

Avaliação de Impacto de Programa Mulheres Mil

Final Technical Report

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Mulheres Mil Impact Assessment

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An Impact Assessment of the Mulheres Mil Program

MULHERES MIL IMPACT ASSESSMENT (MMIA) PROJECT

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An Impact Assessment of the Mulheres Mil Program

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ABSTRACT

The Mulheres Mil program (meaning a thousand strong women) began as a collaboration between Canada and Brasil to build the capacity of Brazilian colleges (Institutos Federal) to help marginalized women in Brasil access job-specific training and enter the formal workforce, thereby improving their lives, enhancing regional and national economic development and encouraging greater participation from disadvantaged women in the political process.

The Mulheres Mils Impact Assessment (MMIA) project teams from Canada and Brasil have collaboratively developed the framework, tools and methodologies to allow Brazilian authorities to measure the impact of the Mulheres Mil program on various stakeholder groups. The MMIA is modeled on an impact assessment framework and tools developed by a Niagara College Canada research team to measure the impact of the Ontario, Canada Second Career ``return-to-work`` program for laid-off workers. The success of the research has been dependent upon a full and equal partnership, thoughtful collaboration, and sensitivity to cultural, institutional, and political differences.

KEYWORDS

Social/economic development programs, impact assessment, performance measure framework, tools, and methods

TABLE OF CONTENTS

COMPONENT	PAGE
The Research Problem	5
Objectives	6
Methodology and Project Activities	7
Project Outputs	12
Project Outcomes	17
Overall Assessment and Recommendations	19
List of Appendices	25
Appendix A: Project Work Plan	
Appendix B: Literature Review	
Appendix C: Project Meeting Minutes – May 2 & 3, 2012, Brasil	
Appendix D: Project Meeting Minutes – October 25, 2013, Brasil	
Appendix E: Research Development Forum Workshops – Agenda, August, 2013, Canada	
Appendix F: Workshop Session – Agenda, March, 2014, Brasil	
Appendix G: Ethics Application (Portuguese)	
Appendix H: MMIA Output Documents from Research Development Forum	
Appendix I: Research Methods Training Manual (draft)	
Appendix J: Presentations by Dr. Holly Catalfamo	
Appendix K: Reflective Paper by Dr. Holly Catalfamo	
Appendix L: Presentations by Brazilian Research Team, March, 2014	
Appendix M: Communiques	
Appendix N: Blog Site, Dr. Holly Catalfamo	

THE RESEARCH PROBLEM

The Goal: To provide the Ministry of Education in Brasil with an impact assessment framework, methodology and tools to evaluate the impact of the Canada/Brasil social and economic inclusion program entitled Mulheres Mil (2007-2011). The research generated from this IDRC grant will be used to inform policy development for the national roll-out of the Mulheres Mil program in Brasil.

The Context: The Mulheres Mil Impact Assessment (MMIA) research project brings together Canadian and Brazilian institutions (Institutos Federal – IFs) and the Brazilian education ministry in an applied social research project which will develop the tools to explore the impacts experienced by various stakeholder participants of the Mulheres Mil/1000 Women (MM) project. The MM project was piloted within the Brazilian college system in the North and North-Eastern Brasil from 2006-2011. The MM project specifically focused on poverty alleviation and social inclusion in Brasil through access for disadvantaged women to education and the workforce. The intended results of the program were to improve women’s quality of family life, economic opportunities and greater participation in the political process. The capacity-building of the IFs was a major outcome of the project and coincided with a major expansion of the Institutes throughout the country. The MM project met with such initial success that the Brazilian government has now adopted Mulheres Mil as a national program. On August 9th, 2011 the official launch of the national program was announced by President Dilma Rousseff. The Brazilian Ministry of Education intends to deliver the new program to 100,000 women through the Brazilian college system by the end of 2014. Beginning in 2014, the Ministry of Social Development (MDS) and Ministry of Education (MEC) are integrating the Mulheres Mil program into a larger skills training program throughout Brasil (Pronatec/BSM) to form Pronotec/BSM Mulheres Mil. The goal articulated by Pronatec General Coordinator of Development and Monitoring programs, Milva Schroeden, during a videoconference at the Bento Goncalves campus of Instituto Federal do Rio Grande do Sul in March, 2014 was to reach 8 million women across 4,000 municipalities through this integrated program. The experience from Mulheres Mil was seen as foundational to the roll-out of Pronatec, and also as fundamental for Pronatec to reach its goals. The MMIA research project was also seen to be very important as a way of gathering data to evaluate the impact of the Mulheres Mil program and to influence future investments as the program moves forward.

