The Education in Poorest Region of Rio de Janeiro State an Educational Economic and Demography Analysis of Some Issues

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Abstract

The Educational Management is an area of knowledge that has a theoretical dimension applied in practice (in movement that illustrates precisely the concept of "praxis" while epistemological dimension of knowledge applied) and whose composition various fields influence, such as: Economics, Politics, Administration and Education. Due to this, in actuality the work relating to this area of knowledge is increasingly coming from a multidisciplinary perspective, as well as its objects are to be investigated with a look increasingly plural from the point of view of their demarcation. Based on this assumption, the present work has as objective to launch a new look on the poorest of northwest of the State of Rio de Janeiro. It is the poorest region in the state of RJ, and whose demographic indicators, educational rights and deserve a serious discussion with a view to subsidize the work of educational managers of networks of municipal education and schools this poorest. Based on this assumption, it was performed an exploratory analysis of the data relating to the HDI, IDE, IDI, IDEB, GDP, Liquid Educational, illiteracy rates and notes of the Prova Brasil referring to municipalities of Aperibé, Bom Jesus de Itabapoana, Cambuci, Itaocara, Italva, Itaperuna, Laje de Muriaé, Miracema, Natividade, São José de Ubá, Santo Antonio de Padua e Varre Sai. This analysis aimed to provide subsidies for the understanding of the educational panorama of these municipalities through the intersections of these indicators, to subsidize political-administrative actions of managers and school of education networks from the discussion of these indicators combined. After the examination, it is noted that there is a need for educational management policies that focus especially on the improvement of the indices of net enrolment in secondary education and in the development of education, programs for young people and adults developed based on local reality of Northwest of Rio de Janeiro State.

Keywords: Educational Gestion; Educational and Demography Dates; Northwest of Rio de Janeiro State.

Introduction

This work is the result of a search in which we seek to correlate some demographic indicators and educational and quantitative aspects, regarding academic performance, and that (at least in part) has allowed the achievement of inferences about the educational status of the Northwest of Rio de Janeiro State. In this sense, it is indicate that data were analyzed concerning the IDE and the GDP of the poorest Northwest of Rio de Janeiro state.

The mesoregion Northwest in the state of Rio de Janeiro is the one that has the lowest GDP of the State, accounting for only 1.02% of the total GDP of the State of Rio de Janeiro. The municipalities that integrate the mesoregion are: Aperibé, Bom Jesus do Itabapoana, Cambuci, Itaocara, Itaperuna, Italva, Laje do Muriaë, Miracema, Natividade, Porciúncula,
Santo Antonio de Pádua, São José de Ubá e Varre-Sai. These twelve municipalities are subdivided into two micro-regions: Micro-region of Itaperuna (Itaperuna, Italva, Porciúncula, Varre-sai, São José de Ubá e Bom Jesus do Itapapoana) and micro-region of Santo Antonio de Padua (Aperiê, Cambuci, Itaucura, Laje de Muriaé, Miracema, Santo Antonio de Padua). In the context of this work are analyzed data relating to the two micro regions, with a view to compose a panorama of economic characteristics and relating to the academic performance of municipalities that compose it, so as to provide subsidies for future actions in the levels of educational institutions and secretariats of education.

In view of the above, we must also remember that since 2007 with the institution of the PDE and the Articulated Actions Plan (BRAZIL, 2007), the Federal Government in conjunction with the state and municipal governments have made an effort to minimize the regional inequalities in educational terms, as well as to make public information on the academic performance of municipal networks by means of demographic indicators and educational (IDE) available on the website of the Ministry of Education. Based on the presented factors, we understand that studies such as this can greatly contribute to the understanding of the impact of these public policies on the education systems of regions located outside the major population centers (mainly located in the capitals and metropolitan regions of the country). The work is subdivided into the following sections: a) Theoretical-methodological aspects; b) Analysis of data; c) Conclusion.

Review of Literature

Because it was a pioneering research, no studies were found that correlate the data analyzed here.

Some studies used a methodology similar to what is intended in this work, but in several samples and not updated. The application of the theoretical dimension applicable to practice, as epistemological dimension, cooperates for the composition of the influence of educational management.

Therefore, this work is the result of extensive research in which demographic and educational indicators are correlated with quantitative aspects related to school performance, allowing for adaptations, both in school planning and in the development of educational policies in the northwest of Rio de Janeiro State.

