

LARGE-SCALE EVALUATION POLICIES IN THE CONTEXT OF SANTA CATARINA STATE: SEEKING LOCAL TRANSLATIONS

POLÍTICAS DE AVALIAÇÃO EM LARGA ESCALA NO CONTEXTO CATARINENSE: EM BUSCA DAS TRADUÇÕES LOCAIS

POLÍTICAS DE EVALUACIÓN EN GRAN ESCALA EN EL CONTEXTO CATARINENSE: EN BÚSQUEDA DE LAS TRADUCCIONES LOCALES

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ABSTRACT: The present article aims to analyze the local translations constructed by the municipalities of Santa Catarina in the context of the large-scale evaluation policy (ALE). Taking as epismethodology the perspective of context analysis and policy performance of Stephen Ball and his collaborators, the study involved the 295 municipalities of Santa Catarina. Based on the survey, the local policies of large-scale assessment were studied in 110 municipalities. In the analyzed framework it was possible to identify that the municipalities of Santa Catarina are interested in conducting local large-scale evaluations in two ways: one created and the other bought/acquired. Such answers are configured as the policy of large-scale evaluation in effect, showing us that the ALEs have been strengthening, expanding and transforming themselves. The transformation is up to the actors via interpretation and translation of the policy. This performance and translation also reveal the unfolding of these responses to the policy.

KEYWORDS: Large-scale assessment. Translation and performance of policies. Municipalities of Santa Catarina.

RESUMO: *O presente artigo objetiva analisar as traduções locais construídas pelos municípios catarinenses no âmbito da política de avaliação em larga escala (ALE). Tomando como epismetodologia a perspectiva de análise dos contextos e de atuação de políticas de Stephen Ball e seus colaboradores, o estudo envolveu os 295 municípios catarinenses. Com base no levantamento realizado, foram estudadas as políticas locais de avaliação em larga escala constituídas por 110 municípios. No quadro analisado foi possível identificar que os municípios catarinenses têm interesse na realização de avaliações em larga escala locais de duas formas: uma criada e outra comprada/adquirida. Tais respostas configuram-se como a política de avaliação em larga escala em circulação, nos mostram que as ALE vem se fortalecendo, se expandindo e se transformando. A transformação fica a cargo dos atores via*

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interpretação e tradução da política. Essa atuação e tradução também revelam desdobramentos dessas respostas à política.

PALAVRAS-CHAVE: *Avaliação em larga escala. Tradução e atuação de políticas. Municípios catarinenses.*

RESUMEN: *El artículo tiene por objeto analizar las traducciones locales que los municipios catarinenses construyen en el ámbito de la política de evaluación en gran escala (EGE). Tomando como epistemología la perspectiva de análisis de los contextos y de actuación de políticas de Stephen Ball y sus colaboradores, el estudio involucró los 295 municipios catarinenses. Con base en el levantamiento realizado, se estudió las políticas locales de evaluación en gran escala constituidas por 110 municipios. En el cuadro analizado fue posible identificar que los municipios catarinenses tienen interés en la realización de evaluaciones en gran escala locales de dos formas: una creada y otra comprada/adquirida. Dichas respuestas se configuran como la política de evaluación en gran escala en circulación, nos muestran que las EGE se han fortalecido y expandido y transformando. La transformación queda a cargo de los actores vía interpretación y traducción de la política. Esa actuación y traducción revelan desdoblamiento de esas respuestas a la política.*

PALABRAS CLAVE: *Evaluación en larga escala. Traducción y evaluación de políticas. Municípios catarinenses.*

Introduction

The growing culture of measurement in education has had a profound impact on educational practice, from the highest echelons of educational policy at the national and supranational levels to the local practices of schools and teachers. To some extent, this impact has been beneficial, as it has allowed discussions to be based on factual data rather than just assumptions or opinions about what it might be. However, the problem is that the abundance of information about educational outcomes has given the impression that decisions about the directions of educational policy and the models and form of educational practices can be based only on factual information.

(BIESTA, 2012, p. 812, our translation)

Large-scale assessment (ALE, Portuguese initials) policies have been globally disseminated, acquiring “status of global educational policy” (VERGER, 2018, our translation). As explained by Biesta in the above epigraph, the increase of this measurement culture has had a worldwide diffusion and make up the framework of the movement towards the globalization of educational policies, extensively pointed out by different authors (BIESTA, 2012; BALL, 2014; DALE, 2004). Such dissemination is visible in different policies adopted and produced by the nation states, with a view to improving the so-called

educational effectiveness, articulated to a set of policies and also to the very new configuration of the State and public management.