The Problem: The Ministry of Education of Brasil identified that a research gap exists in its capacity to collect statistically relevant data that demonstrates the impact of the Mulheres Mil program in order to inform the new national MM program. A research framework and measurement tools had not yet been formulated to capture and measure whether the MM

program has contributed to its longer-term goals: to improve participants' family life, regional and national economic development, and greater participation from disadvantaged women in the political process.

How will the IDRC research project address the challenge? Through this bi-national research project, Canadian and Brazilian research teams have collaboratively developed a suitable research framework, tools, and techniques to analyze the immediate as well as longer-term impacts of the Mulheres Mil program. The data collected by the Brazilian partners based on the framework and tools, using the methodologies developed from this research, will be used to: 1) inform program development and approval decisions of funders of the MM program, and: 2) inform practitioner activities in the design and delivery of effective curriculum, programming, and support systems for the benefit of women participants.

While the overall goal of the MMIA did not change over the course of the project, the research into existing impact frameworks that would form the basis for the development of assessment tools and methodologies resulted in the selection of the Logic Model for performance measurement. This model is well established internationally, but was not utilized by the Brazilian team prior to this project. The use of the Logic Model provides the capacity to identify the links between investments/inputs, activities, outputs and outcomes of the MM program, and to anticipate more accurately longer-term impacts that would justify the significant investments made by the government of Brazil in the MM program. In addition, the research teams were able to benefit from the development by the Canadian researchers of an assessment model used to measure the impact of Niagara College's Second Career program to assist laid-off workers in preparing for and accessing new employment.

The tools developed incorporated the very successful tools that were implemented early in the MM pilot project – the Life Map exercise and the Portfolio tool. Both of these tools were used extensively in workshops on prior learning assessment and recognition, and were very quickly adapted for ongoing use in the MM program. The Life Map exercise is a commonly-used group bonding exercise that has allowed participants to share life stories and identify common experiences and goals. The Portfolio tool is a multi-faceted and multi-format collection of documentation, work samples, resume details, and personal narratives.

OBJECTIVES

General Objective: The overall objective of the MMIA research project is to collaboratively develop an effective performance measurement system to assess the impact of the Mulheres Mil project on participant stakeholder groups in Brazil: the disadvantaged women themselves,

their families and communities, their employers, and the educational institutions that provide the programs and services.

Specific Objectives:

1. Following a review of existing frameworks for performance measurement of economic/social programs, identify the most useful framework to evaluate the impact of the MM program.
2. Develop collaboratively the measurement tools that will be used with all MM stakeholder groups. A framework and method for measuring the impact of the Ontario Second Career program had been developed and piloted by Dr. Holly Catalfamo in collaboration with Niagara Research, the research arm of Niagara College. The Second Career program is designed as a return to work program for laid-off workers in Ontario. Dr. Catalfamo, the Canadian lead researcher on the MMIA project, worked with the Brazilian research team to examine and adapt this framework and tools for the MM context.
3. An additional objective emerged as the MMIA project progressed – to develop a training program for those who would administer the various tools (surveys, questionnaires, focus groups) to individual stakeholder groups in Brasil. A Canadian student team of 37 students from Dr. Catalfamo’s post-graduate Human Resources Management program developed a draft training manual for review, editing, and use by the Brazilian research team. The Brazilian research team was very enthusiastic about adopting the training program for use in their preparation of researchers who would administer the MM assessment instruments with various stakeholder groups.

