

*The business prescription for education in Mato Grosso:
evaluation and quality, accountability and awards as the “souls” of the business¹*

O receituário empresarial para a educação em Mato Grosso:
avaliação e qualidade, *accountability* e premiação como “almas” do negócio

*El recetario empresarial para la educación en Mato Grosso:
evaluación y calidad, accountability y premiación como “almas” del negocio*

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Abstract: This text presents part of an ongoing research endeavor. It addresses the theme “business-oriented reforms in education”, highlighting the centrality of large-scale evaluation as a synonym for quality, as well as the urgency in institutionally defining and adopting a concept of social and negotiated quality of education, to the detriment of quality as a synonym for good grades on tests. The hegemony of evaluations, accountability actions, and awards for schools, students, and teachers in a state education network are highlighted. With a qualitative approach, this is a bibliographic and documentary study whose data were collected on official websites in the state of Mato Grosso. The results have shown that business-oriented reforms in education, influenced by neoliberal, neotechnic, and authoritarian assumptions, produce strong normative and institutional ties that immobilize collective subjects and make actions and propositions of a democratic and progressive nature unfeasible as a counterpoint to the ongoing hegemonic project of capital in education.

Keywords: Business-oriented reforms; Quality; Assessment; Accountability; Awards.

Resumo: O texto é parte de pesquisa em andamento e aborda a temática “reformas empresariais da educação”, destacando a centralidade da avaliação em larga escala como sinônimo de qualidade e a urgência na definição e adoção institucional de um conceito de qualidade social e negociada da educação, em detrimento de qualidade como sinônimo de bons resultados nos testes. Salientam-se a hegemonia das avaliações, as ações de *accountability* e as

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premiações de escolas, estudantes e professores em uma rede estadual de ensino. De abordagem qualitativa, trata-se de pesquisa bibliográfica e documental cujos dados foram coletados em *sites* oficiais do estado de Mato Grosso. Os resultados apontam que as reformas empresariais da educação, influenciadas por preceitos neoliberais, neotecnicistas e autoritários, se constituem em fortes amarras normativas e institucionais que imobilizam sujeitos coletivos e inviabilizam ações e proposições de cunho democrático e progressista como contraponto ao projeto hegemônico do capital em curso na educação.

Palavras-chave: Reformas empresariais; Qualidade; avaliação; *Accountability*; Premiação.

Resumen: El texto es parte de la investigación en curso y aborda la temática "reformas empresariales de la educación", destacando la centralidad de la evaluación a gran escala, como sinónimo de calidad y urgencia en la definición y adopción institucional de un concepto de calidad social y negociada de la educación, en detrimento de la calidad como sinónimo de buenos resultados en las pruebas. Se destaca la hegemonía de las evaluaciones, las acciones de *Accountability* y las premiaciones de escuelas, estudiantes y profesores en una red estatal de enseñanza. De enfoque cualitativo, se trata de una investigación bibliográfica y documental cuyos datos fueron recogidos en sitios oficiales del estado de Mato Grosso. Los resultados apuntan que las reformas empresariales de la educación, influenciadas por preceptos neoliberales, neotecnicistas y autoritarios, se constituyen en fuertes amarras normativas e institucionales que inmovilizan sujetos colectivos e impiden acciones y proposiciones de cuño democrático y progresista como un contrapunto al proyecto hegemónico del capital en curso en la educación.

Palabras clave: Reformas empresariales; Calidad; Evaluación; *Accountability*; Premios.

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Introduction

The centrality of large-scale assessment in the production and regulation of educational policy emerged in the 1980s within the context of the hegemony of financialized neoliberal capitalism. Since then, it has evolved and deepened in the present time. The most visible contours of this context were shaped by the shift in the nature and role of the state, considering an amalgamation of concepts, techniques, values, principles, marketing, language, and models typical of corporate management applied to the educational field (Ravitch, 2011).

Seen as synonyms for a purported quality, the results of evaluations (of schools, students, and teachers) have prompted reforms under the pretext of improving the efficiency and effectiveness of the state in providing public services, particularly educational ones. The justifications range from resource optimization to the discourse of quality improvement. However, academic research has shown that these measures have led to the interference of the

private sector (Costa, 2019), including so-called philanthropic capitalists (Saura, 2016; Ball & Olmedo, 2013), in school management, curriculum development, work organization, and teacher careers, among other factors. These measures particularly emphasize test results as drivers of educational policy. They enable the creation of quasi-markets and various forms of privatization within education, leading to the capture of public funds.