In Brazil, the situation is no different. Several authors (AFONSO; LUNARDI MENDES, 2018; CARVALHO, 2018; CARVALHO; PERONI, 2018; DUARTE, 2014; FREITAS, 2016) have attested that the ALE are part of a policy of control and centralization of public power.

Efforts are made in the adhesion and development of ALE, and this policy to be materialized crosses different contexts, among them the “context of influence” (BOWE; BALL; BALL, 1994; GOLD, 1992). In this context, policy formulation takes place mediated by “understanding and translation processes” (BALL; MAGUIRE; BRAUN, 2016, p. 14). This is because we corroborate with Avelar and believe that policy is not just a document or guideline, but “a social entity that moves in space and modifies it as it moves, and modifies things in that movement, modifies the space through which it moves” (AVELAR, 2016, p. 6, our translation).

Thus, when we refer to ALE as “global policies” we are not referring to a single model with identical replication, on the contrary, we believe that policy is undergoing a process of transformation; in the words of Ball, Maguire and Braun (2016), politics is translated into different contexts. The translation of policies is a way of acting on politics, it is the space for interactive processes of writing texts and putting them into practice. Translation is a non-linear process of resignification, reordering and representation through acting, but at the same time it is also a “process of conformity” and adaptation (IBID, p. 74).

This movement of policy translation takes place in different contexts, different times with different actors and different practices. And it is in the singularity of the action articulated to the specificity of the context that the translation of the policy takes place. In this way, translation is a way of doing politics and acting on its “symbolic value” (BALL; MAGUIRE; BRAUN, 2016, p. 70).

If we think about the paths taken by large-scale assessment policies in Brazil, it is possible to visualize, at least, the coexistence of three distinct but connected translation contexts.

The first context emerged in the 1990s, when we witnessed the creation and consolidation of large-scale assessments nationwide via the National System for Assessment of Basic Education – SAEB (Portuguese initials). In the early 2000s, national assessments boosted “the accountability initiatives that had been shyly sketching themselves” (SOUSA; LOPES, 2010, p. 55, our translation) in other contexts, with the creation of the *Prova Brasil*

and the dissemination of results via the Index Development of Basic Education – IDEB (Portuguese initials). The dissemination of the results started to be conducted by the Brazilian media in the ranking bias (DUARTE; GAMA, 2015), generating a sense of internal pressure for the adherence of evaluative educational policies.

In a second context, at the beginning of the 2000s, state initiatives for large-scale assessment policies emerged. Research indicates at least nineteen state initiatives (BROOKE; CUNHA; FALEIROS, 2011). This shows the emergence of a new form of educational management focused on data obtained by external evaluations.

Given this scenario, a new context emerges, the local context of large-scale assessment policies carried out by municipalities, that is, municipal initiatives for ALE emerge. These local policies are quieter, as they cover specific contexts and local actors, visibility is restricted to the local scope and, depending on the municipality, it can even be said “regional”.³

However, we cannot make the mistake of thinking that these policies are less important than the other two contexts, or that their impact is less significant. Since these policies, being local strategies, are on the “school floor”, they are worked on in continuing education of teachers, in the local media, and are even used in political electoral campaigns⁴. In the same way, although local, for the process of joining a policy of this type, we are aware that we cannot think of ALEs only as a local phenomenon, as they are impregnated with economic, political and social interests.