Methodology

Regarding the theoretical categories of the present study, it should be emphasized that we use the following: a) Political Refraction; b) School Income; c) Study of the conjuncture.

With regard to the first of the categories used (Political Refraction), it should be mentioned that the term political refraction refers to the distance between the formulation of a policy in the field of legislation and its impact on the concrete dimension (SANTOS, 2012). This concept guides us in order to conform our view that the distortions observed between such a political formulation and its concrete realization are influenced by diverse political factors (especially those linked to politics at the local level), which would change the meaning of formulation at the time of its implementation. Using this theoretical reference, we went even to the data of the SDI and school performance data with the aim of identifying gaps and / or faults in the implementation of policies for the progressive improvement of the quality of education (especially in the municipalities) already foreseen since the implementation of the PDE in 2007.

Regarding the second category (School Income), it should be pointed out that it has to do with how much the students of an institution or educational network can learn in view of content. This is a gauged indicator that is commonly measured by standardized tests (such as Prova Brasil, for example). In the Brazilian case, the school networks of municipalities are evaluated by an indicator called the Basic Education Development Index (IDEB). This index consists of the division of the score obtained by the school network of the Municipality or State (or school, if any) divided by the school flow rate. In the context of the present study, the IDEB was considered as one of the indicators of school performance, as well as the illiteracy rate of over fifteen years and the net enrollment rate in elementary education of the municipal networks investigated.

As regards the third category of studies (Conjuncture Study), it is important to point out that they are characterized by broad-spectrum analyzes, which seek to articulate the (micro) regional and national scales, as well as the dimensions of Economics, Politics and History using as nexus the object of study delimited by the subject to be treated (REVEL, 2001). In this way, the present study concerns the demographic, educational and economic elements analyzed in terms of their impact on the school performance of the municipal networks of the Northwest of Rio de Janeiro State, especially with regard to rates of net schooling, illiteracy and the IDEB of each municipal network.

Regarding the methodological aspects, it is worth noting it indicate that this is a work that starts from the principle that theory and methodology comprise a binomial, whose separation never gives himself completely. Therefore, we understand that all intellectual work, even when it occurs under the aegis of a research of a "conceptual" or "theoretical" character, ends up giving rise to the construction of an empiricism characterized by a level of concreteness related to a human dimension "Of reality (SANTOS, 2013). Thus, starting from this association between theory and empiricism and starting from the assumption that there is a social reality derived from concrete reality, we structured this study based on
two main research techniques: a) Document analysis: where we use an extensive reading technique and composition of data comparison instruments; b) Comparative contextual analysis: technique from which data previously collected and organized are compared and analyzed in view of the broader educational, political and economic context. In this way, a qualitative analytical approach was used (LAKATOS & MARCONI, 2007), in which quantitative data from IBGE, INEP and CEPERJ statistical sources were treated in a way to provide relative clues to indicators of school performance and conditions of development of basic education (especially in relation to Basic Education) in the defined geographical region. From these clues, we aim to bring to light some aspects of the educational situation of the Northwest of Rio de Janeiro State.

Analysis of data

We start from the assumption that an educational research cannot be limited to a mere uncritical compilation of data, but rather, they should be analyzed and contextualized according to the specificities of the object of study treated (TRIGUEIRO MENDES, 2001). Based on this, it should be mentioned that a work was done based on quantitative data related to the Northwest of the State of Rio de Janeiro, and they are interpreted from a comprehensive perspective, characterized by an expanded understanding of possible multidimensional causes and consequences (economic, political, educational) of the observed social phenomena (GEWAN SZNAJDER, 1997).

In this section, the data grouped by micro-region were analyzed, aiming at pointing out the most striking data (in negative and positive terms) in relation to these indicators. In this analysis, we seek to reflect from the characteristics of each municipality, each micro-region and the mesoregion as a whole, to be able to provide elements for coping with gaps and possible bottlenecks regarding the educational situation of such municipalities, especially with regard to their IDE and their school performance.

The following is the first of the aforementioned tables that presents the synthesis of the data that are object of the present study.