METHODOLOGY and PROJECT ACTIVITIES

The guiding principle for the MMIA project is that all performance measurement tools and methods will be developed collaboratively between the Brazilian and Canadian teams. Niagara College had already been actively involved in the Mulheres Mil program itself over several years and had a well-established network of partners in Brasil, both at the ministry level and the Federal Institutes (IFs) (colleges). A strong working relationship already existed, and the MM program leads in several IFs in the north and north-east of the country were part of the start-up phase of the impact assessment project. Some methods already existed to gather and store relevant data from the MM program participants and other stakeholders. However, there was

not a consistent framework and tools being used that would enable comparisons and analysis across institutions, regions, or time.

The Workplan for the MMIA project appears in [Appendix A](#). The following are the key components of the workplan methodology, along with a discussion of changes made to the original workplan as well as lessons learned as the project progressed.

Project Orientation and Establishment of Project/Research Teams (Phases 1,4,5)

Both the Canadian team and Brazilian team changed members over the course of the MMIA project that challenged both teams to keep to the original timeframes for Year One components. The original Canadian project manager, Jos Nolle, was seconded to a project in Colombia, and his replacement, Natalee Tokar, worked with Dr. Holly Catalfamo, the research lead, following the initial orientation and workshops in Brasil in May, 2012, and again in October, 2012. Ms. Tokar had lived and worked in Brasil as a CIDA intern prior to her appointment as Research Project Manager at Niagara College. Ms. Tokar arranged for the current MMIA project manager, Marti Jurmain, to replace her when she went on maternity leave for a one year period. Ms. Jurmain had been actively involved in the Mulheres Mil program development over a period of several years, and already had a strong network in Brasil. She is the former Director of Research at Niagara College. Accordingly, while the Canadian team did change project managers, the lead researcher remained the same, and project managers had a strong background in the MM project.

The Brazilian team also changed members after the initial orientation sessions in Brasil in 2012. The workshops facilitated by the Canadian team in Brasil in May, 2012 were attended by an original Brazilian team of Mulheres Mil program leads. These individuals were replaced over the first year of the MMIA project with researchers linked either to relevant IFs or to the Ministry of Education. The change in Brazilian personnel over the two year project did require some revisions to timelines, but the teams were enthusiastic and worked very hard to ensure that the workplan targets were met.

Literature Review (Phase 3)

A comprehensive literature review of social inclusion programs in South America, North America, and other world contexts was conducted by both Canadian and Brazilian researchers. The annotated Literature Review appears in [Appendix B](#). The review was generally helpful in providing context to the MMIA project. However, the literature review identified studies of the social inclusion programs themselves, rather than the performance measurement systems that

were available and useful in evaluating them. A review of performance measurement frameworks previously used by Niagara College researchers based on the Logic Model framework provided the most useful starting point for the development of evaluation tools and methodologies. In addition, the analysis of the impact of the Second Career program at Niagara College by Dr. Catalfamo provided a very useful set of tools that the MMIA teams were able to adapt for the MM program impact assessment.

Ethics Framework (Phase 2)

The development and submission of an ethics application took more time than was anticipated. The Brazilian team changed members, and a member appointed at the end of the first year, Dr. Clarisse Monteiro Escott of the Instituto Federal do Rio Grande do Sul, became the lead Brazilian researcher for the preparation and submission of a very detailed and rigorous ethics application following the August, 2013 MMIA workshops in Canada. While the delay in the submission of an ethics application did not impact the development of the MMIA project's assessment framework, tools, and methodologies, it did impact the timing of the piloting of the tools, their evaluation and re-design by the Brazilian team. The original workplan phases (13,14,15) that dealt with piloting, evaluating, and redesign of the tools will remain to be completed after the official close of the MMIA project funding on March 31, 2014. The Canadian researcher, Dr. Catalfamo, is committed to assist wherever possible with the evaluation and redesign of the measurement tools and techniques. Dr. Escott has identified two additional phases of the MMIA project that will continue following the formal close of the IDRC project: workshops in Brasil in October, 2014 to adapt the tools and techniques following recommendations arising from the pilots; and a further workshop proposed for December, 2014 to analyze data and prepare the final tools and techniques for full program evaluation.