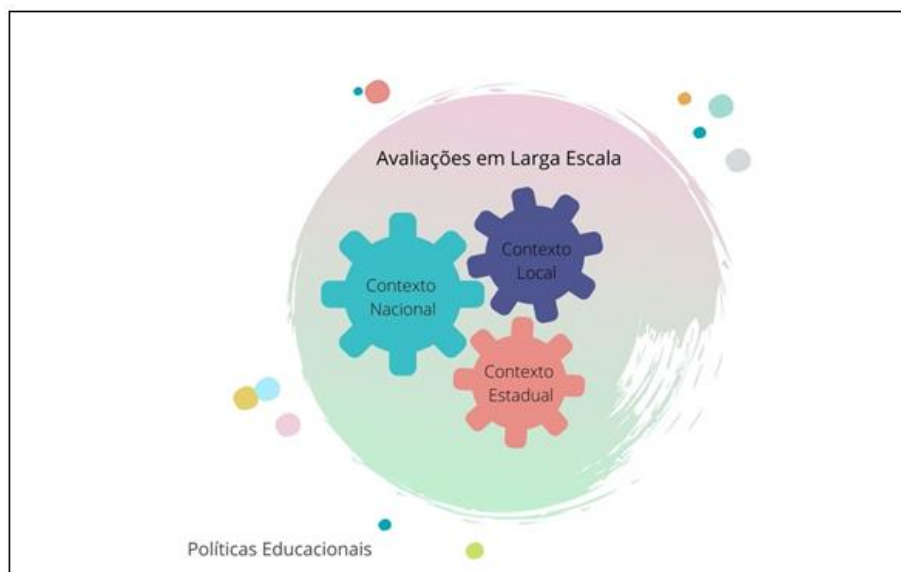
At the same time, in a recent survey conducted in partnership between the Carlos Chagas Foundation and the National Institute of Educational Studies and Research Anísio Teixeira (2018), 1,573 municipal ALE initiatives were identified across Brazil. This shows the importance of micro-contexts for the analysis.

These three contexts can be represented as 3 distinct gears (see figure 1), where each gear represents a specific context of ALE coverage.

³ An example we found in the data collection was the news about the “Jaraguá” test, an initiative of one of the municipalities surveyed, which had an influence on the dissemination of the policy idea in the regional context. Available: <https://www.jaraguadosul.sc.gov.br/prova-jaragua>. Access: 10 July 2020.

⁴ News links on the subject. Available: <https://www.cartacapital.com.br/opinio/educacao-tema-em-destaque-nas-eleicoes-municipais/>; <https://www.apufsc.org.br/2020/10/05/quase-1-000-cidades-repetiram-de-ano-na-avaliacao-da-educacao-aponta-relatorio/>; <https://g1.globo.com/politica/eleicoes/2020/eleicao-em-numeros/noticia/2020/12/06/mdb-pp-e-psd-vaio-administrar-40percent-das-cidades-que-nao-atingiram-metas-do-ideb-para-os-anos-iniciais.ghtml>; <https://www.lagesdiario.com.br/2020/10/eleicoes-2020-o-que-os-candidatos-a-prefeitura-de-lages-pretendem-fazer-na-area-da-educacao.html>; <https://www.pagina3.com.br/eleicoes/2020/out/5/1/compare-as-propostas-dos-candidatos-a-prefeito-de-balneario-camboriu-para-a-educacao>. Access: 10 July 2020.

Figure 1 – Contexts of large-scale evaluation policies



Source: Devised by the authors

In each of these contexts, the large-scale evaluation policies are individually translated, each in its own time and pace, but they are connected. In fact, in the speech of local actors, it is common to find the argument that the realization of municipal ALE is linked to the effort of the Municipal Department of Education to improve school indexes in national assessments⁵.

In figure 1, outside the sphere of large-scale assessment policies, we add other spheres to represent other educational policies that permeate the performance and translation of ALE policies and strengthen the argument that educational policies are not isolated. It is important to emphasize that this is a representation that focuses on large-scale evaluation policies, and that is why the sphere of this policy is highlighted in the figure, and the reduced "diameter" of the other spheres does not mean that other policies are in secondly, they are smaller or less relevant. We do not intend to deal with these other policies in depth, but we think that bringing external aspects related to evaluation policies into the dialogue helps us to think about the breadth and complexity that evaluations have been acquiring, and in addition they bring us elements that are necessary for understanding policy processes.

In general, large-scale assessment policies are operated to help spread the debate about the quality that it has in relation to the quality that it wants to achieve. Given this situation, it is worth considering that there is no neutrality in the paths used in an evaluation activity, as it

⁵ Statements present in interviews carried out with Secretaries of Education of Municipalities of Santa Catarina.

is evaluated to affirm values and induce changes in a given direction (SOUSA; LOPES, 2010).

In view of this scenario, in the clipping made for this article, we present the results of two investigations⁶ carried out within the scope of our research group⁷. We aim to point out the local appropriations and the translation of evaluation policies on a large scale in the context of the municipalities of Santa Catarina. To access the complexity of the translation of evaluation policies, it is necessary to get closer to local contexts. However, for this, we needed to know which municipalities have large-scale local assessment policies, as there is no systematized record with this information. In view of this, our interest led us to the need to map local large-scale assessment policies in Santa Catarina, Brazil (SC).