<table>
<thead>
<tr>
<th>Rio de Janeiro State and Municipalities</th>
<th>GDP (%)</th>
<th>HDI</th>
<th>IDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio de Janeiro State</td>
<td>100,0</td>
<td>0,80</td>
<td>0,75</td>
</tr>
<tr>
<td>Aperibé</td>
<td>0,02</td>
<td>0,76</td>
<td>0,85</td>
</tr>
<tr>
<td>Bom Jesus do Itabapoama</td>
<td>0,11</td>
<td>0,75</td>
<td>0,81</td>
</tr>
<tr>
<td>Cambuci</td>
<td>0,05</td>
<td>0,73</td>
<td>0,75</td>
</tr>
<tr>
<td>Italva</td>
<td>0,04</td>
<td>0,72</td>
<td>0,84</td>
</tr>
<tr>
<td>Itaocara</td>
<td>0,07</td>
<td>0,77</td>
<td>0,77</td>
</tr>
<tr>
<td>Itaperuna</td>
<td>0,37</td>
<td>0,79</td>
<td>0,81</td>
</tr>
<tr>
<td>Laje do Muriaé</td>
<td>0,02</td>
<td>0,71</td>
<td>0,82</td>
</tr>
<tr>
<td>Miracema</td>
<td>0,07</td>
<td>0,73</td>
<td>0,80</td>
</tr>
<tr>
<td>Natividade</td>
<td>0,04</td>
<td>0,74</td>
<td>0,76</td>
</tr>
<tr>
<td>Porciuncula</td>
<td>0,05</td>
<td>0,73</td>
<td>0,82</td>
</tr>
<tr>
<td>Santo Antonio de Pádua</td>
<td>0,14</td>
<td>0,75</td>
<td>0,76</td>
</tr>
<tr>
<td>São José de Ubá</td>
<td>0,02</td>
<td>0,72</td>
<td>0,67</td>
</tr>
<tr>
<td>Varre-Sai</td>
<td>0,03</td>
<td>0,68</td>
<td>0,78</td>
</tr>
</tbody>
</table>
Below we present a complementary table containing educational data referring to the Northwest of Rio de Janeiro State. As will be verified, they have complementarity with respect to the nature of the data collected and grouped in each one.

**Table 2: Educational Indicators of Northwest of Rio de Janeiro State**

<table>
<thead>
<tr>
<th>MUNICIPALITIES</th>
<th>FEASIBILITY RATES UNDER 15 YEARS OLD (%)</th>
<th>ILLITERACY RATE OVER 15 YEARS (%)</th>
<th>IDEB 2011(2º a 5º ano)</th>
<th>IDEB 2011(6º a 9º ano)</th>
<th>NET SCHOOL RATE OF 07 TO 14 YEARS</th>
<th>NET SCHOOL RATE WITH OVER 15 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIO DE JANEIRO STATE</td>
<td>4,00</td>
<td>4,0 (Observed) e 4,1 (Meta)</td>
<td>3,1 (OBSERVED e META)</td>
<td>95,10</td>
<td>49,10</td>
<td></td>
</tr>
<tr>
<td>Aperibé</td>
<td>2,20</td>
<td>3,30</td>
<td>6,1 (OBSERVED) e 5,5 (META)</td>
<td>4,2 (OBSERVED) e 4,1 (META)</td>
<td>93,10</td>
<td>38,70</td>
</tr>
<tr>
<td>Bom Jesus do Itabapoama</td>
<td>3,50</td>
<td>13,60</td>
<td>4,7 (OBSERVED) e 4,8 (META)</td>
<td>4,4 (OBSERVED) e 3,8 (META)</td>
<td>91,80</td>
<td>38,20</td>
</tr>
<tr>
<td>Cambuci</td>
<td>2,50</td>
<td>17,50</td>
<td>5,8 (OBSERVED) e 4,6 (META)</td>
<td>DOES NOT ATTEND</td>
<td>86,80</td>
<td>35,20</td>
</tr>
<tr>
<td>Italva</td>
<td>2,70</td>
<td>16,30</td>
<td>4,8 (OBSERVED) e 5,2 (META)</td>
<td>3,9 (OBSERVED) e 3,4 (META)</td>
<td>87,10</td>
<td>32,50</td>
</tr>
<tr>
<td>Itaocara</td>
<td>2,10</td>
<td>13,30</td>
<td>4,4 (OBSERVED) e 4,0 (META)</td>
<td>3,6 (OBSERVED) e 3,7 (META)</td>
<td>91,70</td>
<td>41,40</td>
</tr>
<tr>
<td>Itaperuna</td>
<td>2,60</td>
<td>12,20</td>
<td>5,4 (OBSERVED) e 5,7 (META)</td>
<td>4,2 (OBSERVED) / 4,7 (META)</td>
<td>90,10</td>
<td>37,40</td>
</tr>
<tr>
<td>Laje do Muriaé</td>
<td>3,40</td>
<td>18,70</td>
<td>4,1 (OBSERVED) e 4,5 (META)</td>
<td>3,9 (OBSERVED) e 4,5 (META)</td>
<td>89,30</td>
<td>32,60</td>
</tr>
<tr>
<td>Miracema</td>
<td>3,00</td>
<td>14,40</td>
<td>5,1 (OBSERVED) e 5,3 (META)</td>
<td>4,9 (OBSERVED) e 4,3 (META)</td>
<td>91,10</td>
<td>37,20</td>
</tr>
<tr>
<td>Natividade</td>
<td>2,10</td>
<td>15,20</td>
<td>4,0 (OBSERVED) / 4,0 (META)</td>
<td>DOES NOT ATTEND</td>
<td>94,70</td>
<td>37,90</td>
</tr>
</tbody>
</table>
This table summarizes some of the main educational data (especially those related to school performance) of the municipalities of the Northwest of Rio de Janeiro State, which were properly grouped in their frequencies. In the next section, we will discuss the data in each of the micro-regions.

