

## **Teaching and Learning Trajectory of the “Programa de Desenvolvimento e Gestão Social” (PDGS): Contributions for the Social Management Evaluation Field**

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This work focuses on the evaluation process of the PDGS — Programa de Desenvolvimento e Gestão Social (Development and Social Management Program) developed in the Federal University of Bahia since 1999. The Program aims at creating innovative qualification models for social managers by integrating education, research and extension activities, including presential and long-distance education. In this paper, we prioritize the evaluation of the education activities only, considering its potential to promote multiple forms of learning through the individual and collective dimensions of learning, the mobilization of many sectors of the society and the continuous process of (re)construction of the Program itself.

The reflection was guided by the following questions: (a) Which vital requirements does the program meet, taking into account both the "community of praxis" that created the program and the community to whom the program is oriented? What do we want to construct and to transform? (b) Is the program still innovative, does it anticipate answers and proposals? Which are the "cultural opportunities" and how does the program address them through its design changes? (c) Do we have the motivating energy to (re)design the program according to change requirements, taking into account the instabilities, paradoxes and contradictions that we have to deal with daily? (d) Are the program structure and dynamics appropriate? Do the management procedures, including planning and evaluation, fit to program needs, considering the multi- and interdisciplinary nature of PDGS and its contexts, and especially considering that it belongs to a public university?

First, we characterize the PDGS and its trajectory, emphasizing the education activities. We approach the processes of evaluation and their impact in the Program evolution, considering the conceptions of individual and social learning and the multifocal perspective of evaluation. The qualitative study was based on focal group techniques, participant observation, document analysis and bibliographical research.

After that, we propose an evaluation strategy aimed at post-graduation education activities. We choose an evaluation strategy with a multi-focal approach considering that it provides the necessary flexibility for an evaluation project as the PDGS. This approach involves distinct actors and diverse interpretations on the concept of evaluation itself. Worthen, Sanders and Fitzpatrick (2004) are important references, approaching the subject of program evaluation through different perspectives: by its objectives, program administration, program's thematic area specialists, its participants, etc.

Authors as Dewey, Berger and Luckmann, Lave and Wenger, Yanow and others are cited in the article. The social approach we take emphasizes the idea that it is not the sum of individual learnings that allows collective or organizational learning, but rather the opposite: the social practices in which individuals become involved themselves lead to individual learning.

Finally, we try to answer the proposed research questions. The Program continuity depends on its capacity to follow the change requirements of the society and to properly understand itself as a learning space for individuals, communities, organizations and the society.

We believe this study is important for the attendees of the ISTR Conference because it deals with a post-graduation program directed to Third Sector organizations, emphasizing the formation of their

managers. Moreover, it addresses the issue of program and project evaluation in an innovative manner, a very important perspective for the civil society organizations field.

Main references:

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