

Only a successful evaluation is the path to a good education¹

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ABSTRACT

This work is the result of experiences in evaluation that we have developed along all the academic activity. It seeks to discuss the need of the evaluation process for the learning sustainability, development and performance not only in the academia, but also in environmental and organizational institutions. Focauld, Saraiva and Vasconcellos are some of the authors who strengthen the development and sustainability evaluation. The academic performance is necessarily related to the capacity of intervention of the evaluation. The work equally tries to establish permanent relationship with the simultaneity of the events, in that it cannot be established hiatus between performance and evaluation. The awareness of sustainable development in organization allows the necessary flexibility in decision making of new directions to be pointed from the well-established and implemented evaluation process .

Key words: Development and performance. Sustainability by the evaluation. Quality of the education.

INTRODUCTION

The "awareness and sustainable development in organizations" theme is one of the planning platforms strongly institutionalized in academic and professional sectors in any area of knowledge.

The identification and acceptance to contribute with the development of this theme have been immediate, once we have added many efforts in this direction along the academic life as a student and as a teacher.

The sustainable development theme can be determined by different components. For this reason, as collaboration to this line of thought, the evaluation is pointed out as an urgent and necessary process to the technical and educational sustaining of learning and performance.

¹ Title in Portuguese: *Somente uma avaliação bem sucedida é caminho para uma boa educação*
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The awareness raising is the starting point for the achievement of any human activity. And here, awareness does not presuppose mere engagement in any initiative of development. The sustainable development in organizations is perennially privileged and it cannot be postponed.

It becomes necessary to distinguish the individual senses of awareness and sustainable development.

Therefore:

- a) Awareness lays down with: conviction by engaging in socially responsible actions; solidarity for the quality of life improvement; feeling of satisfaction through the contribution to personal and collective well-being; commitment so that social benefits are perennial to all.
- b) Sustainable development allows visibility by means of: awareness of self-sustainability of development in social environments in which the needs are felt more; commitment to solidarity for the development for all; awareness-rising that the sustainability of development is only possible with the commitment of human resources from all social levels;
- c) Awareness-rising that it is not sufficient to give proper support to the objective of sustainable development, but its survival.

The awareness and sustainable development motto is an invitation to not abstain from the effort of universal solidarity, in which the access to social benefits are established to all.

The call to the evaluative component becomes an unavoidable issue in any encouragement process to the universal awareness rising for sustainable development. Among many other noble functions, the evaluation allows to:

- a) identify the level of national awareness for sustainable development;
- b) indicate the performance of factors that "prop up" the sustainable development;
- c) indicate resizing actions of existing factors, as well as the notation of other factors that support the sustainable development.

It is not intended that a national awareness in favor of sustainable development actions discharge the public authorities of their responsibilities in the area. On the other

hand, it is desirable that the population also feels in some way jointly responsible for this commitment.

According to Deponti (2002, p. 51), the construction of indicators for the evaluation of sustainability is a task that requires an interdisciplinary team because there is not a final formula. Analysis, interpretation and understanding are necessary on the part of those involved.

Evaluation: factor of sustainability to learning and performance

In the academic area or in any other field of activity, no action is exempted from the evaluation process aiming at identifying its performance level.

A well constituted, organized and improved evaluation process allows us to perceive the learning assimilated by a professional in a school environment or not, by means of the expected performance.

However, before any professional from the academic area or not tries to venture out into evaluation actions, it is necessary to have a clear idea about the evaluation concepts and know the goals of the evaluation.

These are not possibly preferential objectives of the procedural evaluation:

- a) to make comparison between the performance of two professionals;
- b) to classify the professionals according to performance;
- c) to measure the student learning;
- d) to pass or fail students;
- e) to be satisfied with low level of performance, without demonstrating the necessary firmness with the learner so that the positive reaction can be restored again.

The evaluative action is a singular recognition process of the student learning and performance and, based on this reality, it is possible to resize the directions of the teaching process, if necessary.