### Analysis of data on the educational situation of the mesoregion

In order to carry out the analysis of the abovementioned data, we divide them into two sections: a) Demographic and Economic Data (GDP, HDI and IDI); b) Educational Indicators.

#### Demographic and Economic Indicators

The analysis that we carried out, although not intended to be exhaustive or exhaustive, nevertheless employed an effort of synthesis of several analytical dimensions. In this section, we present the main results of the analysis of Demographic and Economic indicators. The following are identified and described by analyzed item.

**GDP:** 1.02% in relation to the GDP of the State of Rio de Janeiro: lower GDP is that of Aperibé (0.01% of State GDP) and higher is that of GDP Itaperuna (0.37% of State GDP).

As we have seen, the Northwest of Rio de Janeiro State has little economic participation in the GDP of the State of Rio de Janeiro, which is why it is the mesoregion with the lowest GDP. Such low volume of financial resources added to this region denotes a low productive infrastructure. Taking into account the fact that there are 12 municipalities that integrate it we realize that the dispersion of (scarce) financial resources of these municipalities reaches alarming levels.

When we analyze the larger GDP (Itaperuna) and the smaller GDP (Aperibé), we can see that, besides being rarefied, these resources are concentrated in the most important cities of the micro-regions: Itaperuna with 36.2% of the total GDP and Santo Antonio de Padua with 13.7% of total GDP. This implies the fact that the other 11 municipalities added have only 46% of the Region's GDP, which is already small due to the GDP of RJ. As an example of such inequality, we see, for example, that the GDP of Aperibé is 37 times smaller than that of Itaperuna and 1000 times smaller than the GDP of the State of Rio de Janeiro (with 92 municipalities in total).

This situation points to deep economic inequalities both in relation to the rest of the State of Rio de Janeiro and in relation to the distribution of economic resources in the municipalities that make up the Northwest of Rio de Janeiro State. We can verify the impact of these factors on the educational indicators of the mesoregion. For now, let us only observe the economic context of deep inequalities.

**HDI:** The lowest score is 0.68 (Varre-Sai) and the highest score is 0.79 (Itaperuna). The score of the State of RJ is: 0.80

As we realize this is a mesoregion with the HDI lower than the rest of the state of RJ. The range varies between 0.68, HDR of Varre-Sai (which is in the range of medium human development) and 0.77, HDI of Itaocara (which is also in the range of medium human development). The oscillation in the range of the average HDIii corroborates the assertion that it is a meso-region marked by profound inequalities, not only in the economic aspect but also in the conditions of life.
The HDI is an indicator of human development as a whole and undoubtedly has to do with the educational situation of the Northwest of Rio de Janeiro State. It should be taken into account another element related to the HDI of the municipalities analyzed, which points to a lack of direct relationship between higher GDP and higher HDI (a clue to the study of factors related to the quality of education). This is evident when we examine the HDI of the two most important cities of the two micro-regions: Itaperuna with 0.79 (and discrete difference in relation to the second HDI of Northwest of Rio de Janeiro State, which is that of Itaocara with 0.77) and Santo Antonio de Padua with 0.75. This data indicates that even in the case of the most important cities in the micro-regions, higher GDP does not become a better quality of life.