And it is on this mapping that we will work with in this text, with the intention of discussing the translation of evaluation policies on a large scale in the context of Santa Catarina. For this, we present some research findings and analysis categories that were being unveiled during the information collection procedures.

Our dialogue is based on the Policy Cycle Approach proposed by Stephen Ball *et al.*⁸, as it reveals the complex nature of educational policies, signaling the need for articulations in the analysis of policy processes. We also work with the Theory of Political Action (BALL; MAGUIRE; BRAUN, 2016), which deals with the relationship between text and action, refuting the idea of policy implementation, giving voice to actors involved in policy processes in order to work with the notion of interpretation, translation and acting. That said, we announce our interest in discussing the ALE with the ambition of considering the ways in which educational policies move, are translated and recontextualized in specific places.

Along with Mainardes and Gandin (2013), we believe that the policy cycle makes a break with the linear and hierarchical models of analysis that preceded it and allows the researcher to look at politics in a broader sense, reaching multiple possibilities of analysis and interlocutions. Therefore, we use the policy cycle beyond our theoretical framework, rather as an “epismethodology”. The term epismethodology, launched by Mainardes and Tello (2016,

⁶ The two surveys of which we present parts of the results here are: the first entitled “*Do local ao global: avaliação em larga escala no município catarinense*” (From the local to the global: assessment in large scale in the municipality of Santa Catarina), coordinated by Profa. Dr. Geovana Mendonça Lunardi Mendes; and the second is the Doctoral Thesis in preparation, entitled “*A Circulação de Políticas de Avaliação em Larga Escala para a Educação Básica em contextos locais catarinenses*” (The Circulation of Evaluation Policies on a Large Scale for Basic Education in local contexts in Santa Catarina) supervised by the professor and developed by the researcher Adriene Bolzan Duarte Antunes.

⁷ Observatory of School Practices - OPE, linked to the Postgraduate Program in Education of the State University of Santa Catarina (UDESC). Available: <https://ope.education>. Access: 10 July 2019.

⁸ Bowe, Ball and Gold (1992) and Ball (1994).

p. 3, our translation), “aims exactly to express the existing articulation between epistemological decisions and research methodology”. Therefore, we use the policy cycle as a guiding thread to think, research and theorize about large-scale assessment policies (MAINARDES; MARCONDES, 2009).

We believe in the potential of the policy cycle because it considers policy as a text and a discourse in the same way that it allows the researcher to gather information from different sources for analysis. Furthermore,

This approach highlights the role of the subjects in the process of formulating and putting the policy into action. Subjects in the policy cycle are "voiced" rather than silenced (Ball 2005 [2012, p.35]) (MAINARDES; GANDIN, 2013, p. 157, our translation).

Here, we are working with the dimension of the context of influence, specifically because it involves speeches and decision-making in policy formulation, and we do so with the aim of analyzing the translation processes of the ALE in these specific local contexts.

So, below, we deal with the methodological procedures adopted in the research, then we bring the analysis of the empirical material and finally we make our final considerations.

In search of local initiatives: the possible methodological design

Qualitative research understands that different phenomena are equally important and precious in the processes of collecting and analyzing information (CHIZZOTTI, 2006). This type of research seeks to scrutinize how people build the world around them, what they are doing or what is happening, with or without explicit meaning and offering a rich view of reality (FLICK, 2009). Given this and our understanding of educational policy and the epistemology that we propose to use, qualitative research is suitable for this study depending on the type of information we propose to collect and the way we perceive it to be necessary to analyze it.

Our sources of information are subjects and documents. The subjects are the actors involved in the processes of large-scale local assessment policies who have some kind of responsibility or those who are legally responsible for ALE, such as the municipal education secretaries. The documents comprise three sets of information, official documents relating to local ALEs, information via the websites of the education departments and journalistic news of local circulation about ALEs.

For the mapping of local large-scale assessment policies, we sought information from the Municipal Education Departments of the 295 municipalities in Santa Catarina. This was a long and groping search, in which it was necessary to develop 3 distinct collection processes.

In the first, we prepared an online questionnaire with four broad multiple-choice questions, which were sent by e-mail to the secretariats. We received very few feedbacks, so we understood that the online questionnaire was not the appropriate tool to help us find the information.