Establishment and Maintenance of Communication (Phases 1,6,12+)

While a variety of communication tools was used for the MMIA project, a lesson learned for all was that face-to-face work was really needed to build relationships, work through questions and goals, and work effectively and collaboratively. The Mulheres Mil official website in Brasil and the products of that program, such as the Mulheres Mil profile "books", were useful for background material and understanding.

Simple e-mails using translation software worked quite well. While Google Translate was used for e-mails, translations are frequently quite awkward. However, the research teams were able to adapt quite well and the software did enable constant e-mail communication at no cost. In addition, the bi-national researchers used Facebook and blogs to share activities throughout

year two of the MMIA project, and to provide on-going social media communications after the project is completed.

Three attempts to make video-conferencing work effectively between Canada and Brasil did not work as planned due to technological difficulties. A back-up telephone conferencing method was used in these situations, and the original objectives of the meetings were in fact realized.

All documentation was prepared in two languages, English and Portuguese. All workshops had official translators. This resulted in increases in translation costs from the original project budget, but was absolutely essential to project success.

Workshop Sessions (Phases 1,8,12)

There were four face-to-face major workshop activities that brought together the Canadian and Brazilian teams. Three were held in Brasil (May and October, 2012; March, 2014); one was held in Canada (August, 2013). These were intensive sessions that produced almost all of the significant output of the project. There were seven core Canadian team members over the course of the four workshop sessions, although many other participants and stakeholders were involved, from the College President, Dr. Dan Patterson, to the Dean, International Partnerships, Jon Ogryzlo. There were also eleven core Brazilian team members, although many faculty and staff of Brazilian partners participated in the workshop sessions in Brasil in March, 2014.

Data Collection Training Program (phase 12)

An innovative involvement of students (both Canadian and Brazilian) presented itself in the final three months of the MMIA project, January to March, 2014. Dr. Catalfamo's entire class of 37 Human Resources Management post-graduate students was involved in the development of a draft training program, through a course-based research project, for those who will administer the Mulheres Mil impact assessment tools in Brasil. Many of those who will administer these tools will be graduate students and staff at the IFs. The Canadian students prepared a Training Manual on consistent data gathering techniques and analysis for the Brazilian data gathering team. Dr. Catalfamo and Ms. Jurmain presented the materials at their workshop sessions in March, 2014 in Brasil. The students also prepared a draft training manual on portfolio development that had been requested by the Brazilian team. An additional innovation was an online training manual by one of the Canadian student teams on how to conduct focus groups. This module provides a fully online training tool that can be used initially in each of the pilot sites to train focus group facilitators. It may also be used later when

widespread data gathering begins throughout Brasil. The Brazilian research team enthusiastically received these materials and is currently translating and adapting the training modules.

Communication of Results (all phases)

In addition to the normal reporting of the project results to IDRC, the lead researcher, Dr. Holly Catalfamo, made two formal presentations on the MMIA project. The presentations included a scholarly presentation at the Annual International Society for Educational Planning in Niagara Falls, New York in October 2013 providing a comparative analysis of the Second Career Program and Mulheres Mil. The second presentation took place at the ISEP Forum on Research Excellence at the Coady Institute in Antigonish, Nova Scotia, November 2013. This presentation took the form of a roundtable dialogue on research excellence through the exploration of this particular study. These presentations and a reflective report by Dr. Catalfamo are contained in Appendices J and K. Project results will also be highlighted in a Niagara College Research publication and on the College's International Division website in 2014. Upcoming communications will include Dr. Catalfamo attending the CASID Conference at Brock University in May of 2014 as a panelist showcasing the work of the MMIA research teams, and additional presentations at Niagara College Canada among the Research and International divisions. The third MMIA Communiqué will be drafted in April 2014, focusing on the March, 2014 workshops in Brasil and will be distributed to project stakeholders.

