute the State Educational Assessment System of Goiás (SAEGO) and the Monitoring System of the AlfaMais Goiás Program (SIAM)—such as Law nº 21.073/2021, the State Literacy Incentive Law (2021), Decree nº 10.368/2023, the AlfaMais Goiás Program Assessment Guide (2024), the document "AlfaMais Program Assessments" (2024), the Dissemination and Results Appropriation Collection – Literacy Magazine (2024), as well as Technical Reports and Pedagogical Bulletins (CAEd/UFJF, 2023–2024) and the Reference Matrices and Proficiency Scales (2023–2024)—reveals the construction of an educational assessment policy for literacy based on a neoliberal logic of results-oriented management produced through digital platforms, insofar as teachers and administrators are tasked with recording data related to content, practices, and student performance. As proposed by Dijck, Poell, and Wall (2018), this represents the transfer of pedagogical and assessment processes to automated commercial environments that establish subtle forms of algorithmic management directly affecting teacher autonomy and the critical formation of students.

The operational documents available on the SAEGO digital platform—such as the AlfaMais Goiás Program Assessment Guide, the document AlfaMais Program Assessments, and the Reference Matrices—highlight the technical and managerial character that guides

Goiás' literacy assessment policy. These documents show a strong emphasis on data collection, systematization, and analysis conducted through the SAEGO and SIAM digital platforms. These systems centralize the monitoring of school performance and convert teaching practice into a set of quantifiable indicators, redefining the role of the teacher: from mediator of knowledge to executor of pre-established targets.

From this perspective, the dynamic established reflects the process of platformization of education, as conceptualized by Poell, Nieborg, and van Dijck (2020). For the authors, platformization articulates three fundamental dimensions: data infrastructure, responsible for transforming actions into predictive information; markets, which reorganize economic relations and concentrate power in large corporations; and governance, which controls flows and interactions through algorithms and contractual policies. Thus, platform-mediated educational management redefines the forms of production, circulation, and control of pedagogical work, shifting the focus from human development to the logic of efficiency and performance.

In this context, the role of the Center for Public Policy and Educational Assessment (CAEd/UFJF) stands out in the preparation of assessments, reports, and pedagogical materials for SAEGO. Although contracted by the public administration, CAEd performs technical and consultative functions that introduce business-oriented rationality into educational policy. This configuration, as noted by Krawczyk (2014) and Silva and Costa (2024), constitutes an indirect privatization process of management, as it transfers to private institutions the definition of evaluative, curricular, and pedagogical parameters for the public school system.

Furthermore, the AlfaMais Goiás Program, through the management of data produced on digital platforms, incorporates mechanisms typical of market logic by linking educational results to the granting of financial incentives, such as the LEIA award and the additional transfer of 10% of the ICMS tax revenue to municipalities that meet the established goals. This reward structure fosters competitiveness among networks and schools, promoting a meritocratic culture that disregards social, economic, and cultural inequalities between territories. In this way, both the SAEGO platform and SIAM are consolidated as instruments of regulation and control of teaching work, supported by principles of performativity, standardization, and individual accountability, to the detriment of an emancipatory conception of education.

Moreover, according to the AlfaMais Goiás Program Course Project (Goiás, 2024, p. 6), "the actions of monitoring and tracking learning are intrinsically related to training," with distinct objectives presented for the different actors involved in the

Program: for administrators, the goal is to gain knowledge about the functioning and operation of the AlfaMais System (Siam); for articulators, understanding Siam and monitoring its implementation in municipalities; and for literacy trainers, deepening studies on internal and external assessments proposed by the program, including the learning-tracking sheet, the demonstrative portfolio, the reading fluency assessment, the Saego Alfa assessment, and the institutional assessment of literacy processes (Goiás, 2024, pp. 10–12).

These elements point to a restricted and restrictive conception of educational quality, as argued by Libâneo, Freitas, and Silva (2018), since assessment assumes a role of external control over education, driven by the increasing influence of multilateral organizations such as the World Bank and UNESCO, marked by neoliberalism.
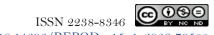
By defining global guidelines, one observes the predominance of an instrumental curriculum aimed at measurable results, characterized by the definition of essential—or minimal—skills, as seen in the matrix of skills assessed in Siam. This model is sustained by assessment systems that primarily rely on digital platforms to collect and process numerical data. The underlying goal of these practices is to provide support for so-called "course correction" adjusting education based on performance indicators and ensuring conformity with predefined standards.

