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**BASIC EDUCATION DEVELOPMENT INDEX INITIAL INQUIRIES**

**ÍNDICE DE DESENVOLVIMENTO DA EDUCAÇÃO BÁSICA INDAGAÇÕES  
INICIAIS**

**ÍNDICE DE DESARROLLO DE LA EDUCACIÓN BÁSICA  
PREGUNTAS INICIALES**

**Yuri Miguel Macedo**

 <https://orcid.org/0000-0003-0926-6553>



**Abstract:** This text is the result of the research "IDEB e FUNDEB no Brasil: análise dos dados e reflexões acerca dos avanços e entraves da Educação Brasileira" which is inter-institutional and developed in collaboration for the maturing and improvement of practices and paths for the understanding of what is IDEB, FUNDEB, VAAF, VAAT and VAAR in a way that the municipalities can carry out activities that can improve the knowledge, laws, norms and devices that are of extreme importance for the development of Basic Education in the country.

**Keywords:** IDEB. Learning. Basic Education.

**Resumo:** O presente texto é fruto da pesquisa "IDEB e FUNDEB no Brasil: análise dos dados e reflexões acerca dos avanços e entraves da Educação Brasileira" que é interinstitucional e desenvolvido em colaboração para amadurecimento e aperfeiçoamento de práticas e caminhos para a compreensão do que é IDEB, FUNDEB, VAAF, VAAT e VAAR de uma forma que os municípios realizem atividades que possam aprimorar o conhecimento, leis, normativas e dispositivos que são de extrema importância para o desenvolvimento da Educação Básica do país.

**Palavras-chave:** IDEB. Aprendizagem. Educação Básica.

**Resumen:** Este texto es el resultado de la investigación "IDEB y FUNDEB en Brasil: análisis de datos y reflexiones sobre los avances y obstáculos de la Educación Brasileña" que es interinstitucional y desarrollado en colaboración para la maduración y mejora de las prácticas y formas de entender lo que es IDEB, FUNDEB, VAAF, VAAT y VAAR de manera que los municipios lleven a cabo actividades que puedan mejorar los conocimientos, leyes, reglamentos y dispositivos que son de suma importancia para el desarrollo de la Educación Básica en el país.

**Palabras clave:** IDEB. Aprendizaje. Educación Básica.

The quality of education is one of the most important factors in the development of a nation. It is through education that individuals acquire knowledge, skills, and competencies that are essential for their education and active participation in society. In the Brazilian context, the Basic Education Development Index (IDEB) has been a fundamental tool to assess and monitor the progress of basic education and student learning.

The IDEB was created in 2007 by the Anísio Teixeira National Institute for Educational Studies and Research (INEP) to measure the quality of basic education in Brazil. The index combines two crucial aspects: the performance of students in learning assessments and the approval rate in schools. In this way, IDEB offers a more comprehensive view of the educational reality, considering not only student performance, but also the system's capacity to guarantee the continuity of studies.

The evaluation of student learning is one of the fundamental pillars of IDEB. The tests applied by INEP are an instrument to verify the level of knowledge of students in different areas of knowledge, such as mathematics, Portuguese language, science, among others. The results of these assessments are compared to goals established for each school and



school system, based on previous educational indicators. In this way, it is possible to identify the advances and challenges faced by basic education in the country.

The results of IDEB have shown that the learning of Brazilian students still faces great challenges. Despite some improvements over the years, the indices are still below expectations. This reflects the complexity of the structural problems faced by education in Brazil, such as social inequality, lack of adequate investments, insufficient teacher training, and lack of infrastructure in schools.

The relationship between IDEB and student learning is crucial for us to understand the effectiveness of public educational policies. The index serves as a thermometer to measure the quality of education and, at the same time, indicates the paths to be taken to improve results. Based on the IDEB data, it is possible to identify the regions and schools that are below the established goal and direct resources and specific actions to these areas.

However, it is important to emphasize that the IDEB is not the only indicator to be considered in the evaluation of basic education. It offers a partial view of the educational system, focusing mainly on quantitative results. Other aspects, such as the training and valuing of teachers, the participation of the school community, and access to quality teaching resources, are also fundamental to the development of an education of excellence.

To improve student learning and raise the IDEB, a joint effort is required between governments, educators, families and society as a whole. Investments in infrastructure, valuing and continuous training of teachers, more flexible curricula aligned to contemporary demands, as well as strengthening the participation of parents and the community, are some of the aspects that can contribute to the improvement of basic education.

In short, the Basic Education Development Index plays an important role in the evaluation of Brazilian students' learning. It provides valuable data to understand the educational situation in the country and to direct more effective public policies. However, it is fundamental to consider that the IDEB is only one instrument, and that the improvement of education requires a joint and continuous effort from the whole of society. Only then will it be possible to offer a quality education that promotes the full development of students and contributes to the construction of a prosperous future for Brazil.

The Basic Education Development Index (IDEB) is an important tool for evaluating and monitoring the quality of basic education in Brazil. However, to fully understand its



operation, it is essential to analyze the underlying algorithms that compose it, as well as the conception of quality and equity that these algorithms seek to promote in schools.

The IDEB algorithms are composed of two main factors: the performance of students in learning assessments and the pass rate in schools. This combination aims to provide a comprehensive and integrated view of the educational system, considering both the level of knowledge acquired by students and the effectiveness of the system in ensuring continuity of studies.

The concept of quality in the IDEB covers several aspects. In relation to student performance, quality is associated with the achievement of learning goals established for each level of education. This means that IDEB considers not only the absolute level of knowledge of the students, but also their growth over time. In this way, it is possible to evaluate whether schools are promoting continuous and progressive learning.

In addition, quality is also related to the pass rate at schools. The IDEB considers that excessive failure is an indication of low quality, since it shows the lack of adequate support and follow-up for students. Therefore, in addition to evaluating student learning, IDEB seeks to identify whether schools are promoting an educational path that allows everyone to advance in their studies.

However, IDEB goes beyond the concept of quality and also seeks to promote equity in schools. Equity refers to the guarantee of equal opportunities for all students, regardless of their socioeconomic origin, gender, race or any other form of discrimination. In this sense, the IDEB algorithms have the function of identifying possible inequalities between schools and school networks, allowing for specific actions to reduce these disparities.

To promote equity, IDEB considers the socioeconomic reality of students through an indicator called the "socioeconomic factor. This indicator is calculated based on information about the level of education of parents and the availability of goods and services in the regions where the schools are located. The inclusion of this factor allows IDEB to take into account the different conditions in which students are inserted, enabling a fairer and more accurate evaluation of educational quality.

By explaining the concept of quality and equity present in the IDEB algorithms, it is possible to understand the importance of this tool for the monitoring and improvement of basic education in Brazil. The IDEB algorithms offer a broad and integrated view of the



educational reality, considering not only the performance of students, but also their educational trajectory and the social conditions in which they are inserted.

However, it is important to note that the IDEB is not an isolated measure of quality and equity, and that it is necessary to consider other aspects, such as teacher training, school infrastructure, access to quality teaching resources and the participation of the school community. Only through a set of integrated actions will it be possible to promote quality, equitable and inclusive basic education, capable of guaranteeing equal opportunities to all students in the country.