In the second step, we searched the Official Gazette of the Municipalities of Santa Catarina for documents that dealt with the Large-Scale Evaluation Policies contracted by the city halls. Alongside this, we also searched for information on the websites of city halls and municipal education secretariats, as well as on news websites about possible hiring of services and realization of municipal assessments.

In the third moment, we created the “Route for telephone contact with Municipal Education Secretariats” and contacted each of the Municipal Secretariats of the 295 municipalities in Santa Catarina via telephone.

Aiming to organize and systematize the information collected from these three processes, we built the "Large-Scale Municipal Assessment Policy Framework" with the 295 cities listed in Santa Catarina, divided into blocks by number of inhabitants and geographic region⁹.

Based on information from 295 municipalities, we identified that 110 have some type of municipal assessment on a large scale, and this is the empirical that composes our analysis and the dialogues woven in this text.

ALE policies in local translations found

We sought to map the ALEs in a more general audit of all forms of assessment that were active in each of the contacted municipalities. In our research, we covered municipalities that claimed to carry out some type of assessment organized by the municipal education department. The policy actors when reporting the evaluations to us used different nomenclatures, such as: large-scale evaluation, simulated, diagnostic tests, performance evaluation, tests and examination, however, in the descriptions we perceive similarities in the ways of carrying out these evaluations. In other words, the names were different, but the strategies were similar, which already signals local interpretations and translations.

⁹ Due to the size of this table, it is not possible to share this information here considering the space of this article.

Regardless of the nomenclature used, municipalities adhered to large-scale assessment policies by conducting local assessments, so we chose to include all of these assessments in our analysis. In this way, we will analyze the 110 municipal initiatives of ALE, which represents that more than 1/3 of the municipalities in Santa Catarina (38%) develop local ALE.

The first category revealed in this mapping is related to the nature of ALE. We realized that Santa Catarina's municipalities are interested in carrying out large-scale local assessments in two ways, they are:

- ✓ the municipality's initiative in **devising and creating its own** large-scale assessment policy;
- ✓ **contracting services via educational packages and partnerships** for carrying out large-scale local assessments.

The municipalities that claim to create their own large-scale assessment total 61 initiatives, which represents 56% of the total number of municipalities that carry out ALE. In carrying out their own evaluative actions, these municipalities give new meaning to macro policies and transfer policy processes to their local contexts. It seems to us that in these contexts an attempt is made to find a balance between “global policies” and local policies/actions. Since, when choosing to create their ALE, local actors tell us that the context also creates the policy, “that the context precedes policy” (BALL; MAGUIRRE; BRAUN, 2016, p. 36, our translation), shapes, reallocates and gives autonomy to actor in the translation of a global policy. It is the local context acting in the formulation, translation and performance of the policy itself, it is the dynamics of the context that shape the translation of the ALE. In addition, it is always worth remembering that, as Lunardi Mendes and Pletsch (2015, p. 5, our translation) explain:

The municipalities, the smallest political entity in the Federation, in view of national regulations and guidelines, were forced to choose the possible paths in view of their local realities, in the search for adapting education systems to this new reality. In this sense, it should also be said that it is in the municipalities that act more intensely many of the agents that, in contemporary times, have called for the expansion and dissemination of educational policies aimed at improving the quality of basic education, such as social movements, unions, NGOs and others agents resulting from the organization of civil society sensitive to the challenges of thinking about and carrying out public education.

In the case studied, even though this situation shows signs of autonomy, the artifacts of these local ALEs also rely on the use of traditional assessment tools, such as multiple-choice tests for basic education students. Students are still the subjects evaluated to say whether the totality of school work carried out in schools guarantees educational quality or not. In other words, the focus is still solely on the performance of students to validate local education, not bringing any signs of innovation.

Although “there is always room for invention within the terms of formal structures” (BALL; MAGUIRRE; BRAUN, 2016, p. 1311, our translation) of politics, in the creation of own ALE, performance and creativity are marked without originality. These local translations reiterate that large-scale evaluation policies have naturalized a set of practices and strategies, which prescribe on actions, these are the signs of “global politics” in circulation.

Even so, the attempt of protagonism of the municipalities, when creating their evaluations, must be seen as an advance towards the materialization of the policy. It shows us that local actors are in search of self-government in the exercise of educational activities, unveiling the local context and action as a possible agent of change.