This perspective has enabled the emergence of neo-technicism in education (Freitas, 2011), which is associated with the positivist theoretical and methodological framework adopted by neoliberal policies. In this framework, the definition of educational priorities, agenda setting, policy formulation/production, and evaluation emerge as separate from its implementation and exclude the social participation of various educational stakeholders. In this sense, analogies can be drawn with the social division of labor typical of the Fordist mode of production, where there is a privileged place for those who think/formulate, a place for managers, and another, notably subordinate, for the executors.

This text aims to present and discuss the evaluation system adopted by the government of Mato Grosso starting in 2021 to operationalize projects, policies, programs, and actions of the private sector (including non-governmental organizations, companies, foundations, think tanks, and philanthropic capitalists) within the state's public education system. It is observed that test results have underpinned the awarding of schools, teachers, and students, in addition to substantially altering the nature, principles, and role of the state public sector by adopting principles, ideas, techniques, marketing, and values typical of corporate management in the educational field. Influenced by and linked to private sector entities, the state public sector has adopted what Harvey (2007) and Ball (2007) conceptualized as creative destruction under neoliberalism. Existing agencies, sectors, and individuals, as well as functions, norms, laws, and regulations, have been revoked, reconfigured, degraded, and/or replaced by a set of standards, rules, laws, regulations, and organizational charts formulated under different parameters. These measures also seem to neutralize progressive agendas and movements advocating for a publicly funded education system with socially referenced quality.

1. Corporate education reforms, large-scale assessment, and results as synonymous with quality

The 1990s saw a significant increase in student enrollment in Brazilian public schools. Since then, external evaluations have become recurrent within Brazilian primary education, and they are used as an assessment process to gauge the purported quality of the education provided.

Recurrent evaluations, influenced by corporate education reformers, are increasingly present in school environments. The term "corporate education reformers," widely used in the United States, denotes an alliance between politicians, businesspeople, media, educational companies, researchers, institutes, and private foundations advocating for private organizations as the best way to fix American education (RAVITCH, 2011). Thus, driven by market-oriented principles, the reformers' proposal involves meritocracy, accountability, and privatization.

According to Freitas (2012), the reformist proposal for education is increasingly prevalent in Brazil and requires caution to prevent public education with public management from becoming public education with non-state management, meaning public for the students but privately managed. This warning indicates that accountability and meritocracy support the expansion of the privatization of the public education system.

Grounded in the term "quality" of education, which is frequently used in educational discourse, corporate reformers have managed education through evaluation instruments. Dourado and Oliveira (2009) highlight this concept as it involves various dimensions, develops in different historical contexts that change over the years according to current social demands and requirements, and requires attention to and understanding of the historical period in which it is situated.

In education, as a field of competing conceptions, the meaning of the term "quality" has been contested and oriented towards the idea of total quality. This concept was envisioned within the business logic advocated by corporate reformers and the perspective of the social quality of education, which focuses on the humanistic conception of the student, supported by education professionals. Jorge's (2021) research indicates that in Brazil, the debate on quality has spanned four dimensions since the Federal Constitution of 1988: 1) insufficient provision of education; 2) dysfunctions in school progression throughout elementary education; 3) widespread use of evaluation systems based on standardized tests/indices; and 4) the construction of a socially just school.

The latest debate was presented by Libâneo (2016), advocating for a school with democratic, formative, and diagnostic evaluation alongside democratic management, operating on a full-time basis. Amid these changes and disputes, the concept of educational quality, linked to measurement through learning evaluation programs, has gained strength and prominence in the Brazilian educational field. This concept was incorporated into the National Education Plan, approved by Law No. 13.005/2014, maintaining the Basic Education Development Index (IDEB) as an indicator for assessing the quality of primary education. Its inclusion in educational planning has paved the way for various

private sector actors to present solutions to increase school IDEB scores, equating these improvements with enhancing the quality of Brazilian education.