**IDI**: The lowest score is 0.67 (S. Jose de Ubá) The highest score is 0.85 (Aperibé). The score of the State of RJ is: 0.75

The Child Development Index is a tool for formulating public policies for children. Its importance to the educational situation is great, not to mention that IDI provides indicators of how policies for children of developed, not only in relation to combating child mortality but also in the education of children.

The fluctuation of the impacts of these policies, from the average SDI, such as São José de Ubá to Aperibé, with 0.85 and that includes the band of high IDI. The main cities: Itaperuna with 0.81 (high IDI) and Santo Antonio de Pádua 0.76 (medium IDI) show a discrepancy of levels between the two microregions. The mean values of the IDI interval of the municipalities are at the level of the average IDI (in the range of 0.70-0.77).

Based on these data, we are led to believe that public and social policies are found in these municipalities concentrated in childhood, although the expressive results (relative to the high level of IDI) are manifested in specific cases (such as those of Aperibé and Itaperuna).

**Educational Indicators / School Performance Indicators**

As was done in relation to economic and demographic indicators, we present a synthesis to be discussed in this section, a synthesis that concerns more directly the municipal public education of the mesoregion studied. Thus, with regard to the educational indicators of the Northwest of Rio de Janeiro State, the main data referring to them are as follows.

**IDEB OBSERVED (2º for 5º years):** The highest score was 6.1 (Aperibé) and the lowest score was 4.0 (Natividade).

The IDEB of the initial years in the education networks of the Northwest Fluminense Region have great variation. Aperibé was the municipality that demonstrated the highest performance in this level of education, achieving a goal of 5.5. Also we have the case of Natividade that obtained score equal to 4.0, but remained within the expected goal that was 4.0.

Regarding the achievement of the IDEB's target, it can be seen that the municipalities of Bom Jesus de Itabapoama, Itaperuna, Laje do Muriaé, Miracema, Porciúncula, São José de Ubá and Varre-Sai did not meet IDEB's target. that the highest discrepancy between the observed IDEB and the target was found in the municipality of Varre-Sai (0.46 observed and 0.52 of target). Likewise, the municipalities of Aperibé, Cambuci, Itaocara, Itaúna and Santo Antonio de Pádua met the target, especially Aperibe, which scored 6.1 (against the target of 5.6) and Cambuci, which reached 5.8 (against the target of 4.6).

These data point to two indicators: a) Most municipalities that do not meet the IDEB goal are located in the Itaperuna Micro-region (five out of six), which again demonstrates the lack of a direct relationship between GDP and quality of teaching. b) Educational policies related to children have been more effective than the others, which impacts IDEB in the initial years of the Northwest of Rio de Janeiro State.

**IDEB OBSERVED (6º for 9º years):** 3.4 (Varre-Sai) and 4.9 (Miracema). The scores of the State of RJ are 3.1.

With regard to the IDEB for the final years of elementary school, it should be noted that all municipalities have an average higher than the state average. Also noteworthy were Varre-Sai with a score of 3.4 (against the goal of 3.0) and Miracema with a score of 4.9 (against the goal of 4.3).

Among the municipalities that did not meet the target set by the MEC in the last IDEB we have: Itaúna, Itaperuna, Laje do Muriaé. It should be pointed out that both Itaperuna and Muriaé slabs present a great discrepancy between the IDEB observed and the goal predicted by the MEC, with a difference equal to 0.5 points and 0.6 points respectively. Regarding the municipalities that met the goal, the highlight should be given to Miracema and Santo Antonio de Padua, both with a difference of 0.6 score points beyond the goal projected by the MEC. The municipalities of Natividade, Porciúncula and São José de Ubá (micro-region of Itaperuna) do not attend to the second segment of elementary education, which again shows the concentration of resources in early childhood education and in the initial years of elementary education.
These data from the final years of elementary school, measured by the IDEB, once again draw attention to the two factors identified in the previous item, related to the IDEB of the initial years of the teaching networks of the municipalities of the Northwest of Rio de Janeiro State. With this, we have an educational situation that once again shows a certain political refraction regarding the improvement of the quality of education provided for in Decree number 6.094/07 (BRASIL, 2007), insofar as we have cases of retraction of IDEB, as well as municipalities that do not meet the second segment of elementary education.

