



RESEARCH ARTICLE

BIBLIOMETRIC SURVEY AND ANALYSIS OF THE SCIENTIFIC PRODUCTION ON INDIGENOUS EDUCATION IN PORTO VELHO, RONDÔNIA

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ABSTRACT

The objective of this work is to carry out a bibliographic survey about the scientific production on indigenous education in the state of Rondônia, Brazil. It is important to recognize the discussions about the theme, which is so current and necessary for understanding intercultural educational processes. The hypotheses that guided this work were that the academic production on the subject is vast, due to the Amazonian nature of the federal university and research lines of its graduate programs and secondly that these works will have a colonialist perspective on such processes. The method used was the bibliometric where the productions of theses, dissertations were analyzed from the authors' formation, method, conclusions and other elements. While results have reached the conclusion that there is a wide production on the subject in the graduate programs at the Federal University of Rondônia, however, there is still room for productions that have perspectives for the public programs directed towards the indigenous education from the perspective of the public managers and the indigenous people affected by them.

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INTRODUCTION

This paper intends to carry out a survey about the scientific production on indigenous school education. This survey will have as a method the bibliometry of the way in which it is usually used by the Social Sciences, mixing quantitative questions with qualitative analyzes. Two fronts of analysis will be listed: first the graduate-level production on the subject in the programs of the Federal University of Rondônia and the productions arranged in Google web and academic Google, using the terms "indigenous school education" to make the cut of analyze. The conclusions drawn from these analyzes are that the dissertations in general make analyzes of indigenous school education programs,

especially in the presentation of the curricula and in the authors' perception regarding the contact between indigenous and non-indigenous people, seeing these power relations as unequal or as possibilities to balance the balance of power. This exploratory work is oriented towards a perception of the field and with the aim of pointing out one or more research possibilities on the theme within the field of regional and sustainable development.

MATERIALS AND METHODS

Bibliometrics and documentary analysis

Bibliometrics is an initially quantitative and statistical form that emerges at the beginning of the 21st century as a symptom of the need to study the forms of scientific production and communication that in many ways intensify with the expansion of access to the internet.

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Thus, we can say that its main objective is the use of quantitative methods in the search for an objective evaluation of scientific production based on numerical analysis of authors, works, countries and journals as categories of productivity (Araújo, 2006). As a method is marked by a double intention: the analysis of scientific production is the search for immediate practical benefits for the compilation of the production of a certain theme, as we intend to accomplish in this work in relation to production on indigenous education in Rondônia. Bibliometrics, in its essentially statistical reason, has three main methods: the Lotka, which measures the productivity of scientists, the Bradford method that analyzes the dispersion of knowledge (reach or impact) and the distribution and frequency of words in a text in the Zipf method. These are called the three classical laws (Araújo, 2006; Carvalho, 1976) and are widely used in works related to information sciences, health and exact sciences.

More recently, especially in the dialogue with the Social Sciences, bibliometrics have served as a support technique that can be applied in conjunction with qualitative methods provided by the Social Sciences. Other factors were then added to the initial concerns of bibliometrics, such as the geographical or geopolitical region of the author / institution in which the knowledge is produced, the identity of the researchers (their careers, motivations, productivity, impact), the notion of center and periphery, among others. In this text bibliometrics will be used as a data collection technique that will be analyzed from another methodology, the documentary analysis. Understanding the scientific texts as documents produced from a historical and cultural context intends to analyze them with the objective of listing the main production processes (Bardin, 1976), distribution and theoretical-methodological discussion of them to make a description of the scientific documents produced on indigenous education in the state of Rondônia. The objective is to initiate a discussion about the outcome of intellectual activities on the subject in a perspective of the social history of knowledge about this topic. In this way, we compose the nature of this work as quantitatative, since a statistical data collection will be performed on the production, while an analysis of the texts as documents will be carried out.