2. Managerial tools, accountability, and performance-based bonuses

The neoliberal agenda, initially adopted by conservative governments under Thatcher (England) and Reagan (United States) in the 1980s, became globally dominant, with consequences for the world of work, the environment, security, and the roles of the state, public administration, and social rights, including educational rights. A bundle of concepts drawn from the business environment comprised what was called public sector reforms, later termed by Hood (1991) as new public management (NPM) and, in Brazil, by Bresser Pereira (1998), as managerial public administration. The dominant discourse, adopted by governments in various contexts and reinforced by the Washington Consensus in the late 1980s, paved the way for the logic of pseudo-superiority, cost-effectiveness, efficiency, and quality in the provision of services by the private sector to the detriment of the public sphere. The neoliberal ideological discourse successfully accused bureaucracy and its professionals of inefficiency and inefficiency due to delays in providing services to citizens. In reality, social policies, citizenship rights, and the welfare state were at stake, which regulated prices and provided essential services besides mediating the capital-labor relationship. Studies such as those by Ball (2001; 2004; 2007), Dale (2004), Chubb and Moe (1990), O'Neill (2011), Smyth (2011), Lima and Afonso (1993; 1995), and Lima (1996), to name a few, conducted in social and historical-cultural spaces where changes were felt, initially pointed out the impacts of managerial counter-reform in the educational field.

The impacts and consequences of implementing methodologies derived from corporate management, typical of business organizations, are increasingly evident in the educational arena. Similar to what has occurred in the United States, in Brazil, and particularly in this study, this process is accompanied by substantial interference of the private sector in education. Significant foundations, such as Lemann and Getúlio Vargas – both directly referenced in this study – are promoting school reforms based on the corporate sector's management model without considering their relevance to educational institutions, as Ravitch pointed out regarding American reformers (2011). The author contends that "corporate reformers demonstrate their poor understanding of education by constructing false analogies between education and the business world" (p. 13). Coupled with large-scale assessments, accountability actions, understood here as responsibility, accountability, and awarded based on test results, seen as evidence of the success of

reforms, have led to profound changes in the direction of education, curriculum, teaching, training, and management, as well as in the very notion of school democracy.

The mechanism of accountability policies is gaining ground, reducing the curriculum to basic skills in reading and mathematics, associated with rewards and punishments through assessments. Schneider (2019, p. 36) asserts that "in the wake of this debate, the proposals converge towards a new identifying seal of public administration action: that of citizenship, and the concept of equity in the provision of public services." Hence, the significance of managerial tools being specifically from the private sector, with the public service as the client, particularly in the education sector. According to Schneider (2019), these characteristics are embedded in political paradigms where schools cease to be institutions and become production systems, with the central theme being the improvement of results in the form of quantitative data; consequently, accountability is established.

Contemplating whether bonuses in education improve or hinder the quality of teaching contributes to the enhancement of teaching work. It is possible to argue that the bonus logic adopted in large corporations guarantees quality education. There are divergent opinions among researchers and educators. In the text "Does giving bonuses to teachers solve problems in Education?" published in the *Nova Escola* Journal (CALÇADE, 2018, p. 5), educators state that "there was no significant improvement in the quality of education in their state where they worked as a principal in a particular school." Another teacher emphasizes that "the valorization of the career plan and the minimum conditions necessary for the development of the educational process aimed at the integral formation of students are fundamental for the improvement of teaching quality." Even though some few teachers believe that bonuses are a merit-based reward for their work, the overload of responsibility, the effort beyond limits to meet goals, and the lack of sufficient autonomy suffocate and demotivate a significant portion of these professionals.

Meritocratic policies and bonuses convey an idea of merit within the competitive process to which schools, teachers, and students are subjected. Prizes and punishments are the hallmarks of such policies, with an imaginary aspect aimed at convincing teachers, schools, and students that awards and incentives not only valorize individuals and the school but also promote the quality of education. The underlying issue in this discourse is that if professionals and the school fail to meet increasingly ambitious and stringent targets, they will end up being held accountable. All those involved in teaching work face embarrassing situations, which convey the idea of a lack of commitment to teaching and school management, potentially leading to a disinformation campaign about teaching work, the deconstruction of the professional regime of teachers, and even the removal of principals and coordinators from school management.

There is also another issue to be discussed: how are incentives being promoted for schools that already have a high quality of education, as indicated by test results? How do professionals view the bonuses, given that the bonus is distributed according to the achievement of targets? Just like schools with low quality of education, those with higher quality of education, based on test results, are also ranked in terms of inequality

The research conducted by Oshiro, Scorzafave, and Dorigan (2015) analyzes the bonus system in the state of São Paulo. Also, it addresses the issue of schools that are among the top 10% in terms of performance.:

Schools that fail to meet their targets but were ranked among the top 10% in the two previous years also receive a bonus. This serves as an incentive for good schools whose targets are challenging to achieve because their scores are already relatively high. Employees of regional directorates receive bonuses based on the average performance of the region they operate in. (OSHIRO; SCORZAFAVE; DORIGAN, 2015, p. 217).