It is a pity that "the current society is based on competition by incorporating the pedagogy of merit: only the victorious and the successful individuals are valued." (VASCONCELLOS, 1998, p. 40).²

The pedagogy of merit has already arrived to school, where competition has been installing quickly. However, the evaluation of school performance is recommended when it aims at the academic evolution of the student him/herself. But, evaluating the performance of a student with another does not show pedagogical wisdom.

Carvalho (2006, p. 23) has a more precise and emphatic position when it comes to this issue. He says that "society needs to stop worshipping the success and punishing the failure severely".³

The variables of merit and failure, success and punishment have been used in educational and professional environments with such offhand and natural manner as if they integrated the best of the human values in a "peaceful coexistence".

The grammatical figures are legitimate, but they do not have the necessary pedagogical legitimacy and adhesion when placed side by side.

In relation to the conceptualization and the objectives of the evaluation, Saraiva (2005) believes that it is not exactly the evaluation that is in discussion nowadays. It is known that it is necessary. The main issue is how to evaluate our students and why we evaluate them. Although the traditional tests are still very much in use, new alternative forms of evaluation are being used by teachers: individual or group work, seminars, researches, extracurricular activities, projects, among others, or even complementary tests carried out periodically. Because even the objective of the evaluation has evolved. The student is not evaluated in order to verify if he/she "learned" the information given by the teacher. The goal is to know if the student has acquired the essential skills and abilities for effective participation in society, in addition to the constructed knowledge from the information transmitted by the teacher or searched by the student.

² In Portuguese: "a sociedade atual está, como nunca, baseada na concorrência e na competição, incorporando a pedagogia do mérito: só se valoriza os vitoriosos, os bem sucedidos".

³ In Portuguese: "a sociedade precisa deixar de cultuar o sucesso e punir duramente o fracasso".

It is known that both the concept and objective of evaluation have evolved from time to time. Even in academic courses that do not belong to the list of licentiate courses, the teachers have used gradually a varied modalities and tools of evaluation.

Such teachers are conducting complementation courses to higher professorship, in which subjects that include (new) learning methodologies are intensively treated, as well as didactics, pedagogical components which were little or superficially treated before.

The main functions of the evaluation are settled on the level of:

- a) noticing positive values within the human being and give merit to these values, by recognizing them pedagogically as such;
- b) recognizing first the positive aspects, and then identifying and recognizing those who need rebalancing;
- c) identifying and recognizing with the apprentice the light at the end of the tunnel, helping them to unveil the reality that from that point on is established;
- d) realizing and recognizing the paths followed by the student which led him/her to learning.

When it refers to the human being, the evaluation action requires the evaluator accurate good sense, a sense of justice and balance of feelings, so that the fair value is the maximum of the evaluation.

Competence, Capacity and Ability under diverse vision

There are several authors and educational theoreticians that use the competence, capacity and ability trinomial to explain the most diverse educational purposes. However, by experience and our conviction, this set of expressive terms lends itself particularly well to detail evaluation of learning and, consequently, the performance of human resources.

The majority of authors use only the expressions competence and ability in their academic "wanderings". However, we believe that the expression *capacity* also makes

part of this trinomial, once it fits very well on the whole, with the manifestation of significant and irreplaceable pedagogical significance.

Although such components constitute excellent tools for the achievement of evaluative actions, their use requires certain time of practical experiences for their natural employment.

At first, as a pedagogical precaution and as acquisition of practical experience in the use of competence, ability and skill in evaluative actions, the employment of such components is performed individually, as it follows:

- a) At which level the student demonstrates competence with respect to the mastery of contents;
- b) To what degree the student can relate different knowledge and apply it properly; and
- c) To what extent the student demonstrates creativity in mastery, in the relation and in the application of knowledge.

In so far as the terms competence, capacity and ability are being used for evaluative purposes of performance - not more separately - their simultaneous employment and an overall view will naturally occur.

