

# BETTER UNDERSTANDING OF SOCIAL INTEGRATION AND SOLIDARITY AS PARAMETERS FOR POSTGRADUATE PROGRAM EVALUATION OF MEDICINE III

Compreendendo melhor inserção social e solidariedade como parâmetros da avaliação de programas de pós-graduação da Medicina III

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## ABSTRACT

**Objective:** To provide information in the maturation process of the general conception of social inclusion and solidarity. **Methods:** The following official CAPES sources were consulted: resolutions of the Technical-Scientific Council; models of evaluation forms; current legislation and ordinances; relationship with the Great Area courses; Dinter and Minter evaluation projects; and the assessment application. **Results:** Social inclusion and solidarity are recent and innovative parameters to be developed by postgraduate programs and evaluated by area committees organized by Capes. There is need for better understanding by the postgraduate faculty of Medicine III the characteristics of relevant actions on social inclusion. The basic theme of life support help in understanding how Medicine III can expand its operations in basic education without compromising the innovative and transformer character of postgraduate. **Conclusion:** Postgraduate must innovate its insertion in teaching processes, managed care or any other field. What is sought is the power of social transformation, inherent to its spirit and exercise.

**Key Words** - Education, graduate. Evaluation of research programs and tools. Social perception. Educational measurement.

## INTRODUCTION

Periodical evaluation and ranking of the postgraduate stricto sensu courses of the Postgraduate National System is paramount activity developed by Capes (Higher Education Personnel Training Coordination)<sup>1</sup> and the coordination in various stages is responsibility of a well structured segment: Evaluation Directorship. Although human resources, logistics and technology information required for such task is very large, the main feature of the evaluation process is not developed by employees or members with internal positions in Capes, but by pairs, that is, members of the postgraduate programs throughout the country without any administrative link with Capes Evaluation Directorship, organized into committees according to each area of knowledge, evaluated by their own fellow-teachers about their activities and performance in programs/courses in a given area. This "sui generis" condition has been considered by many as one of the main reasons for the success of the evaluation process. Established in 1976 by General Director of Capes Claudio de Moura Castro, evaluation, like any other dynamic process, has been evolving and changing as the demands that arise. One of the recent and significant changes occurred when the inclusion of a new variable in the evaluation sheet - Social Inclusion. Although included as specific item in the last three triennial evaluation periods, the annual reports of Medicine III show the need for better understanding about the actions that characterize real social inclusion and solidarity, to be useful for researchers in the field.

The objective of this article is to provide information in the maturation process of the general conception of social inclusion and solidarity.

## METHOD

For this paper were consulted the following official CAPES sources: resolutions of Technic-Cientific Council<sup>2</sup>; models of evaluation forms<sup>3</sup>; current laws and ordinances<sup>4</sup>; co-relation with the Great Area courses<sup>5</sup>; evaluation of Dinter and Minter projects<sup>8</sup>; and the evaluation application<sup>10</sup>. Were used only items that focused on Social Insertion and Solidarity.

## RESULT

### Social Inclusion

Social Inclusion appears as item to be evaluated since 2003 when it was proposed by the special committee designated by

Capes Technical Scientific Council - CTC<sup>2</sup>. After extensive discussion with the community, the new form<sup>3</sup> reduced six previously existing questions in three: Faculty; Student Body - Theses - Dissertations; and Intellectual Production. Social Inclusion arose with relatively small weight (10% of the final concept) and was composed of three items: Regional and National Impact; Integration and Cooperation; and Visibility/Transparency. In professional masters degree, as expected, due to greater social impact, the weight of this new variable was set at 15% for Medicine III<sup>4</sup>.

In addition to innovation, Social Inclusion as an evaluation criterion gave intrinsic characteristics, ie, the ultimate recognition proof by the Capes of the existence of social role for the Brazilian postgraduate not only for the development of science but also for improving the country. With the advent of Social Insertion item to evaluate the performance of programs, passes to see how the research produced by the binomial mentor/ oriented - beyond the clear and obvious scientific contribution -, influence and collaborate in solving fundamental and decisive challenges for society.

### Regional and National Impact

The Capes areas have autonomy to define how they understand and appreciate the impact to be analyzed<sup>5</sup>. Using examples outlined by the Capes, we could mention: 1) technological/economic impact - contribution to micro-regional, regional and/or national development highlighting productive advancements; 2) increase productivity; 3) dissemination of technical knowledge and to improve economic performance, respecting and considering its social and environmental effects; 4) educational impact - contribution to the improvement of primary education, secondary, undergraduate, technical/professional and the development of innovative teaching proposals; 5) proper social impact - training of qualified human resources for public administration or civil society that can contribute to the improvement of public management and the reduction of social debt, or to the formation of a public who make use of the resources of science and knowledge; 6) cultural impact - training of qualified human resources for cultural and artistic development, formulating cultural policies and expanding access to culture, arts and knowledge in this field. Referring to Medicine III<sup>6</sup>, this item is seeking the activities developed by course or program, inherent to the role that develops within the region or even in the country, in terms of training of qualified personnel and the development of research, the labor market and especially to meet the needs of the Unified Health System and the development of

research. In the Professional Master mode, as already mentioned, by the expectation that results in greater social inclusion, this item concentrates 40% of the entire value of the item, higher than for the same item in the academic courses<sup>4</sup>. In addition, the subtypes of impact, as provided for in the professional master, are numerous: social; educational; health; technological; economic; environmental; cultural; artistic; legal; and others in potential.

Thus we see that the true impact differs greatly from the reports that the program welcomes students from various regions/states/cities of the country or even that a postgraduate has been inserted in academic life (teacher) in any superior educational institution<sup>7</sup>. With respect to the latter information, the true nucleation of an egress goes beyond the academic connection he has; it is strongly based in research activity that the egress will develop, based on his inclusion in Research Groups and, finally, its insertion as a postgraduate professor.