Net Schooling (07 for 14 years): 84.9 (Porciúncula) and 97.1 (Itaperuna). The Score of State of Rio de Janeiro is 95.1.

Net Schooling consists of an indicator that determines how much the school fulfills its function in the sense of access and permanence of the individuals present in it. It is an element directly linked to the school flow and has to do with approval and disapproval. As we can see, the Municipality of Varre-Sai has a net enrollment ratio for the first segment of Basic Education approximately 20% lower than the average of the State of Rio de Janeiro. Likewise, we can deduce that in Itaperuna this an indicator that is slightly above the average of the State of Rio de Janeiro, with a score of 97.10. In the other municipalities, the average is around 90%, in spite of the fact that, once again, the municipalities of the Itaperuna micro-region have indicators with a lower score.

Taking into account the fact that net schooling as an indicator of school flow is an important element of the IDEB, flow correction policies for this level of education may take effect in future evaluations. Likewise, if we correlate these data from the IDEBs of the initial years with the data referring to the HDI and IDI, we perceive that there are undoubtedly some mismatches regarding the educational aspect of the public policies related to childhood in relation to the Northwest of Rio de Janeiro State.

Net Schooling (15-17 years): 19.5 (Varre-Sai) for 41.1 (Itaoacara). The Score of Rio de Janeiro State is 49.1

This indicator concerns youth. This age has to do with the end of elementary school and the beginning of high school. In the first place, it should be taken into account that secondary education has not yet been fully universalized, especially in cities in the interior (SANTOS, 2011). In any case, these data are an important indicator for the second segment of elementary education that concerns reenrollment. In this respect, it should be noted that the entire Northwest is below average in the State of Rio de Janeiro, which is 49.10%.

Regarding this educational indicator, it should be noted that the municipality of Varre-Sai has the lowest rate of enrollment, while Itaoacara has the highest. The average of the meso-region is around 37%. As in the case of other educational indicators, the net enrollment rate between 15-17 years is lower in the Itaperuna micro-region (average of 32%).

We believe that these educational policy data on youth need to be more effective in terms of their school performance. As the school performance of the second segment of Elementary School (as evidenced mainly by the results of the IDEB) shows that net enrollment young people between the ages of 15 and 17 undoubtedly are involved in the difficulty of meeting the minimum quality standards established by the MEC by the municipal networks of the Northwest of Rio de Janeiro State (especially those of the Itaperuna micro-region).

Illiteracy rate with less than 15 years: 3.90 (Varre-Sai) and 2.10 (Itaoacara and Natividade)

This indicator demonstrates the effectiveness of educational policies toward children in terms of school performance. The existence of illiterates between 07 and 14 years of age evidences the fact that the school has not been able to fulfill its social function with respect to the subjective right guaranteed by law by LDB 9394/96 (CURY, 2000). The Municipality of Varre-Sai has the highest index, reaching 3.90% of the population at this age, and has the highest score while Itaoacara with 2.10% is the one with the lowest rate. The main cities of the Northwest of Rio de Janeiro State, Itaperuna and Santo Antonio de Padua have the rates of 2.60% of the population between 7 and 14 years of age illiterate. The average of this rate for the municipalities of this mesoregion is

Taking into account the fact that the data still do not reflect the impacts of the national literacy policy developed by the Federal Government and denominated the National Pact for Literacy in the Right Age-PNAICW (BRASIL, 2012). Nevertheless, there is a concentration of efforts in the education of children, the indicators point to the fact that the teaching quality of the Northwest of Rio de Janeiro State does not allow all children to be literate at the correct age. In the next item, we will verify the situation of the Northwest of Rio de Janeiro State regarding the literacy of the population over fifteen years.

Illiteracy rate above 15 years: 22.00% (S. José de Ubá) at 12.60% (Aperibé). The score for the State of Rio de Janeiro is: 4.00%

The first consideration to be made concerns the fact that the illiteracy rate above 15 years in this region is (in the case of the best score) at least three times higher than the average of the state of RJ. This data has a direct impact on the productive sector, as the supply of skilled labor decreases, in addition to which, such high illiteracy indicators mean that
high percentages of the population of this mesoregion of the State of Rio de Janeiro are deprived of access to the labor force. World of reading, as well as the subjective right to education, guaranteed by the Federal Constitution of 1988 in its article number 205 and reaffirmed by LDB 9394/96.