Sometimes identifying the real functional boundaries among competence, capacity and ability causes even some difficulty in academic circles, because they are very tenuous. However, they exist and therefore they need to be respected.

In the academic evaluation sense, the trinomial competence, capacity and ability can be visualized and designed operationally as it follows:

- a) Competence: pedagogical variable that suggests mastery of knowledge by the student;
- b) Capacity: pedagogical variable that requires the student to relate, compare and apply the mastered knowledge.
- c) Ability: pedagogical variable that "invites" the student to make use of creativity in the selection of knowledge which masters, relates, compares and applies.

In a conceptual and operational re-description of such pedagogical variables, it can be noticed that a competent, capable and skillful student is close to the academic-

professional ideal. Our academic experiences over the course of several years as a professor, both in undergraduate and in graduate courses (*lato* and *stricto sensu*) have shown that it is one of the advanced pedagogical paths in terms of learning and consented demonstration, compromised and consequent.

The commitment and the operationalization of the pedagogical variables competence, capacity and ability by the student suggest the educator two reactions: a pleasant one, due to the fact that the learner demonstrates required virtues in this area; and another of anxiety by realizing that such virtues need to be improved continuously.

In other words, it becomes pleasurable to educator recognize in the learner:

- a) Mastery of the assimilated contents through the achievement of repeated readings;
- b) Mastery of the assimilated contents through the participation in academic activities;
- c) Mastery of the assimilated contents through the demonstration of performance during classes.

On the other hand, it is also pleasing to the educator to recognize in the learner:

- a) Capacity to know how to relate different contents learned;
- b) Capacity to know how to apply the different learned contents.

It is not less pleasing to the educator to recognize in the learner:

- a) Ability to give applicability to knowledge (make it applicable);
- b) And creativity as a key word of the ability.

The creative performance is a skilled person's fundamental characteristic. Because it is not enough for the learner demonstrates his/her competence by dominating varied range of knowledge, even if it represents something very positive. Neither is it sufficient for the learner to demonstrate his/her capacity to relate and apply such knowledge, if the creative ability is not intensely present.

When associated with the competence (mastery of knowledge) and capacity (relationship and application of knowledge), creativity does not let the learning become outdated with little bond with social reality.

Creativity coupled to knowledge does not allow the contents to lose their validity easily, because it is suggested them a constant fresh wrapping.

Finally, creativity helps the learner not to be considered a "people-pleaser" or not "to be like sheep".

The creativity issue fits into crowning of the competence and capacity qualities, because it is not enough to know and master the contents as well as giving them proper destination if the sameness of behaviors in relation to them is too conservative.

For Moreira (2001), one of the characteristics of the human being is the ability to adapt to the most varied situations and transform the environment so that it can be explored and used better. That was the case with the fire, with tools that are now part of everyday life and it has been with the new forms of communication and technology. Moreover, for the author (ibid.), the educational vision must be aimed at the autonomy, initiative, joint vision, training of individuals able to interpret situations, create solutions, process information, have the capacity to face challenges and find solutions. Pereira believes that the goal of education is to "guide the student in the new scenario", encourages him/her to wisdom and prepares him/her for all the activities in life.

It can be noticed in the author's words that the creativity variable itself is also not enough; however, it seems to be absolutely necessary for the "new" to occur incessantly in academic circles as in any social reality. The "new" is not only understood by its originality, but by its renewal, by its "fresh wrapping".

Process of technical and educational support of learning

There must be the awareness that the sustainable development in organizations of any kind whatever has a broad meaning, and the survival spectrum must be a need to be taken by all the people who feel involved in re-sizing action of the social and organizational environment.

The question of survival must be understood as what it is proposed in terms of sustenance and, here, in this case it is also the learning and the performance.

Technically, sustenance assumes re-sizing elements and resources of formal order, while pedagogically such elements and features are manifested in the form of guidance and positioning that indicate directions to be taken.

