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## QUALITY OF BASIC EDUCATION: PROJECT PARTIU IDEB AT RME DE BENEVIDES, PARÁ, BRAZIL

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**Abstract:** Faced with several possible alternatives, the problem to be analyzed is the scenario of continuing education of teachers, in the Municipal Department of Education of Benevides-PA, and to what extent is this training directly related to the results of IDEB? What is meant by continuing education? Have public institutions met the needs and desires of their professors? What perspectives of analysis, demand and objectives lead public systems to invest in the continuing education of their teachers? Does education hold such possibilities for transforming society? It is assumed that continuing education has an impact on the IDEB result as an indicator that quantifies the quality of education based on the performance evidenced in the Prova Brasil. Thus, the Benevides Municipal Education Network demonstrates the quality of public education beyond the index, but with a focus on learning and guaranteeing the right, and teacher training and motivation.

**Keywords:** Education, Basic education, Quality of education.

## INTRODUCTION

What is IDEB? It is the Basic Education Development Index, one of the first Brazilian initiatives to measure the quality of learning nationally and establish goals for the improvement of teaching.

When was IDEB created? IDEB was created in 2007 by the National Institute of Educational Studies and Research Anísio Teixeira (Inep). This body is an autarchy of the MEC. How does IDEB vary? The IDEB of schools and education networks varies on a scale from zero to ten, just as school grades usually vary. How is IDEB calculated? Based on two components: the school performance rate (approval/flow) and the average performance in the exams administered by Inep. Approval rates are obtained from the School Census, carried out annually. The performance averages used are

those of the former Prova Brasil (now called Saeb) for schools and municipalities, and the Basic Education Assessment System (Saeb), for states and the country, held every two years.

In 2021, the Federal Government launched the proposal to carry out the SAEB annually. This must be implemented over the four years of the current President's government. What is IDEB for? IDEB is a national indicator that enables the population to monitor the quality of education. It is a concrete fact, with which society can mobilize itself in search of improvements.

The index gives a general idea of whether schools, municipalities, states and the country are advancing, raising an alert for educational managers and society. But to check the health of Education in a more complete way, it must always be combined with other clues. For example: we must avoid creating a dispute between the best or worst state based on IDEB – rankings are not a good tool to assess the quality of Education! This is because each of these places has its particularities in school life (such as situations of extreme vulnerability, for example) that probably impact flow and performance indices.

The comparison between indices must be done in order to identify experiences that are working and think about how they can be calibrated to other local realities – and never, never to punish Education professionals.

This way, according to the above, The #partiuIDEB Project is the proposal to create strategies so that the municipality of Benevides, which currently has an average of 6.1, being the municipality that occupies the 1st place of IDEB in the state of Pará, to advance in its average, which is a response to improving the quality of education.

Education is of good quality when it forms people to think and act with autonomy. And this must start in primary education, day

care, preschool, early childhood education, elementary school and must continue throughout life. A look at the entire RME of Benevides. This fundamentally depends on the teacher. It is the ethical-political and strategic reference of this quality. The general objective of this study is to identify how the processes of continuing education are contributing for teachers to transform their practices, in order to value more their own knowledge and the possibilities of reflection and learning, that the socio-historical-cultural environment in who work provides them, and this training generates good results in quality indices, such as IDEB. The specific objectives are: to identify how teachers analyze the impact of activities developed in training courses on their practice; understand/describe the dynamics that develop in the Department of Education in the context of training.

## **METHODOLOGY**

This is an experience report of the execution of the #partiuIDEB Project in the RME of Benevides, Pará, Brazil. The research site is the municipality of Benevides/PA, which is located in the metropolitan region of Belém in the State of Pará, has an area of 187,868 km<sup>2</sup> with an estimated population of 62,000 inhabitants in 2019. Much of its territory is considered rural. Despite this, according to IBGE data (2010) 56% (28,912) of people live in urban areas and 44% (22,739) in rural areas.

The project is carried out by a team made up of SEMED technicians, teachers of Portuguese Language, Mathematics and Pedagogues, who carried out the pedagogical and motivational part of training 5th and 9th grade teachers at RME de Benevides and preparing students, with classes of Portuguese and Mathematics, on Saturdays, aimed at the SAEB Assessment, initially online, in the virtual room of the City Hall.

The first stage began in May, with classes scheduled on Saturdays, for the 5th and 9th grade classes, online, but also with the delivery of printed material on the Monday before the scheduled Saturday, and students from 5th and 9th grade for resolution during the week. On Saturday, math teachers perform, online, the explanation of the questions in a virtual room, and all students will have the access link to follow the class.

In the second stage, a “competition” is proposed, during the months of September and October, that is, two months before the SAEB Assessment. The simulations will be applied on the last Saturday of September and on the last Saturday of October, to all students in the 5th and 9th grades. Each month, the class with the best performance, in the 5th and 9th year, will be awarded, and the manager, coordinator, teacher and students will be awarded.

It appears that the municipality has a per capita income much lower than the national average, a factor that sometimes directly interferes with school performance. Thus, until 2013, the municipality did not have a systemic organization or an educational identity. Absolutely, all municipal schools were not authorized to operate, according to the Benevides Municipal Department of Education.

The municipality did not have an education system, there was no municipal education plan and there was also no curriculum of its own, which was written in 2017 by the Benevides Municipal Education Network with the participation of teachers and educational technicians.

