

## INDIGENOUS SCHOOL EDUCATION: INNOVATION, TEACHERS' PARTICIPATION AND EVALUATION

Principal Investigator (PI): Elie George Guimarães Ghanem Júnior

Education School / University of São Paulo (USP)

FAPESP # 2013/01617-1 | Term: Apr 2014 to Mar 2016

Brazil co-PI: Marta Maria do Amaral Azevedo (UNICAMP)

UK co-PI: Tristan McCowan (University of London)



*Figure 1. At São Pedro Community, Northern Amazonia, Tuyuka children make use of their traditional knowledge during their lessons, in July, 2012*

This project proposes the following problem: in what aspects did indigenous school education overcome its colonialist character? This project supposes that, in pioneer experiences of indigenous school education at Alto Rio Negro's region, Amazonas state, that win occurred, although it presents significant limitations. The hypothesis with the research deals are:

- a) the communities know the schools' objectives and they are established through dialogue with them, including convergence between studied knowledge and communitarian aspirations;
- b) available offers of high education to indigenous peoples are little varied and most of those offers does not have participation in its formulation and evaluation;
- c) official ways of school evaluation impose barriers to innovative aspects (specific and differentiated ones) in indigenous schools and ignore communities' evaluation processes.

The hypotheses are examined through analysis of school processes (including teacher education among indigenous peoples) from the perspective of innovation and overcoming colonialist/civilizatory paradigm. The research will also check what kind of relationship exists between employed knowledge and communitarian aspirations of future. Offers of high education to indigenous peoples will be described in terms of participation level of formulation and evaluation. Finally, by identifying recommendations originated among many social categories that participate in the research, elements will be gathered to propose suitable evaluation indicators for a differentiated indigenous school education.

## SUMMARY OF RESULTS TO DATE AND PERSPECTIVES

This project is still in its initial phase. It focuses on indigenous peoples of Alto Rio Negro, in Amazônia, and responds to a double demand concerning many Brazilian indigenous communities: collecting information, which may serve as a basis for proper ways to evaluate indigenous school education. As a whole, these tasks are yet to be accomplished and require several research initiatives. This project is one of them, and may serve as encouragement.

There is still no answer to the following question: in which aspects has indigenous school education overcome the colonialist schooling model? Even if it is not possible to infer the exact range, the research has already gathered evidence that this overcoming has somehow occurred in that region, despite remarkable limitations. In three among four communities where research works are being developed, evidence adds up to the hypothesis that communities are aware of the goals of their schools, which have been set based on dialogues with the communities, so that their future aspirations and the school contents would converge.

It is also noticeable that official ways of school evaluation create obstacles for specific and innovative aspects of indigenous schools and disregard specific evaluation processes of the communities. The fact that schools prioritise the most spoken language of each people, reintroduce and make use of traditional knowledge, and also aim at learning through research practices, are some examples of essential contributions to proper elaboration of school evaluation indicators for specific indigenous schooling.

Figure 2. Tuyuka's school is a bilingual one and the students speak and write in their own language besides Portuguese, in July, 2012



## MAIN PUBLICATIONS

Abonizzio ACO. 2013. Educação escolar indígena como inovação educacional: a escola e as aspirações de futuro das comunidades. São Paulo. Tese (Doutorado) – Faculdade de Educação da Universidade de São Paulo). Disponível em: [www.teses.usp.br/teses/disponiveis/48/48134/tde-16122013-153433/pt-br.php](http://www.teses.usp.br/teses/disponiveis/48/48134/tde-16122013-153433/pt-br.php)

Alves A. 2013. Método educacional indígena não se separa dos interesses comunitários. *Agência Universitária de Notícias (ECA-USP)*. **46(115)**. 10 Dec.

Ghanem E, Abonizzio A. 2012. A escola indígena e as aspirações de futuro das comunidades. *Tellus (UCDB)*. **12(23)**:147-161.

Pellegrini DP. 2014. Saberes escolares e comunidade indígena: inovação educacional entre os Baniwa do alto rio Negro. In: Ghanem E, Neira MG (Orgs.). *Educação e diversidade: ensaios e experiências*. São Paulo: Junqueira & Marin.

**Elie George Guimarães Ghanem Júnior**

Faculdade de Educação  
Universidade de São Paulo (USP)  
Avenida da Universidade, 308  
CEP 05508-040 – São Paulo, SP – Brasil

+55-11-99219-9960  
[elie@usp.br](mailto:elie@usp.br)