### Integration and Cooperation

Being the evaluation process of courses and postgraduate programs an eminently comparative activity, is natural and inherent in this process that the competition element exists and is part of the system, generating hierarchical distribution that induces some positive aspects, such as creating stimulus to better performance viewing the assessment; achieve greater autonomy in resource management; and serving as guidance for the choice of future students. However, the advent of Social Inclusion item in the assessment and, more specifically, the existence of the item Integration and Cooperation brought some balance to the system, since it came to value, besides competitive actions, cooperative actions between programs/courses<sup>3</sup>. There is in this item, therefore, a clear incentive to cooperation. In this regard, Capes went even further, equipping cooperation through specific aid programs such as Procad, Minter, Dinter and others<sup>8</sup>. This "solidarity" was at first induced to programs of excellence (grades 6 and 7), seeking to verify if such programs with potential for excellence, demonstrated solidarity for courses 3 or possibly 4 located at geographical regions lagging behind. However, it is also possible that note 5 programs demonstrate solidarity through its engagement in specific actions. It should also be said that cooperation between programs has bidirectional character in its appreciation in the evaluation process. This means that the appreciation is in double direction, one from the more qualified program that helps a beginner or program facing difficulties, and the other – in the latter conditions - that recognize their fragilities and despite its limitations look for the best partnership to remedy their problems and express their potential. It is therefore clear that the desirable solidarity evaluation of programs has nothing to do with reports done by programs about their teachers participating in congresses and conferences across the country or in the world<sup>7</sup>.

### Visibility / Transparency

This third and final component item of Social Inclusion focuses on the media, especially electronic<sup>9</sup>, the program uses to publicize its activities. Programs are encouraged to put on their sites both technical information about themselves as the proper scientific content of what have being done<sup>10</sup>. As technical content we can mention the presentation of the program with its notes and evaluation sheets of the past and current triennium; its proposal; concentration areas; research lines and their current projects; its faculty and students with their resumes or link to curriculum in the Lattes Platform; disciplines that have been offered

with their programs and references. It is important to be exposed the selection criteria for both new teachers and new students. When possible, it should also indicate the sources of funding that the program receives and how they have been applied.

In addition to this list of information, there must also make room for the scientific, philosophical and artistic content of what the program did. As far as possible, it is important to provide texts and products of the teachers

### Expanded horizons of Social Inclusion and Solidarity

Clearly, not only of Minter and Dinter must live solidarity in postgraduate program. Associated with the awakening of the Brazilian postgraduate to the fundamental importance of being inserted consistently as a determining factor for improving of the quality of basic education in the country<sup>1</sup>, appears on the horizon a universe of opportunities for courses and postgraduate programs to practice true social insertion.

Assuming that the Basic Education is the true Brazilian challenge; that without young, well-prepared teachers no development exists; that without good primary and secondary schools there is no good science; and the postgraduate participation is essential in the promotion of quality basic education with quality<sup>7</sup>, the own National Plan of Postgraduate - PNPG 2011-2020 already provides recommendations as encouraging the participation of postgraduate courses on issues concerning improvement of basic education quality and encourage the development of science studies in basic education<sup>1</sup>.

Starting from the fact that Medicine III has low insertion and performance in basic education and that projects are needed to provide the approach the poles, as a theoretical exemplification of what may be in practice postgraduate in high school let's take the contents of the basic support courses of life as postgraduate research field aimed at social inclusion in education and health. The theme has appeal and interest to the general public and its learning is of public utility and directly connected to the values of life and health. Different projects, with different levels and characteristics, professional or academic nature, could explore the theme providing to undergraduate students and graduate, development of teaching materials geared to basic education, awakening interest in science, research and insertion in Junior Scientific Initiation.

If there is nothing more to be modified/improved/optimized in teaching processes, learning materials or for example health care, then knowledge does not change, the role of postgraduate was fulfilled and generated contributions become part of policies of public education and health. As Prof. Renato Janine Ribeiro, former director of evaluation of Capes, said: "...The post will have achieved an important result, but its role as post will continue questioning itself and changing."

## CONCLUSION

Postgraduate must innovate its insertion in teaching processes, managed care or any other field. What is sought is the power of social transformation, inherent to its spirit and exercise.

## RESUMO

**Objetivo:** Proporcionar informações que sejam de auxílio no amadurecimento da concepção geral sobre inserção social e solidariedade. **Métodos:** Foram consultadas as seguintes fontes oficiais da CAPES: resoluções do Conselho Técnico-Científico; modelos das fichas de avaliação; legislação e portarias vigentes; relação dos cursos da Grande Área; avaliação de projetos Dinter e Minter; e o aplicativo de avaliação. **Resultados:** Inserção social e solidariedade são parâmetros recentes e inovadores como ações a serem desenvolvidas por programas de pós-graduação e avaliadas pelos comitês de áreas organizados pela Capes. Há necessidade de melhor compreensão por parte dos professores de pós-graduação da Medicina III das características de ações relevantes de inserção social. O tema de suporte básico de vida ajuda na compreensão de como a área da Medicina III pode ampliar sua atuação em educação básica, sem comprometer o caráter inovador e transformador da pós-graduação. **Conclusão:** A pós-graduação cabe inovar quando de sua inserção em processos de ensino, administração de cuidados ou qualquer outro campo. O que se busca é o poder de transformação social que ela tem e exerce.

**Descritores** - Educação de pós-graduação. Avaliação de programas e instrumentos de pesquisa. Percepção social. Avaliação educacional.

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