The bonus system creates inadequate situations regarding grades and teaching quality, whether the school is the best or the worst. Both encounter difficulties in achieving the goals – one because it has already reached the desired level, and the other because it cannot get the established target. This occurs due to interconnected economic, social, emotional, psychological, environmental, and familial aspects, compounded by other factors such as housing, hygiene, and nutrition conditions, which interfere with children's learning. Ravitch (2011) notes that bonuses and accountability in schools in the United States led to gaming the system:

The mechanisms of awarding salary bonuses to teachers based on students' performance in tests have led teachers to develop ways to manipulate the results, thereby weakening the system. Teachers began to focus on teaching tricks necessary for students to successfully answer test questions, rather than providing a comprehensive education across all areas of knowledge (RAVITCH, 2011, p. 12).

School education, with its management team, teachers, and students subjected to the logic of meritocracy, not only fails to meet the ambitious goals set by corporate reformers but may also resort to other prerogatives to achieve these goals and, consequently, salary improvements. These may include incentivizing students with lower performance to skip classes on test days, removing students with disabilities, and providing training for tests, among other factors already identified in research on the subject.

3. State assessment system, accountability, and performance-based bonuses in Mato Grosso

Business reforms are not recent in the public state education system of Mato Grosso. However, their intensification coincidentally occurred with the emergence of the Covid-19 pandemic, starting in 2020. A crucial factor in understanding how such reforms became hegemonic from that year onward was the resurgence of the Mato Grosso State Educational Assessment System for Literacy (Avalia MT) in 2021, renamed as the Diagnostic Assessment of Public State Education in Mato Grosso (ADEPE-MT).

Launched during the government of José Pedro Taques (2015 to 2018) of the Brazilian Social Democracy Party (PSDB), the Avalia MT system aimed to assess the level of learning and proficiency of students in Mato Grosso. It collected data through four assessments: evaluation of the Political-Pedagogical Project of schools, evaluation of the performance of professionals, evaluation of school management, and finally, cognitive assessment of students. With an initial investment of R\$ 3.7 million, covering 163,214 students, there were several attempts – almost all unsuccessful – to make public education susceptible to the interference of private actors.

The ADEPE-MT aims to generate information about students' learning in the state network of Basic Education. The assessments carried out in 2017, and the control of this system was under the domain and responsibility of the Center for Public Policies and Education Evaluation at the Federal University of Juiz de I (CAEd/UFJF). At that time, the Avalia MT system focused on diagnostic assessment in literacy in the Elementary Education of the state public network.

In 2021, the restructuring of Avalia MT was related to the adoption of programs from the private sector, particularly with the “*Parceria pela Alfabetização em Regime de Colaboração*” with the municipalities of Mato Grosso, locally known as the Alfabetiza MT Program. The Program was developed by the Lemann Foundation and the Natura Institute, implemented by the Bem Comum Association, CAEd/UFJF (responsible for evaluations), and the government of Mato Grosso. Another program was the Structured Education System, acquired through the Social Impact Contract (CIS), a consortium formed by the Getulio Vargas Foundation and the company Dian & Silva Empreendimentos Educacionais Ltda, via the FGV-Dian consortium, adopted by the State Department of Education (SEDUC) in 2021.

The operationalization of both programs focuses on evaluation results. The Alfabetiza MT Program, established by Law No. 11,485 on July 28, 2021, and regulated by Decree No. 1,065 on August 10, 2021, targets students in the early years of primary

education in state and municipal public schools, as well as pedagogical coordinators and school administrators. Through the Avalia MT initiative, rankings are organized, classifying schools and classes based on summative assessment results, leading to awards through one of the actions, the Educa MT⁵ Award. The objective of this action was to reward public schools in the state of Mato Grosso, which, according to the State of Mato Grosso Educational Performance Index in Literacy (IDEMT-ALFA), has three indicators for calculating averages: the first is the educational equity factor, followed by participation in the assessment, and finally, the average proficiency of students in the curricular components of Portuguese Language and Mathematics. Finally, generating the results from the Summative Assessments of Avalia MT, the external summative evaluations are based on Item Response Theory (IRT), which does not consider the number of correct items, but rather the variables within each question in relation to its complexity. According to Avalia MT (2021), the use of results from the evaluation processes, in alignment with educational policy, should.