Bibliometric survey

In the bibliometric survey will be arranged two forms of data collection, first of the productions of dissertations and theses on the subject proposed in the postgraduate programs of the Federal University of Rondônia (Araújo and Carlos Alberto, 2006) and then the scientific or informative productions on the subject in the bank of data Google Scholar (Araújo and Ronaldo Ferreira, 2007). No dissertations or theses produced in other institutions were done, such as Professor Mario Roberto Venere's thesis on the Acai project defended in 2011 at UNESP, although in the survey these publications were perceived. Dissertations and Theses: The work will be analyzed on the virtual sites of the postgraduate programs in Language Sciences, Regional Development and Environment, Education, Literary Studies, Geography, History and Cultural Studies, Psychology and School Education, at the of master's and doctorate, that work with the subject Indigenous Education in Rondônia. These papers will receive a documentary analysis whose methodology will be set out in section 2.2. Scientific or informative productions: In the Google Scholar database, the terms "Indigenous Education in Rondônia" will be searched

and the results will be organized by authors, title (main themes), keywords, year of production, place of production (institutional link) and distribution / publication mode. These works will receive an essentially quantitative analysis as procedures of occurrence or emptying of presences in their models / territories / authors involved in the production.

Survey and analysis of dissertations / thesis on the subject of indigenous education defended at the Federal University of Rondônia"

The procedure for surveying the dissertations and theses defended in the postgraduate programs at the Federal University of Rondônia aims to establish the level of institutional discussion on the subject and was based, first, on the search for the theses defended in the virtual sites of the graduate programs. The following virtual sites: Regional Development and Environment, Education, Professional Education, Literary Studies, History and Cultural Studies, Letters, Psychology, Teaching of Health Sciences, Language Sciences and Environmental Sciences. A total of 9 dissertations and no thesis with chronological space from 2006 to 2015 were found. Some programs did not have complete information about their defenses in certain periods of time and the Graduate Program in language sciences does not have any information on its virtual site. Thus, a search with the theme "indigenous education" was carried out in the virtual space of the library of the Federal University of Rondônia, in the specific search for "UNIR dissertations" in order to find dissertations / theses that are not deposited in the sites their postgraduate programs.

In this search we found only 10 results, of these 03 of the works collected in the virtual sites and 07 that talk about the indigenous theme in other aspects such as health, geographic disposition, urban question, among others. Thus, we can conclude that our initial research space is exactly this and we can move on to the data analysis, as defined in the section on methodology of this work. About the years of publication of the works, we have a cut from 2008 to 2015, with the following division: 2008, 2011, 2012, 2013 with a work defended by year, 2014 with two works defended and 2015 with three works defended. Considering that the 2016/2017 classes are still in the regular time of defense of their work, we can affirm that there is a growing interest in the publications on the subject, which may represent a view of graduate programs (in the selection and project orientation) to the need to discuss intercultural education and the internal processes of indigenous groups.

Nevertheless, it is necessary to make an analysis of the discussion and methodologies of the researchers to perceive their look on the indigenous question, although this first data shows us that the theme presents an increase in the number of researches, we need to question to what extent these the whole question - or even if a survey accounts for any totality - leading us to think about the need to go into the texts to establish further analysis. On the postgraduate level (master's / doctorate) of the works, until the present moment there are no theses defended on the subject and the 09 papers are dissertations. Being divided according to their programs of origin as follows: 01 in Regional Development and Environment, 04 in Education (academic), 02 in Geography, 01 in Letters and 01 in Psychology.

Firstly, in relation to the counselors, there is no constant research oriented, unlike what happens in programs with other subjects such as gender (geography), precarious teaching (education) or learning (psychology). A fact that corroborates this is that the supervisors of the work did not guide more than one research in this period of seven years (2008-2015) which shows a sporadic interest in the subject in a dialogue with the the students. We also note that when we search for the word "indigenous" in the Directory of Research Groups of the CNPq, only filtering the Federal University of Rondônia we have 10 results only, of which 04 work with education or interculturality. When conducting a research with the term "indigenous education" in the same directory we have 136 results for Brazil, which means that the Federal University of Rondônia has 2.94% of the research groups on the issue of indigenous education in Brazil, which may corroborate to the above data. Finally, graduate programs in education and geography have the highest index of work, but the numbers do not go so far as to demonstrate a recurring interest of researchers in general.

With regard to the academic training of the producers of the dissertations on indigenous education in Rondônia, we have, on the part of the orientandos, 06 of human sciences, 01 of the Exact Sciences and of the earth, 01 of applied social sciences and 01 of Biological Sciences. On the part of the advisors in relation to the highest degree we have 07 of human sciences and 02 of exact sciences and earth. Regarding the formations and doctorates in Geography, which we classify here as exact and earth sciences, it can be said that they can be works of human sciences since the classification of the areas of knowledge of CNPq places Geography in the two classifications. Thus, there is a predominance of training in the area of human sciences, both of orientandos and mentors. Regarding the space of production and initial formation of the authors we can affirm that the works are produced at the Federal University of Rondônia by teachers linked to this institution and 05 of the 09 orientandos are formed in the same. On the impact of the productions were analyzed the possible presence in databases besides the bank of the own graduate program in which the work was produced, as well as citations in articles, books and other bibliographical productions. To perform such a survey was done a double procedure, first the title of the work while researching in google (general search) and google academic (as citation).