The use of digital platforms becomes central to the strategies adopted by the AlfaMais Goiás Program to monitor the learning of 2nd-grade students in Elementary Education with regard to reading and fluency assessment. This action has been widely disseminated in educational settings, school communities, and the media, consolidating itself as one of the pillars of literacy monitoring in the state.

Established in 2021 through the Collaborative Regime Literacy Partnership (PARC)—composed of non-profit entities such as Associação Bem Comum, Fundação Lemann, and Instituto Natura—and formalized in the document Fluency Reading Assessment, 2021 Edition, this assessment model has gained visibility in several regions of Brazil, being adopted as a fundamental tool for evaluating students' reading skills.

Some legal milestones significantly contributed to the expansion of this assessment practice. The National Common Curricular Base (BNCC), published in 2018, reinforced the importance of pedagogical work aimed at developing reading fluency, establishing this competence as a structuring axis of literacy. Additionally, the National Literacy Policy (PNA), established in 2019, strengthened this approach by presenting instrumentalist actions aligned with international models of reading instruction and incorporating the translation of the

American study National Reading Panel (2000), which served as the basis for implementing practices dedicated to assessing reading fluency in Brazil.

The adoption of this assessment model in Goiás reveals an alignment with national and international guidelines, reinforcing the centrality of reading fluency as an indicator of school performance and platform-based governance as a mechanism of state control and privatization. In this regard, Frigotto (2021) warns about the perverse use of the health emergency caused by the pandemic as a means to expand the market for educational technologies developed by private companies and institutes. The author emphasizes that education entrepreneurs, supported by movements such as Todos Pela Educação and Escola Sem Partido, aim to increase their profits through privatization, intensifying the overexploitation of teaching work and promoting ideological control over what and how content is taught in schools, thereby undermining teacher autonomy (Frigotto, 2021).

The methodological centrality of this assessment model lies in the fact that the teacher/examiner, who follows the guidelines established by the Department of Education, uses a mobile application that records the student's reading for later analysis and completion of an individual monitoring form called the Student Answer Sheet. The results obtained in this assessment classify students into different performance levels, making it possible to identify those who have reached the expected fluency and those who require more intensive pedagogical support.

Josiane Toledo (2023), PhD in Education (PUC-Rio) and Supervisor of Support for the Delivery of Educational Assessment Results at CAEd/UFJF, during a PowerPoint presentation made available by Undime and also used in continuing education sessions in the state of Goiás, cited the definition of fluent reading presented by the National Reading Panel (NRP, 2000), which relates it to "speed, accuracy, and appropriate expression." She emphasized the idea that:

> Speed and accuracy generally increase along with effort and a lack of intention or awareness. When reading is easy, readers do not struggle to recognize words. Because they are not dedicating all their mental resources to word recognition, fluent readers are able to concentrate on comprehension as a result (Toledo, 2023, p. 21).

Josiane Toledo synthesizes the discussion by summarizing the aspects involved in fluency as: speed + accuracy + prosody = automaticity, which aligns with Rasinski's concept of fluency presented during the AlfaMais Goiás program's training sessions:

> Fluency cannot be confused with decoding, but it is essential that decoding be consolidated and automatized in order to advance toward the development of fluent and skillful reading. That is, reading in which cognitive effort is not spent on word recognition processes but rather on strategies for constructing meaning of and within the text (Rasinski, 2004 apud Toledo, 2023, p. 14).

This conception of reading fluency reinforces the idea that a good reader is one who reads with automaticity—that is, quickly and accurately. Thus, the main objective of the fluency assessment is to measure students' ability to read with speed and accuracy (automaticity). It consists of three tasks: reading 60 real words, reading 40 pseudowords, and reading a narrative text. Each of these activities must be completed within a maximum time of one minute.

The research conducted by Medeiros, Manfré, and Shimazaki (2024), based on Historical-Cultural Theory, presents part of a master's thesis investigating fluency assessment in the early years of Elementary Education. The authors argue that this assessment model emphasizes decoding and linguistic comprehension without encompassing the complexity of the multiple competencies involved in reading.

The researchers highlight that although the tests reveal gaps in students' reading learning, the limitations of the tool used—a mobile application—raise questions about its adequacy for evaluating students' reading ability. They conclude that this tool does not fully account for essential aspects of reading, as it is a complex process that "involves different cognitive skills and should consider the processing of graphic, syntactic, and semantic aspects of the text, as well as the student's world knowledge" (Medeiros; Manfré; Shimazaki, 2024, p. 17). Furthermore, they question the impossibility of retaking the test, even in atypical situations that may compromise student performance.