In the pedagogical and technical context of learning and performance, the evaluation variable becomes the tool and the fundamental and indispensable process, by enabling at the same time technical and educational observations of the realities of learning and performance, as well as possible new directions to be taken for the resizing of sustainability actions of development.

According to Both (2006), the evaluation theme is possibly the most salutary academic expression in the incessant search of learning in the various educational levels.

This is not only an academic challenge, but also a natural effort to establish a scenario in which learning, performance and evaluation complement each other both academically and pedagogically in any circumstance of life.

We have strengthened the conceptual bonds among teaching, learning and evaluation since always in order to make them invaluable and inseparable partners in the context of new and renewed knowledge.

When the author signals the evaluation as being the most salutary academic expression in the incessant search of learning, it becomes present the procedural of the evaluation action, in which there should not be empty time lapses, without return on the contexts of learning and performance.

As a tool for the development, evaluation suggests experiences and realities of good quality that add possibilities of sustaining to the development of organizations, with a focus on the well-being and social development.

Every evaluative initiative, either of academic order or not, has capacities and strengths to provide, in some way, elements that can guide development processes of different nuances of entrepreneurship.

Thus, the evaluation tools indicate a watershed for the routing of directions of development or even of its resizing, always bearing in mind its self-sustainability.

The issue of sustainability or the capacity of self-sustainability of development in organizations does not recommend disregarding the support of public or private order, but it is inserted in a perennial effort to “stand on its own two feet” toward the improvement of quality of life for all segments of society.

The effort of sustaining or self-sustainability aims at finding ways for remoteness of any system of dependency that stops the self-determination, self-management and the possibility of deciding on paths of development.

The paths of sustainability of development are intended to be followed in a way that they are not unilaterally linked to any powers, but with life and their own planning, coherent and compromised with the different social realities.

Thus, the tools for the formulation and implementation of evaluation processes, even if they denote narrow approximations with the formal school reality, they can provide fertile fields for the implementation of test and error procedures in order to encourage the awareness in favor of positive initiatives and consequent development from organizations of social responsibility.

For Both (2005, p. 36),

The social reality comprises psychological and behavioral questions that enable the relationship of the human being with him/herself, with his/her fellow human beings, with the environment and with the world, bearing in mind his/her personal fulfillment and as "being with the other". The social reality also involves the whole question of development and social, economic, scientific and technological transformation, aiming for the well-being of society.⁴

For the author, social reality never dispenses allied factors that visualize sustainable development by means of economic, scientific and technological issues. Its goal is to be permanently submerged in highly scientific environments, so that its results may reflect indicators of high quality.

On the "water crisis" world theme, Foucault (2006, p. 25), refers to the sustainable development issue as it follows: "... it is necessary to seek an economic development that sustains and implies in breaking paradigms and values closely linked to the need for consumption."⁵ And the author goes on saying that:

⁴ In Portuguese: a realidade social compreende as questões psicocomportamentais que possibilitam o relacionamento do homem consigo mesmo, com o seu semelhante, com o meio ambiente e com o mundo, tendo em vista a sua realização pessoal e como "ser com o outro". A realidade social igualmente envolve toda a questão de desenvolvimento e de transformação social, econômica, científica e tecnológica, visando ao bem-estar da sociedade.

⁵ In Portuguese: "...é necessário buscarmos um desenvolvimento econômico que se sustente e que implique em quebra de paradigmas e de valores intimamente ligados à necessidade de consumo."

[...] we need a new concept of wealth that serves as a cornerstone for sustainable development [...]. We could find a lightweight and durable balance of development, a development in which the market would be framed by values and not reduce our values to the level of by-products of the market.⁶

The awareness-raising by self-sustainable development from the use of state-of-the-art technologies scientifically recommended and accepted by society enables organizations to make available to the public of the state-of-the-art products.