The results will be presented in the following paragraphs. The dissertation "KARO and IKÓLÓÉHJ: school and ways of life" by Jania Maria de Paula was not found in a citation form or present in databases, only the program itself. The work "HOUSE OF WRITING IN THE PAPEO: The Tuparí school of the indigenous land Rio Branco, Rondônia" by Mary Fonseca Gonçalves was not deposited in any database besides the program itself, but it was quoted in the book *Endangered Languages and Languages in Danger: Issues* "The paper is organized by Luna Filipovic and Martin Putz, by John Benjamin Company, Amsterdam, 2016, in the article *Indigenous Language Policies in Brazil: Training Indigenous People as teachers and researches*, authored by Cabral, Sampaio and Sinha. The dissertation "Public Policies of Access and Permanence of Indigenous in Higher Education in Rondônia" by Regina Aparecida Costa was quoted in the article "Racial Ethnic Relations and Affirmative Actions: Discussion on Curriculum in the Journal of the Laboratory of History and Education of UFRGS, authored by Luciane dos

Santos Ávila (volume 02, issue 03, 2015). Emilio Sarde Neto's dissertation, "Karitian Cosmography: Territory, Education and Ethnic Identity in Rondônia" is not in any database besides the program in which it was produced, being quoted in a dissertation of the Federal University of Uberlândia, in the post- a degree in Geography, by Alex Cristiano de Souza, entitled "Work and education: Critique of the production of knowledge about education in the field of Geography, 2016. The work of Maria Isabel Alonso Alves, "Indigenous identities: a look at the undergraduate course in intercultural basic education in Rondônia" was not found in any other bank besides the origin program and was not mentioned in any available place. The same occurs with the work of Maria Aparecida Siqueira Santos, "Educational policies and their impacts on indigenous education: A study in the communities belonging to the municipality of Guajará Mirim / Ro" and Wanda Isabel Senatore Vargas Rodrigues, "the urban school and the inclusion of indigenous students: The Challenges of the Curriculum in Search of an Intercultural Dialogue".

The work of Sandra Maria da Silva "Project Açaí: Colonization and decolonization" was also not found in any database or citation. In the quotation from Anatiane Daiane de Oliveira, no database or citation information was also found in articles, but as a reference for information about the Puruborá people on the virtual site "socioambiental.org", an important tool for searching and crowding indigenous peoples in Brazil. In a final analysis of the data, we conclude that the dissertations are not in databases other than the graduate programs in which they were produced and that they were cited only in 01 book article, 01 article in scientific journal, 01 dissertation and 01 site reference to information on indigenous peoples. This information about production reflects directly on some issues: (1) first that the subject has been little mentioned, when we look for indigenous education in Rondônia in academic google we have jobs with a maximum of 03 citations, (2) the most used references on education indigenous people are concentrated in books produced outside the northern region, Bartolomeu Meliá's book "Indigenous Education and Literacy" is the most cited with this research (cited in 273 papers) and (3) that the dissertations produced in the interior of the Federal University of Rondônia have little academic impact on the macro vision of what would be "indigenous education" and "indigenous education in Rondônia", a reflection of the distancing of the northern region from producing knowledge about itself for the other regions (geographic or epistemological) of knowledge production, which reflects the geopolitical distribution of knowledge pointed out by Anibal Quijano (2005).