Within this context, the authors draw on Vigotski (2017) to emphasize that error should be understood as an opportunity for mediated learning, rather than merely a classificatory criterion used to rank students based on what they do not yet know. Finally, they question the role of non-profit partners, such as Associação Bem Comum, in directing public education, highlighting the reduction of state participation and the opening of space for private co-participation, which ultimately reinforces the devaluation of public education as cultural heritage, using assessment results as justification for such interventions.

In addition to this assessment instrument governed through a platform, the AlfaMais Goiás Guide presents the External Assessments (Saego Alfa) as another key evaluation tool for diagnosing and monitoring the literacy of children in Goiás: the Reading Fluency Assessment and the External Assessments. The document "AlfaMais Program Assessments" (2024) describes the Saego Alfa Assessment as a summative, annual, and census-based

evaluation of the components of Portuguese Language and Mathematics for all students enrolled in 2nd- and 5th-grade classes in the state of Goiás. The exam is carried out by the Center for Support to Distance Education (CAEd). All data related to the application process are made available on the Goiás Education Assessment and Monitoring Platform.

The Saego Alfa tests for 2nd grade consist of three assessment instruments: Portuguese Language (Reading), Portuguese Language (Writing), and Mathematics. The exam is applied over two days—the first day devoted to reading and writing tests, and the second to mathematics. In scoring the writing test, students' orthography is classified into five levels: orthographic, alphabetic, syllabic-alphabetic, syllabic, and pre-syllabic. The evaluation of textual production considers seven criteria: adequacy to the proposal, text typology, use of space on the page, orthography, punctuation, cohesion, and word segmentation.

Based on the results of the reading and writing tests, average proficiency scores in these domains are calculated for each student, class, school, municipality, and for the state as a whole. This monitoring and ranking system reinforces the interdependence between curriculum, assessment, and financial incentive policies within the educational context of Goiás.

Despite the centrality of platformization in the first assessment instrument, in this second one, platforms serve primarily as tools for disseminating rankings among institutions. In this sense, it is worth questioning whether the deepening of control over the performance of students—and consequently teachers—through reading fluency assessments conducted via mobile applications, large-scale tests, platformization of educational processes, and emphasis on the use of structured materials truly aligns with a discursive and multidimensional perspective of literacy.

Thus, the analysis of official documents and the bibliographic review conducted indicate that the platformization of the literacy assessment process in Goiás produces tensions between the public and private sectors, as well as new mechanisms of control over teaching work. By transferring to digital environments the collection, processing, and interpretation of educational data, the State delegates to institutions with private interests—such as CAEd/UFJF, Fundação Lemann, and Instituto Natura—strategic functions of management, monitoring, and training. This movement redefines the boundaries between the public and private spheres, establishing an algorithmic governance structure that subjects pedagogical practice to performance indicators and predefined targets. Thus, the teacher becomes seen less as a subject of knowledge and more as an executor of standardized tasks, mediated by platforms that regulate times, practices, methods, and results. The effects of this dynamic go

beyond technical dimensions: they imply a reconfiguration of teacher autonomy and of the very concept of educational quality, shifting the focus from integral and critical formation to measurable efficiency and productivity.

Teaching Work in Times of Platformization: Is There Still Room for Autonomy?

According to Adrião (2018), the phenomenon of the platformization of education should not be understood merely as the incorporation of digital technologies, but rather as part of a broader process of transferring educational management to the private sector. This process involves the use of digital systems to monitor teaching work and school administration, implying the restructuring of the time and space of work, the weakening of pedagogical relationships, the expansion of control mechanisms, and the reduction of teachers' professional autonomy. In this context, educational platforms cease to be merely pedagogical resources and assume a central role in the administrative structure, mediating the monitoring of student performance, the control of teaching practices, and the imposition of goals and indicators.

Platformization, therefore, transcends the technical dimension, configuring itself as a reorganization of pedagogical practices, institutional structures, and the ways in which the subjects involved in the educational process operate. In the case of the state network of Goiás, Vieira, Teixeira, and Assis (2024) identify the increasing adoption of managerial practices through platforms and digital systems, guided by principles of accountability, efficiency, and effectiveness. This model limits the conception of educational quality to academic performance, disregarding students' individual trajectories, regional demands, intra-school aspects, and the historical-social context.