With regard to the Northwest of Rio de Janeiro State data regarding the illiteracy rate above 15 years, we have the lowest rate in Aperibé with 12.60% and the highest rate in São José de Ubá with 22.00%. The main cities Itaperuna and Santo Antonio de Pádua respond with rates of 12.20% and 14.20% respectively. The average of the mesoregion is 17.60%. When comparing this average with the average of the State of Rio de Janeiro (4.0%), it noticed that the illiteracy rate among youths and adults is more than four times higher than the average of the municipalities of RJ.

These data provide important steps for understanding the educational situation of the Northwest of Rio de Janeiro State. It is in the sense that it becomes clear from the demographic and educational data of this mesoregion that Youth and Adult Education policies should be implemented with priority; otherwise, a "bottleneck" will be maintained in the training of thousands of people. In the case of poor municipalities, clearly this deprivation of the Right to Education acquires dramatic contours insofar as it keeps stagnated (or contributes to so much) the educational opportunities structure for an important part of the populations of the Northwest of Rio de Janeiro State.

Conclusion

This work is based research in which the demographic and educational indicators are studied in terms of their impact on the educational situation of the Northwest of Rio de Janeiro State, especially regarding the school performance of the municipal networks of the cities that integrate this mesoregion of the State of Rio de Janeiro.

As you can see, the results point to some interesting elements in this respect. We will discuss the same below.

The Itaperuna micro-region has the worst indicators. While GDP is more concentrated, there is a correlation between the average HDI, the average IDI, and lower educational achievement indicators (compared to the state average). The micro-region of Santo Antonio de Padua has a lower GDP (compared to the micro-region of Itaperuna), average HDI and educational indicators higher than those in the Itaperuna micro-region have, but are still below the state average.

The educational situation in Northwest of Rio de Janeiro State indicates that illiteracy is something to be tackled with urgency, either with the implementation of policies such as those of the PNAIC and supplementary programs of EJA, or with the investment in assistance programs for young people (especially generation programs employment and income).

It is important to emphasize that in this sense, if it is necessary more than an effort of governmental action, it is necessary to encourage the participation of civil society in this process, using the school as a nexus of this political and pedagogical action (as proposed in the PDE base document). In this regard, it should be noted that, despite the adoption of this 2007, the literacy goal of the entire school population up to eight years of age (as stated in one of the 28 Goals of Decree number 6.094 / 07 - All for Education), for an effect political refraction, (especially if we consider that local politics behaves differently from national politics). It is noticed that attention is focused on actions that influence the development of childhood (which is perceived by the IDI analysis), so that this priority element of the educational situation remained (at least until 2009, year to which the data corresponded) without due attention in the mesoregion.

Low net enrollment points to the need for emergency adoption of flow correction policies, especially if we consider the results related to net schooling among young people and adults over 15 years of age. Associated with these policies is the need for governmental assistance actions to support school stay (at the municipal level). Lastly, without integration between the school and the productive sector, without a concerted effort to improve educational indicators and improve the dynamism of the productive sector of the Northwest, the current state of low GDP, HDI below the state average, and educational indicators that point to municipal education networks that have not been able to fulfill the aspect of social inclusion that is inseparable from their mission as public institutions serving the population (in especially the most deprived population).

Finally, we indicate that educational planning, supported by empirical data, related to the educational context, but also economic and demographic, is better able to capture the dynamism of the educational and social demands of the actors (students, teachers, employees, parents of students) involved in the educational situation of the networks of these municipalities. Especially given the fact that these are complex problems that require the contribution of the University (and the research produced there) to find solutions to such problems. We hope, therefore, that this study has contributed to a different perspective on the educational situation of the Northwest Region of the State of Rio de Janeiro, which deserves (as we have seen) a special attention from managers, researchers and authorities involved with public education.

List of Abbreviations

HDI – Human Development Indicator
IDE – Schooling Development Indicator
IDI – Illiteracy Date Indicator

IDEB - Index of Development of Basic Education

GDP – Gross Domestic Product

References


[2] Further details regarding the technical aspects of this indicator can be checked on the website: ideb.inep.gov.br


[4] Recalling that the HDI is a formula that integrates educational indicators, life expectancy (longevity) and income per capita.


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