In this way, valuing the individual potential of each tool, it can be noticed their potentials that sometimes are tenuous, but never negligible, to the contribution for the formation and the affirmation of a national awareness by a sustainable and consequent formulation and implementation of a development platform supported by socially responsible organizations.

The tools - evaluation process in question - potentiate the gradual formation of the learner from the beginning of the basic school in the raising of awareness that it is the human being's responsibility to perpetuate the solidarity with social development without discrimination of color, race, religion or social level.

Even that for a lay person academically these evaluation tools represent too unusual mediators of knowledge, they are considered as excellent formulators and warranties for a good understanding in favor of sustainable development, when in perfect accordance with their functions and objectives.

Evaluation tools comprise the basis for the gradual formation of the student's awareness from the elementary school, passing through higher education and post-graduate level, for the formulation of initiatives resulting from the development that are socially sustainable.

Let us now see:

1. Objective exam: it consists of "a series of direct questions, short answers, with only one possible solution. Its function is to evaluate how the student learned about unique data and specific content."

⁶ In Portuguese: [...] temos a necessidade de um novo conceito de riqueza que sirva de pedra angular para o desenvolvimento sustentável [...]. Poderíamos encontrar um equilíbrio leve e durável de desenvolvimento, um desenvolvimento onde o mercado seria enquadrado pelos valores e não nossos valores reduzidos a serem não mais do que subprodutos do mercado.

It seems to be apparently simple to present this instrument as a potential of leverage effect of any initiative for development. However, its requirement for development of critical and reflective thinking provides unpredictable results in search of development alternatives.

2. Essay question or discursive exams: it is a "formulation of series of questions that require ability to establish relations, summarize, analyze and judge. Its role is to verify the ability to analyze the central problem, abstract facts, formulate ideas and wrote them."

This is a useful tool in the development and in the enlarged and reasoned defense of ideas and in the sustaining scientifically constructed thought.

3. Seminar: it recommends "oral exposure to a lay public, by using speech and supporting materials suitable to the subject. It enables the oral transmission of information researched effectively."

In addition to enabling exhaustive exposition and the defense of ideas about a given topic, this tool allows the participation of a large number of interlocutors, which tends to favor a significant volume of suggestions for forwarding of indicators. Here, in this case, for sustainable development with fruitful benefits.

4. Group work: it includes "activities of a diverse nature (written or oral) carried out collectively. It favors the development of collaborative spirit and socialization."

The team work allows the deepening of knowledge and skills in the development of activities of scientific nature, aiming at social development.

5. Debate: it refers to "moments of discussion in which the students expose their points of view on the subject of controversial issue. One of its functions is to learn to defend an opinion, stating it in convincing arguments."

This tool works well in the use and formulation of relevant ideas duly substantiated in conjunction, with views to note and indication of socially relevant suggestions, as well as the indicators of socially sustainable development.

6. Individual report: it includes a "text produced by the student after practical activities or thematic projects. Its function is to check whether the student has acquired knowledge and knows the structures of a text."

This modality of instrument works well with the development of capacities in the drafting of texts resulting from the activities of scientific background. It allows the defense of ideas built from themes developed with specific purpose. The author of individual report becomes succinct, but, at the same time, goes deep into the scientific spirit for the proposition of results. He/she is a potential candidate in the proposition and development activities of socially responsible development.

7. Self-Assessment: it is "an oral or writing analysis done by the student about learning process itself. It allows the student to acquire the ability to analyze his/her skills and attitudes, strengths and weaknesses."

The initiative of self-assessment is possibly as important as or even more important in the academic and professional contexts than the assessment from others. It enables the student to examine him/herself the degree of performance and his/her proficiency on the basis of expected results.

It must be present in particular activities of detailed requirements of scientific order that culminate in, for example, results in social solidarity. Such professional has conditions to integrate teams in activities with high technical level of requirements, like those that are related to social development.

Note: it is the "analysis of the student's performance in facts of daily school or in planned situations. Its function is to follow the development of the student and to obtain information about the affective, cognitive and psychomotor areas."