Some evidence of educational progress in the municipality of Benevides can be confirmed by analyzing the educational indicators of the SAEB - MEC Assessment, of the SISPAE - Pará Educational Assessment System that all schools in the municipal

network have been advancing with efficiency, effectiveness and equity.

After the implementation of the Benevides à Escola Program, the municipality went from the 43rd place obtained in the IDEB/2013 to the 4th place in the IDEB/2015 among the 144 municipalities in the State of Pará and the 1st place in the metropolitan region of Belém, in the years 2014, 2015, 2017 and 2019 recognized by the Pará System of Educational Assessment - SISPAE/SEDUC-PA (INEP, 2019).

The municipality also ranks 1st in the metropolitan region by the Brazil-IOEB Educational Opportunities Index. Comparing the year 2012 to the year 2017, it is observed that the approval rate of the municipality rose from 86% to 99%.

## **THEORETICAL REFERENCE**

It is known that, in contemporary times, Continuing Teacher Education has become a key issue in the search for the transformation of actors in the classroom and, therefore, it is increasingly in evidence in the context of academic educational research.

In fact, on the one hand we have the growing demand from educators to understand what can be recognized as good teaching and, on the other hand, the perception of educators that Continuing Teacher Education, in different instances of knowledge and culture, has already for some time, it has been signaling the need to value and qualify teachers.

In the education departments, training must be a priority in their pedagogical actions, however it is not the reality on a larger scale, so relevant issues are highlighted, such as cost, which can generate contradictory behavior in terms of a growing professional and social devaluation of their workers, which is reflected in their training.

When this occurs, as Nóvoa (1992) points out, the teacher is placed at the lowest level

of the epistemological order, being seen (and often behaving) as the executor of very standardized programs, which are prepared at levels of school organization far from the your place of application, thus becoming dependent on specialists to solve recurring problems in your practice.

Therefore, as Nóvoa (1992) warns, we cannot limit ourselves to understanding the Continuing Education of Teachers as a training that is built by the accumulation of courses, knowledge or techniques, but through a work of critical reflection on the practices of ( re) construction of a personal and professional identity.

Considering personal practice and professional practice, there is a need to seek results that can express that continuing education is related to an aspect of valuing the professional and thus, as a consequence, this value is transformed into learning results for its students, generating indexes that may or may not express this quality.

One of these indexes comes from the Basic Education Assessment System (SAEB), in which the IDEB is calculated, which is a performance indicator of the Brazilian educational system, measured from the scores obtained by students in proficiency tests in Portuguese language and mathematics (National Assessment of School Performance-Anresc/Prova Brasil), added to school flow data.

This data is obtained by the average pass of students or the average time of completion of a series. These data are verified from the School Census, carried out annually in schools, under the coordination of INEP (National Institute of Studies and Research Anísio Teixeira).

Added to this are the successful initiatives that the data can reveal. It is important that such initiatives are identified and studied and that, eventually, they can inspire attitudes towards the consolidation of a culture

that values learning, without, however, disregarding other dimensions so that the country effectively reaches a more advanced level of quality in education. that it offers to its children (INEP, 2016, p. 56).

However, it is worth mentioning that although the IDEB results are treated by INEP as a faithful diagnosis of the reality of Brazilian education, with several possibilities of unfolding for the improvement of students' learning conditions, there is no consensus among researchers on this topic. Some authors question the way in which this evaluation is carried out, as well as its limits. This topic will not be addressed in the research, but it may be a relevant issue for the analysis of results. (ALMEIDA; DALBEN; FREITAS, 2013; OLIVEIRA, 2013; SOARES; XAVIER, 2013; SCHNEIDER; NARDI, 2014).

It is important to consider that the IDEB represents an evaluation carried out based on a cut, both of the subjects and of the students that correspond to the years of schooling covered. Despite the numerous existing questions regarding IDEB, Soares and Xavier (2013) understand that evaluation must be taken as a first step towards the search for effective pedagogical practices and better conditions for student learning. Fernandes (2016) believes in the occurrence of improvements in teaching-learning conditions, influenced by the set of actions contemplated by IDEB. It is known that schools are not oblivious to the implementation of public policies, and the dissemination of IDEB results has an impact on their daily lives (MESQUITA, 2012).

## **RESULTS AND DISCUSSION**

Thus, concluding this study, we can say that the projects are considered important to guarantee the long-awaited quality of education, as they can be used as a centerpiece by teachers and students to promote the construction of significant knowledge,

forming students/subjects/citizens capable of learn and teach.

Students who are able to think critically, give meaning to new information, analyze it, synthesize it. Learners who are able to plan, act, solve problems, create new materials and/or ideas. Likewise, the projects are important to train teachers, students and the community who are able to face the new challenges of modern life, especially in this atypical scenario of the pandemic that devastated humanity in 2020.

## **FINAL CONSIDERATIONS**

According to Hernández (1998), work projects, in the educational environment, contribute to a re-signification of learning spaces, in such a way that they turn to the formation of active, reflective, active and participating subjects.

In this context, educational projects emerge as an alternative, because when participating and interacting in the elaboration of a project, the teacher and his student are involved in an educational experience in which the process of construction of knowledge is integrated to the lived practices, going from apprentice to builder. of knowledge, with reciprocal exchange, with participation considered a key characteristic of project activities and, where the educator passes from a mere transmitter of knowledge to a consolidating agent of alternatives and strategies that aim to achieve the pre-established objectives together, going beyond search for index results, but quality assurance in transitory series that deserve special attention.

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