Such policies require teachers to maintain detailed records of data—monthly attendance of teachers and students, institutional information, the presence of students with special needs, the average number of books read, and proficiency levels in Portuguese Language and Mathematics—aligning curricular content, skills, and teaching materials with state assessments, the BNCC, the DC-GO, and international guidelines. School administrators also enter data into systems regarding teaching and learning strategies, with the aim of improving performance on external exams.

Bortolazzo (2022) argues that this model is situated within neoliberal logic, promoting flexibility, mobility, connectivity, and individualization, resulting in a teaching model that goes beyond the physical limits of the school and demands permanent availability. In this dynamic, according to Standing (2014), a global market "that never rests" is established, subjecting teachers to an intensified and unstable work regime.

Afonso (2021) emphasizes that, associated with the digital accountability regime, platforms promote hegemonic standards of quality and responsibility through assessments and rankings, reconfiguring actions and relationships within the school environment and silencing the voices of teachers and students. The author warns of the presence of private market interests that directly influence public education. Zanata (2024) adds by pointing out the risk of hyper-bureaucratization, which burdens teachers and administrators, reducing the time available for pedagogical activities and intensifying curricular standardization.

Fontana (2003) observes that, in this scenario, teachers are treated as consumers of knowledge rather than producers of it, reinforcing a hierarchical division supported by state and market control. The school comes to be conceived as a service provider, evaluated based on competitive criteria, which threatens the construction of complex, creative, and autonomous knowledge, as well as weakening collective participation in decision-making and standardizing educational, managerial, curricular, and teacher-training practices.

According to Bortolazzo (2022), global private actors assume a leading role in establishing parameters of efficiency and quality for the public school, possessing capital, tools, products, and technologies. When guided by managerial and technocratic logic, platformization subordinates teaching work to algorithms, goals, and ranking systems, reducing it to mechanized and controlled tasks, to the detriment of pedagogical complexity.

Pires (2023), in turn, warns that directing public resources to the private sector does not guarantee an improvement in educational quality, but rather contributes to profit concentration. Neotechnicism, in this sense, maintains education subordinated to the ideologies of the capitalist mode of production. In contrast, it becomes essential to adopt a counter-hegemonic perspective that avoids reducing the teacher to a mere mediator of learning and recognizes education as a historical-cultural process aimed at social transformation.

The preservation of teachers' rights, the defense of professional autonomy, and the construction of democratic educational management require that the incorporation of digital technologies be guided by ethical principles, dialogue with the school community, and respect for local specificities. The contemporary challenge is to ensure that technological innovation goes beyond the pursuit of efficiency and effectively contributes to the qualification of teaching and learning processes, valuing teaching work and recognizing the complexity of school life.

Conclusions

The analysis reveals that the platformization of education in the Brazilian context cannot be understood merely as a technological movement but rather as an expression of a political-pedagogical project aligned with contemporary neoliberalism. As Harvey (2008) points out, neoliberalism redefines the functions of the State, shifting to the private sector the responsibility for the management of public policies and consolidating market mechanisms within educational institutions. In this sense, the expansion of digital platforms in the field of educational assessment is embedded in the logic of the "evaluative state," in which accountability and ranking assume centrality, as previously problematized by Grohmann (2020) and D'Andréa (2020).

The case of the AlfaMais Goiás Program makes this dynamic clear by structuring standardized assessment processes mediated by platforms such as Saego and Siam. These tools not only record and monitor data but, above all, produce indicators that guide curricular, pedagogical, and financial decisions, reconfiguring the school as a space subjected to the logic of efficiency and productivity. As observed by Silva and Costa (2024), this process intensifies technological dependence and reinforces ranking practices that deepen inequalities among schools.

Thus, the literacy and teacher-training policy instituted by the AlfaMais Goiás Program aligns with a neotechnicist perspective by emphasizing the idea that improving educational quality is an individual responsibility of teachers, disregarding broader structural factors. With the goal of qualifying pedagogical practice, teachers are expected to appropriate didactic procedures and techniques that structure standardized assessment processes mediated by digital platforms.

From the perspective of teaching work, the scenario described by Antunes (2020) regarding intensification and precarization becomes strongly evident. Platformization imposes goals, bureaucratizes practices, and reduces pedagogical complexity to numerical metrics, compromising professional autonomy and obscuring qualitative dimensions of teaching, such as creativity, historicity, and collective knowledge construction. Under the rhetoric of innovation, teachers become mere executors of standardized protocols, which weakens the formative dimension of assessment and dehumanizes teaching and learning processes.