- Support decision-making
- monitor the accountability of the services offered.
- identify problems within the scope of the actions carried out and (re)define pedagogical actions for the effectiveness of student learning.

The evaluation policy of the state of Mato Grosso, through Seduc-MT, encompasses educational assessment at three levels: external evaluation, institutional evaluation, and internal evaluation. Based on the evaluation results, a school award system, the Educa MT Award, was established by Ordinance No. 784/2022/GS/SEDUC/MT, which provides:

the criteria for the Educa MT Award, which aims to reward public schools in Mato Grosso that achieve the best literacy results, and support those with unsatisfactory results, according to the State of Mato Grosso Educational Performance Index in Literacy (IDEMT-ALFA).

In this classificatory logic, schools must follow specific criteria to qualify for and receive the Educa MT Award. Initially, municipal and state schools must offer the 2nd year of primary education with at least ten enrolled students and have participated in the Mato Grosso Literacy Educational Assessment System.

⁵ O Prêmio Educa - MT foi instituído pela Lei nº 11.485, em 28 de julho de 2021, juntamente com o Programa Alfabetiza-MT e Inclusão Digital.

The awarding of schools is based on five criteria: criterion No. 1 - Award Categories; criterion No. 2 - Grant Category; criterion No. 3 - Financial Support Category; criterion No. 4 - Tiebreaker among School Units; and criterion No. 5 - Calculation of the Educa MT Award. According to Article 6 of the Decree, the Educa MT Award is divided into four categories: "I - 03 (three) 'Award' categories: Award I, Award II, and Award III; II - 01 (one) 'Financial Support' category." Article 7 clarifies the criteria that schools must meet to be awarded in the Award I, Award II, and Award III categories.

According to criterion No. 2 - Award Category, in accordance with Ordinance No. 784/2022, Article 8, the awarding of schools in the state and municipal education networks will be as follows:

- a) Award I: to the 80 (eighty) schools that achieve the best results in the IDEMT-ALFA;
 - b) Award II: to the 10 (ten) schools with the greatest improvements in IDEMT-ALFA compared to the previous edition, which have not been awarded in another category;
 - c) Award III: to the 10 (ten) schools with IDEMT-ALFA equal to or greater than 5.0 (five), which have the smallest standard deviations among the individual results of students in Portuguese Language, and have not been awarded in another category;
- §1 Honorable Mention Top 10 School: the 10 (ten) schools that achieve the best results in IDEMT-ALFA, classified in Award I, will receive an honorable mention, represented by a plaque recognizing their merit.
- §2 The selection order of the awarded schools will follow the criteria below:
- 1 - Schools awarded in the Award III category
 - 2 - Schools awarded in the Award II category
 - 3 - Schools awarded in the Award I category (Portaria N° 784/2022)

Article 9 provides for the financial support category: "Financial support incentive will be granted to the 100 (one hundred) public schools in the State of Mato Grosso that present the least satisfactory results in the IDEMT—ALFA."

Based on the results of the summative assessment conducted in November of each year, and in accordance with the criteria outlined in the above-mentioned Ordinance, starting from 2021, the government of Mato Grosso began to hold award seminars in June of the subsequent year to the assessments. Article 11 of Law No. 11,485, dated July 29, 2021, specifies the amount of the incentive to be distributed annually, comprising a total of "R\$ 8,250,000.00 (eight million two hundred and fifty thousand reais), of which R\$ 5,500,000.00 (five million five hundred thousand reais) are allocated for awards and R\$ 2,750,000.00 (two million seven hundred and fifty thousand reais) are allocated for financial support." The first seminar was held in 2021, awarding prizes to 100 schools and providing financial support to 80 schools with unsatisfactory results in the assessments.

The second award seminar took place on March 16, 2022, distributing prizes to 100 schools with the best results and financial support to 100 schools with unsatisfactory results. The 2024 award seminar was held in June and based on the classification of schools in the assessments of the 2nd year of Primary Education, conducted in 2023.