Methodologies of the works

Regarding the methods used, we did not make any assertion about the bibliographical research because we understood that all the work underwent a revision of this nature or that no work consisted in a revision and dialogue procedure on the production about the subjects worked, but rather of dialogues between practices and theories. Regarding the methods used, we have the predominance of the interview as a form of contact researcher-researched, that is, the predominance of a dialogue between the questions of the researcher and the response from the respondent. This method was used five times in the nine papers presented. The second most widely used method was the analysis of documents, usually linked to the representative bodies of indigenous groups, the State or the

formation of peoples, which distorted the rights, duties and organizations of indigenous peoples. Ethnography and observation with ethnographic elements, as the authors cite, were used twice each in the nine dissertations analyzed. Both dissertations that use ethnography as an element of contact with the field point out the anthropologist Clifford Geertz as a reference, in addition to others that are not repeated in the works. Geertz (2008) in his interpretive anthropology proposes to place the cultural analyzes within a network of meanings that aim to add with a dense description of that culture in its historical, political, economic, aesthetic reasons, among others. The other two methodologies used were oral history and content analysis proposed by José Sebe Meihy (USP) and Lawrence Bardin (2009), the first having oral sources as a space per se for the construction of knowledge about a given historical or biographical moment and the second that is based on the interpretation of the contents, explicit or latent, of any form of social communication.

Finally, we can conclude on this question that teachers, students and indigenous groups have been constituted as the primary source of information collection, they are "spoken and analyzed at the same time", while the number of references in the nine dissertations exceeds two hundred, there are only seven indigenous authors. We can then reflect on the place of speech in the academic space of indigenous groups. What has been demonstrated in these dissertations is that we still have "white knots" as indigenous speaking possibilities from our bodies and intellectivities while we use non-Indians to analyze their cultures. Even in the two dissertations that mention interculturalism, Catherine Walsh (2001) proposes to decentralize the locus of speech, both in the citations and in the methodologies and authors, of the researcher and its sources exogenous to the cultural processes analyzed or studied, we see a centralization of the "other" speech by analyzing "from within" in a decentralized context.

Conclusion

A possibility of scientific inquiry and research

From the readings made and the analysis of these works carried out at the Federal University of Rondônia, it is possible to conclude that even with the development of projects aimed at indigenous school education in the period from 2008 to 2015, it is still necessary to think about the use of resources that make possible the didactic and theoretical protagonism of indigenous groups as builders of specific educational projects, freeing themselves from state tutelage and leading to the autonomy - intellectual, formative and economic - of these groups in the future, even if distant. In summary, the guiding question for this question would be: Public policies (projects, dialogues and financing) for indigenous education in Rondônia guide actions that allow the development of a bilingual, multicultural, autonomous school managed by the political and traditional interests of indigenous peoples?

The answer to these questions has a direct impact on the analysis of the projects developed, the specific (state) legislation for the indigenous school, the resources and entities involved, and talks about the economic development of the state of Rondônia and indigenous peoples, as well as discussing issues within the program, such as the processes of colonization of the Amazon, debates on the environment and state planning, sources of debate when we relate the formation

and performance of the indigenous in the spheres of state and economic power. The survey in this work on the dissertations that dialogue with the indigenous question present multiple perceptions, among them: that the theme was not worked on in a finished thesis (although we do not rule out the possibility of a thesis in development), dissertations (they are not mentioned, they are not seen in thematic databases, etc.) which represents an isolation of the productions with the reflections on the theme and we also see a gap between the public policies and the speech of the indigenous collaborators of the dissertations while there is enthusiasm from authors who talk about the "açai project" and the intercultural program of the Federal University of Rondônia. There are no specific statements, although there are general statements, about the programs - especially the most recent ones - of the State Department of Education of Rondônia (SEDUC-RO), which brings us to a legal issue: it is the state's duty to articulate and develop, even with technical and financial support from the Union, public policies for state indigenous education. The same can be said for the theses and dissertations found in academic Google, productions outside the Federal University of Rondônia (although many are from teachers of this IES).

Thus, we consider it of utmost importance to debate state intervention in this aspect, especially if we take into account the use of programs such as the technology-based secondary education (EMMTEC) in indigenous villages, which would lead to the idea of a bilingual and multicultural school to the stake zero. A fact about this issue (FONSECA, 2012) is that until the year of development of the aforementioned research, the educational policies of the state secretary of Rondônia went towards standardization, contradicting a plural education that is the intention of the national legislation - Federal Constitution of 1988 and the 1996 LDB, for example. While research, there is a need for a fundamental cut: what programs would be analyzed, which communities are most impacted by these programs, how to structure educational councils in the state of Rondônia, and what changes in the educational legislation for indigenous people implemented in the current Brazilian government and local / national impacts. To make such a cut, it becomes necessary to deepen on such issues, especially to know more about these spaces, which will be developed in other research opportunities.

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