In another direction, 51 initiatives, or 46% of the municipalities that claim to develop local ALE, carried out some type of contracting of services via educational packages and/or partnerships. Among the partners of the prefectures, it is possible to identify the following presences:

Figure 2 – Partner companies of city halls



Source: Devised by the authors

The institutional narrative for the development of actions in conjunction with these bodies, in some cases, is related to links, goals and dialogue stipulated by municipal

governments. In other words, they are political choices determined by municipal governments and carried out by education departments, exemplifying what has already been said about the influence of agreements between entrepreneurs, foundations, organizations, international agencies and global educational businesses on neoliberal policies (VERGER; LUBIENSKI; STAINER-KHAMSI, 2016).

Local ALE translations are contributing to changes in education and opening up possibilities for an educational market. And these agencies also emerge as actors of local policies: this public-private partnership relationship unveils a scenario of public actors and private actors.

The Anglo Teaching System¹⁰ in the Santa Catarina context only operated during 2019, contracted by the municipality of Tijucas. As much as the education department reports satisfaction with Anglo's performance, the contract was not renewed as Anglo decided that it would not work with the public education system. The Anglo company decides to break the link with the public service and focuses its investments only on private education. This situation reflects the extent to which public-private connections are superficial and vulnerable to market interests and moves.

Three other companies also operate, each of them, in only one municipality: Editora Opet's InDICA Program¹¹ was contracted by the municipality of Garopaba; Pearson's NAME Teaching System¹² has been contracted for 5 years by the municipality of Bom Jesus; and the FTD Teaching System¹³ was hired by Tijucas from 2015 to 2018, and rehired in 2020 after leaving Anglo.

¹⁰ Anglo Assessment: is a large-scale assessment program that provides quality indicators for student learning and educational processes. It is a multidisciplinary and objective test applied to all elementary school classes. The programming of contents and structure follow the schedule set out in Anglo's teaching material. The System had offered an analytical performance bulletin. Available: <https://www.aquitemanglo.com.br>. Access: 10 July 2020.

¹¹ "Editora Opet developed the Education Management Program - inDICA to evaluate 5th and 9th year students of Elementary School in Portuguese and Mathematics. The objective is to diagnose whether students have developed the skills expected for each curricular component: in full, partially or not at all. The external evaluation provides information necessary to assist the school team in the definition of a pedagogical intervention project to raise the performance levels of the students". Available: <http://www.editoraopet.com.br/blog/em-primeira-mao-as-novidades-editoriais-opet-para-2020/>. Access: 10 July 2020.

¹² "NAME offers its partners the *Prova Brasil Premiada*. The assessment, which involves all the skills and competences assessed by the *Prova Brasil*, is applied to students in the 5th and 9th grade of Elementary School, with an exclusive TRI tool – Item Response Theory, 100% faithful to the exam correction method. This means faster correction, confidentiality of information and better preparation for students. And best of all: the best students are awarded". Available: <https://www.netname.com.br/solucao-educacional.html>. Access: 10 July 2020.

¹³ On the FTD websites we did not find specific information about the ratings, we contacted them and await for feedback. Available: <https://ftd.com.br/>. Access: 10 July 2020.

Hábil¹⁴ is present in 48 municipalities; this assessment is part of the actions developed by Positivo System with Brazilian education through different articulations, such as the Aprende Brasil System¹⁵ and Education Development Arrangements (ADE)¹⁶. In the ADE of the Association of Municipalities in the Greater Florianópolis Region (GRANFPOLIS)¹⁷, the Positivo System and the Airton Senna Institute worked in partnership and operated in the 22 municipalities of the association.

The Hábil assessment, in some cases, enters the school context even if it is not a strategy adopted by the local education department, as it makes up a broader package, therefore, if the package is purchased, the assessment must be carried out. This allows us to see that large-scale assessments are of interest to the business community and constitute an important means of accessing local contexts, opening doors to influence on the formulation and execution of policies and the hiring of educational services.

In short, these two forms of ALE present in local contexts in Santa Catarina are configured as a response to the large-scale assessment policy in effect. And this answer shows us that the ALE has been getting stronger, expanding and transforming. The transformation is in charge of the actors through the interpretation and translation of the policy. This performance and translation also reveals developments of these responses to the policy.