It is concluded, therefore, that the platformization of education in Goiás, while intensifying privatization and mechanisms of control over teaching work, weakens the construction of a democratic and critical public school. In light of this context, it becomes necessary to affirm counter-hegemonic perspectives that understand education as a social right and that restore the centrality of teaching work in its human, creative, and emancipatory dimensions.

References

AFONSO, Almerindo Janela. *Educação, políticas públicas e accountability*. Lisboa: Edições Pedago, 2021.

ADRIÃO, Theresa. *Educação e privatização*: estratégias de controle na gestão escolar. Campinas: Mercado de Letras, 2018.

ANTUNES, Ricardo (org.). *Uberização, trabalho digital e indústria 4.0*. São Paulo: Boitempo, 2020.

BORTOLAZZO, André. *Plataformização e neoliberalismo na educação básica*. Porto Alegre: Editora Crítica, 2022.

D'ANDRÉA, Carlos Frederico de Brito. *Pesquisando plataformas online*: conceitos e métodos. Salvador: EDUFBA, 2020.

FERREIRA, Weslene Martins da Silva. *Formação continuada dos professores alfabetizadores no território goiano*: o Programa Alfamais Goiás. 2025. Dissertação (Mestrado em Educação) - Instituto Federal de Educação, Ciência e Tecnologia de Goiás, Goiânia, 2025.

FONTANA, Roseli. *A formação de professores e a divisão do trabalho escolar*. Campinas, SP: Autores Associados, 2003.

FREITAS, Luiz Carlos de. *A reforma empresarial da educação*: nova direita, velhas ideias. São Paulo: Expressão Popular, 2018.

FRIGOTTO, Gaudêncio. *Educação e trabalho*: bases para debater a educação profissional emancipadora. 2. ed. São Paulo: Cortez, 1995.

FRIGOTTO, Gaudêncio. Pandemia, mercantilização da educação e resistências populares. *Germinal: marxismo e educação em debate*, Salvador, v. 13, n. 1, p. 636–652, 2021. Disponível em: https://periodicos.ufba.br/index.php/revistagerminal/article/view/44442. Acesso em: 7 jan. 2025. DOI: https://doi.org/10.9771/gmed.v13i1.44442.
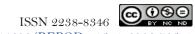
GOIÁS. *Projeto de Curso do Programa AlfaMais Goiás:* Planejamento docente e de gestão no processo de alfabetização. Goiânia: Secretaria de Estado da Educação (Seduc-GO), 2024.

GOIÁS. Secretaria de Estado da Educação. *Documento Curricular para Goiás: Educação Infantil e Ensino Fundamental*. Goiânia: Seduc-GO, 2018. Disponível em: https://sites.educacao.go.gov.br/documentocurricular. Acesso em: 09 ago. 2025.

GOIÁS. *Lei nº 21.073, de 9 de agosto de 2021*. Institui o Sistema de Avaliação Educacional do Estado de Goiás – SAEGO, cria o Programa de Incentivo à Alfabetização – LEIA e dá outras providências. *Diário Oficial do Estado de Goiás*, Goiânia, 9 ago. 2021. Disponível em: https://legisla.go.gov.br. Acesso em: 05 ago. 2025.

GOIÁS. *Decreto nº 10.368, de 3 de abril de 2023*. Regulamenta os procedimentos e critérios de aplicação do Sistema de Avaliação Educacional do Estado de Goiás (SAEGO) e de concessão de premiações às escolas públicas. *Diário Oficial do Estado de Goiás*, Goiânia, 3 abr. 2023. Disponível em: https://legisla.go.gov.br. Acesso em: 03 ago. 2025.

GOIÁS. Secretaria de Estado da Educação. *Relatórios técnicos e boletins pedagógicos: Sistema de Avaliação Educacional do Estado de Goiás (SAEGO).* Goiânia: Seduc-GO / CAEd-UFJF, 2023–2024. Disponível em: https://avaliacaoemonitoramentogoias.caeddigital.net. Acesso em: 09 ago. 2025.

GOIÁS. Secretaria de Estado da Educação. *Matrizes de Referência e Escalas de Proficiência: SAEGO e Programa AlfaMais Goiás.* Goiânia: Seduc-GO / CAEd-UFJF, 2023–2024. Disponível em: https://avaliacaoemonitoramentogoias.caeddigital.net. Acesso em: 09 ago. 2025.