In evaluative terms, the faculty of observation is probably one of the most prominent possibilities in scientific initiatives that will culminate in obtaining relevant data, with significant value due to the performance demonstrated in favor of an auspicious objective, as the sustainable development in organization of high social value is.

8. Class Council: it constitutes a "meeting led by the pedagogical team of a certain group of students, aiming at sharing information about the group and each student in order to support the decision-making."

This evaluation tool cannot apparently raise any significant interest as a contribution variable to actions directed to organizations that are involved with sustainable

development. However, when it is well planned, it offers numerous indicators that could serve as a source of inspiration for the fulfillment of social actions, since it is a matter of encouraging social interaction and obtaining results originated from good performance of human resources in a school organization.

Perhaps not all the evaluation tools discussed have received the same consideration on the part of the reader as potential factors to be used in development due to two main reasons:

1. One, because not every reader believes the same way as the educator believes in the potential school, as a critical component for development purposes; and
2. Another, because, in fact, each of the tools has the different potentials in obtaining results that meet different needs in organization committed to sustainable development.

Salt and meat form a process by osmosis, evaluation with learning form process such as that one by osmosis

Figuratively speaking, the salt gives support to the meat flavor, as well as evaluation in education seeks to ensure learning. However, the "support" of sustainable development at the level of organization is possible to occur with some success through broad and intensive work of awareness of the population at the national level.

The central theme of this work brings to a timely discussion the necessary commitment to the preservation of the environment that has to be established with proper AWARENESS:

1. Between human being and nature;
2. Between nature and development by human being
3. Between education, human being and nature;
4. Between the human being awareness, nature and survival needs
5. Between environment, human being awareness, human being development and needs ; and
6. Between awareness, human awareness, sustainable development.

Finally, the parameter of the entire process of social awareness is the educational level consented and assumed by each human being. The social benefits occur with greater promptness as education becomes more a social good to a larger number of people.

Soistak and Both (2006) point out that "this education occurs with excellent quality in so far as the education professionals are aware of their role as critical trainers of a society in crisis."

Functions of salt in the meat:

- The salt is incorporated in the (WHOLE) meat by osmosis;
- The salt gives taste to the meat;
- The salt gives meaning to the meat;
- The salt gives an objective to the meat;
- Salt and meat form a joint process that is interdependent, simultaneous and permanent. (BOTH, 2005)

Functions of evaluation in learning:

- The evaluation is incorporated in (ALL) learning as that by osmosis;
- The evaluation diagnoses the effectiveness (efficiency and effectiveness) of learning;
- The evaluation gives meaning to learning;
- The evaluation gives an objective to learning;
- Evaluation and learning require a competent professional, who is capable, skillful and knows how to live with others;
- Evaluation and learning form a joint process that is interdependent, simultaneous and permanent. (BOTH, 2005)

It would be interesting if awareness could also establish itself in human nature by osmosis, so that the environment would become the center of attention for a sustainable development that meets the main human needs.

In the last two decades, the awareness-raising on the preservation of the environment with sustainable development has become a frequent topic in schools, in the media, in rural areas and in industry.

Final word

The "awareness and sustainable development in organizations" theme came to the perfect purpose for the current academic and social environments.

The awareness-raising has been felt with ever greater deepening in means of multiple orders, awareness that the preservation of the environment is an essential factor for a sustainable development.

Another segment that has based the sustaining development is the scientific educational environments through research with consequent results.

The rural, industrial and urban environments have also assumed commitments with the reduction of pollution in various forms, thus contributing to sustainable development and with consequent improvement in quality of life.

The enhancement of human competence, capacity and skills has promoted creative intelligences that sum up in the identification and in sustaining great outputs for the improvement of the quality of life both of the environment and the human being.

Another invaluable "support" factor to a sustainable development is the education with consequent evaluation, and its results are aimed at improving the performance of human and natural resources.

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