The reports on the justifications for adherence to the ALE move towards the association between local educational quality and evaluation, but this justification is also part of the speech of the actors, who advocate on the non-adherence or discontinuity of the ALE, for example, municipalities that carried out large evaluations scale and did not continue the policy, alleging that the ALE is not a useful element for the evaluation of the schools in the network. Also, there were municipalities that carried out the Hábil assessments but decided to end the partnership, since in the interpretation of local actors the result of this assessment did not represent the schoolwork developed in the schools, and so decided to create their own

¹⁴ “Hábil is an external educational assessment in large-scale of learning. This product collaborates with the pedagogical team of public schools, offering data that support the analysis of the results of evaluation practices and teaching and learning processes”. Available: <http://sistemaaprendebrasil.com.br/conheca/>. Access: 10 July 2020.

¹⁵ “*Aprende Brasil* is a complete education system that offers a specific set of solutions for the public education network: Integrated Didactic Book, Pedagogical Advisory, *Aprende Brasil* On and the Hábil and SimeB systems”. Available: <http://sistemaaprendebrasil.com.br/conheca/>. Access: 10 July 2020.

¹⁶ In the educational field, as in the entire social field, we can identify, since then, different initiatives of partnerships and intergovernmental relations between federated entities or between federated entities and profit or non-profit entities, including funds, agreements, consortia and, more recently, the so-called 'Education Development Arrangements' (ADEs) (CARVALHO, 2019, p. 58, our translation).

¹⁷ Available: <https://www.granfpolis.org.br>. Access: 10 July 2020.

local ALE, in the belief of to involve teachers and the local school community in organizing and carrying out their own ALE, which would in fact be closer to real schoolwork.

These developments reveal that in the formulation of local policies, processes of negotiations, contestations and struggles between different groups are also involved in the translation of “global” policy. Which shows us that “policy is not “made” at one point in time; [...] it is always a process of “becoming”, changing from the outside to the inside and from the inside to the outside. It is reviewed and revised as well as sometimes; dismissed or simply forgotten” (BALL; MAGUIRE; BRAUN, 2016, p. 15).

Final considerations

In this mapping, we brought local cities and ALE as examples of policy translations, but these are very time sensitive, for example the city of Florianópolis, which had a local assessment (*Prova Floripa*¹⁸) with a certain tradition and visibility, had its last application in 2017 and decided to extinguish it. As much as it has been extinguished, it is still part of our analysis. In other words, the Secretariats are in constant movement, in the same way that the adhesion, continuity and discontinuity of the ALE also move with the decision making of the local actors.

Thus, this mapping is a portrait of the active ALE between the years 2016 and 2020, and we do not intend to have it here as a finished portrait, quite the opposite. This mapping represents policy choices in specific circumstances, as the policy adherence and translation processes we seek to describe “movement incredibly fast” (BALL, 2014, p. 12). Thus, this mapping is a possible portrait of the reality that the movements of adherence to large-scale assessment policies present to us, as well as key elements of interpretation and translation in the policy processes.

This mapping shows us that investigating the translation of evaluation policies on a large scale through a broad data collection brings strong subsidies to the discussion, and unveils different scenarios. In this case, scenarios of response to the “global” policy were unveiled in two forms of translation, the creation of local ALE and the public-private partnership in carrying out ALE. The range of relationships and movements that the ALE policy has taken in local contexts are marked and visible.

Therefore, it is possible to infer that the adhesion and translation of evaluations is dynamic, not linear, and there is a whole complex that makes up the processes of this policy.

¹⁸ Available: <http://www.provafloripa.caedufjf.net>. Access: 10 July 2020.

Local policy makers adopt global educational policies on a voluntary basis, although the reasons and circumstances for these adherences are not yet clear. However, the ALEs have also been used, by external actors, as instruments to enter the municipal contexts, opening up possibilities for an educational market. Therefore, ALE are not isolated, they are policies permeated by a field of possibilities, which are contributing to transformations in education.

What we should be concerned about is which ways can local initiatives such as the ALE found help transform the educational field? In this direction, the concerns presented by Biesta, regarding the educational purposes and the very meaning of the evaluations, help, in a time of pandemic¹⁹, to resize the social function of the school and also the evaluative policies at a global level.

What we know from all this is that our study helps to reinforce Ball, Maguirre and Braun's (2016) premise that contexts matter when we talk about educational policies.

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¹⁹ Here we refer to the COVID-19 pandemic that caused sudden and profound changes in social organization and functioning around the world..

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