In addition to the school awards based on student performance in assessments, the government of Mato Grosso also instituted the "Oscar for Literacy Teachers" award, with an honorable mention. These teachers undergo a selection process, considering the class of the year of the summative assessment, according to the following parameters: the class must have a minimum of 10 students, with 80% having participated in the summative evaluation, calculating the Equity Learning Index (IAEq) for each literacy teacher. For receiving the honorable mention, one teacher is classified per municipality, one teacher per regional Educational District (DRE), and one teacher per state. The latter receives, in addition to the honorable mention, a visit to the municipality of Sobral (CE).

In addition to the summative assessment, Avalia MT comprises the following assessments: Diagnostic Formative, Processual Formative, Summative, and Reading Fluency. The fluency assessment is divided into three stages: entry assessment, formative assessment, and summative assessment. The development, logistics, and data analysis are managed by teacher researchers from the Center for Public Policy and Education Evaluation (CAEd), at the Federal University of Juiz de Fora (UFJF), in partnership with the Bem Comum Association (ABC).

Regarding the Social Impact Bond, the payment evolution to the FGV-Dian consortium is based on students' performance in tests. Assessments are also conducted by CAEd-UFJF and cover both Elementary and High School levels. External assessments administered in the state network were forwarded to the technical team of FGV DGPE - Center for Public Management Development and Educational Policies, which presented the schools through the Plurall Platform. Each school unit has a representative with access to all data per class and subject and to the overall report of students participating in external assessments.

Linked to the Structured Education System of the FGV-Dian consortium, the Student Excellence Award was established by State Law No. 12,010/2023, by State Decree No. 391 of August 8, 2023, and by Ordinance No. 1,514/2023/SAGE/SEDUC/MT. The award is intended for students at the elementary and high school levels in the public education system of Mato Grosso. According to Article 3, students from each school unit who perform best in the exit formative assessment conducted by the Structured Education System in November 2023 would be awarded. For the awards, 5.6 million were allocated for the top-performing students. Following a scale organized by stages - school stage, regional stage, and state stage

- the prizes range from headphones, tablets, and smartphones to R\$ 5,000.00 for each of the 14 students classified per region.

Recently, the state government, through Contract 137/2023, published in the Official Gazette of January 2, 2024, contracted the company Centro Sul Distribuidora Ltda, to provide text messaging services via WhatsApp and a report demonstrating the delivery of the messages. The purpose was to inform and congratulate the parents and guardians of students awarded in the Student Excellence Award 2023, with a validity period of three months. This contract cost the public coffers R\$ 26,400.00, without the requirement of a bidding process.

Conclusions

The present article provided partial data from an ongoing research project aimed at presenting and discussing the evaluation system adopted by the government of Mato Grosso, starting in 2021, through actions involving awards, rankings, bonuses, and privatization of education. The measures adopted in recent years mark the massive presence of education reformers in the state's educational agenda. To meet the business logic in education, the State Evaluation System - Avalia MT, whose evaluation model initially aimed to diagnose the academic reality of Mato Grosso, underwent reformulation in 2021, and the results of the tests also serve to promote the awarding of schools and students with the highest grades. Schools and students with lower results in the assessments, i.e., those who do not reach the IDEMT, receive financial support from the government and pedagogical guidance from the awarded schools based on the "best practices" of these schools.

This context indicates managerial measures in education, emphasizing accountability actions in public education networks and, consequently, more significant interference from the private sector in education. It was observed that the Educa MT Award, the Student Excellence Award, and the Oscar for Literacy Teacher Award, associated with evaluations, are instrumentalized to serve as a stimulus for the improvement of a supposed quality of education. Such managerial measures need to be further investigated over the following years - to confirm or refute the hypothesis that they may seriously affect the pursuit of socially referenced quality education, namely, a quality that aims and promotes the expansion of the right to education and the improvement of the teaching offered, considering professional valorization and the socio-economic and cultural level of the student.

It is also observed that corporate education reforms, influenced by neoliberal, neotechnicist, and authoritarian precepts, constitute strong normative and institutional constraints that immobilize collective subjects and render democratic and progressive actions and propositions unfeasible as a counterpoint to the hegemonic capital project currently underway in education.

These adopted measures require investigation and reflection as they are part of the state government's objective to position Mato Grosso among the ten states with the best results in the IDEB by 2026 and among the top five by 2032, as described in Decree No. 1,497, signed on October 10, 2022, upon the launch of the EducAção Program.

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