GOIÁS. Secretaria de Estado da Educação. *Guia de Avaliações do Programa AlfaMais Goiás.* Goiânia: Seduc-GO, 2024. Disponível em: https://avaliacaoemonitoramentogoias.caeddigital.net. Acesso em: 04 ago. 2025.

GOIÁS. Secretaria de Estado da Educação. *Avaliações Programa AlfaMais.* Goiânia: Seduc-GO / CAEd-UFJF, 2024. Disponível em: https://avaliacaoemonitoramentogoias.caeddigital.net. Acesso em: 02 ago. 2025.

CAED. Universidade Federal de Juiz de Fora. *Coleção de Divulgação e Apropriação de Resultados – Revista Alfabetização.* Juiz de Fora: CAEd/UFJF, 2024. ISSN 2238-0086. Disponível em: https://avaliacaoemonitoramentogoias.caeddigital.net. Acesso em: 29 out. 2025.

GROHMANN, Rafael. Plataformização do trabalho: entre a dataficação, a financeirização e a racionalidade neoliberal. *Revista Eptic*, São Cristóvão, SE, v. 22, n. 1, p. 106-122, 2020. Disponível em: https://seer.ufs.br/index.php/eptic/article/view/12188. Acesso em: 15 out. 2024.

HARVEY, David. *O neoliberalismo*: história e implicações. São Paulo: Loyola, 2008.

KRAWCZYK, Nora. Ensino Médio: empresários dão as cartas na escola pública. *Educação & Sociedade*, Campinas, v. 35, n. 126, p. 21-41, jan./mar. 2014. DOI: https://doi.org/10.1590/S0101-73302014000100002.

LIBÂNEO, José Carlos; FREITAS, Raquel A. M. Madeira; SILVA, Eliane. Políticas educacionais baseadas em resultados e seu impacto na qualidade do ensino: a visão de professores e gestores sobre a reforma educacional no estado de Goiás. *In:* LIBÂNEO, José Carlos; FREITAS, Raquel A. M. Madeira (orgs.). *Políticas educacionais neoliberais e escola pública*: uma qualidade restrita de educação escolar. Goiânia: Espaço Acadêmico, 2018. p.88-130.

MEDEIROS, Fábia Cristina Mortean de; MANFRÉ, Ademir Henrique; SHIMAZAKI, Elsa Midorei. Avaliação da fluência em leitura: análise e discussão para a escola atual. *Revista Educação e Formação*, Fortaleza, v. 9, p. e12695, 2024. Disponível em: https://revistas.uece.br/index.php/redufor/article/view/12695. Acesso em: 2 ago. 2025.

PIRES, Élida Graziane. *Educação pública e setor privado*: implicações e contradições. São Paulo: Cortez, 2023.

POELL, Thomas; NIEBORG, David; VAN DIJCK, José. Plataformização (Platformisation, 2018 – Tradução: Rafael Grohmann). *Revista Fronteiras – estudos midiáticos*, v. 22, n. 1, p. 2-10, jan./abr. 2020. DOI: https://doi.org/10.4013/fem.2020.221.01.

SILVA, Adriana Barbosa da; COSTA, Regis Eduardo Coelho Argüelles da. Tecnologias digitais e plataformização do trabalho e da educação: desafios para a classe trabalhadora. *Trabalho Necessário*, Niterói, v. 22, n. 48, 2024. Entrevista. DOI: https://doi.org/10.22409/tn.v22i48.63098.

STANDING, Guy. *O precariado*: a nova classe perigosa. Belo Horizonte: Autêntica, 2014.

TOLEDO, Josiane. *A importância da fluência em leitura*: por que avaliar? [Ensaio de PowerPoint]. Juiz de Fora: CAED/UFJF, 2023. Disponível em: https://www.undimesp.org.br/wp-content/uploads/2023/pdf/seminario1611/1.pdf. Acesso em: 6 ago. 2025.

VIEIRA, João; TEIXEIRA, Maria; ASSIS, Lucas. *Accountability e gestão educacional na Rede Estadual de Goiás*. Goiânia: Editora UFG, 2024.

VIGOTSKI, Lev. *Historia del desarrollo de las funciones psíquicas superiores*. Ciudad Autónoma de Buenos Aires: Colihue, 2017.

ZANATA, Larissa. *Hiperburocratização e padronização curricular na educação digital*. Curitiba: Appris, 2024.