The Brazilian team members prepared detailed presentations of the Mulheres Mil program outputs in their various jurisdictions. They will present the final results of the MMIA project to their Institute leaders and relevant ministries.

In Brasil, all IFs that are involved in the MM program as it rolls out throughout the country will have access to the tools and methods to measure their effectiveness. They will provide data to a central repository in Brasilia that will amalgamate the data and conduct impact analyses. The number of those engaged with the MM impact analysis, or through train the trainer sessions held by Brazilian team members will number in the hundreds over the next few years. In addition, the performance measurement framework and tools may be incorporated into those already in place in the Pronatec program itself, a significant potential outcome for the MMIA project.

PROJECT OUTPUTS

All major outputs from the MMIA project are included in the appendices. Following is an outline of the outputs with discussion and lessons learned (where relevant). The Canadian team involved a minimum of 7 core team members; the Brazilian team included 11 core team members. During the March, 2014 workshops in Brasil, 52 participants (MM women, Institute faculty and staff) were present in four different campus sites. Ultimate beneficiaries are many: the faculty and staff of the IFs that are implementing the Mulheres Mil program; the MM women participants themselves and their families through the sustainability of the program over time; the communities and employers who support and hire the MM women; and the Brazilian government that will have the consistent tools and techniques needed to assess the impact of this major investment in social and economic development throughout the country.

Literature Review – Annotated (Appendix B)

The global literature review focused on two themes that would inform the development of impact assessment tools and methods: the barriers disadvantaged women experience when engaged in school-to-work transition programs, and the benefits they realize by participating in such programs. Many of the barriers documented in the literature were relevant to the Brazilian Mulheres Mil program context, including:

1. Lack of access to transportation to participate in programs
2. Vulnerability due to poor socio-economic position impacting quality of life; poverty
3. Costs associated with participation (tuition, books, dress)
4. Lack of access to education
5. Lack of employability options (opportunity to participate and demonstrate skills)
6. Low self-efficacy; lack of confidence; sense of discouragement
7. Lack of vocational skills
8. Gender inequality: traditional gender roles and societal hierarchy; lack of decision making power within family; lack of voice
9. Requirement to care for children; no child care
10. Network of informal, unregistered, unrecognized work

The benefits described in the literature were also relevant to the MM context, including:

1. Reduction of barriers between the genders
2. Improved desire to learn and further personal development and educational development for self and for participants' children
3. Increased ability to make decisions

4. Increase in life skills
5. Increased literacy rates and ability to communicate
6. Increased work practices (skills)
7. Improved sense of self-worth and empowerment
8. Improved social mobility
9. Creation of a skilled workforce within the country

The literature review helped in the identification of appropriate stakeholder groups (e.g., families of participant women and communities), as well as the types of questions that need to be asked to garner relevant information (e.g., questions on self-confidence, and how questions may be framed to gather the information needed). Both the Canadian and Brazilian teams were pleased with the literature review, and appreciated that there are global patterns and similarities to the context and goals of the MM program.

Ethics Application (Appendix G)

The research teams determined that since the participant women in the MM program were Brazilian, and that this stakeholder group was the one most in need of informed consent and a respectful administration of the individual assessment tools, the ethics application would be prepared according to the ethics requirements of the Brazilian Ministry of Education and the relevant IFs. During the August 2013 workshops in Canada, a thorough review of the Brazilian Ethics Review process was presented and discussed by the Brazilian research team. The Brazilian ethics process is exceptionally rigorous and parallels the existing processes in the Canadian context. A research team led by Dr. Clarisse Monteiro Escott prepared and submitted the ethics application to the ethics review committee in Brazil in late fall, 2013.

Impact Assessment Framework (Appendix H)

The overall goal of the Mulheres Mil Program was poverty alleviation in the north and north-east of Brazil through the capacity-building of the federal institutes to help disadvantaged women gain access to education and skills training and enter the labour market. The benefit of adopting the Logic Model framework for impact assessment is its ability to link various elements of a program or project to its stated goals. The framework requires the documentation of “inputs” or resources, and links them to “activities” that involve all relevant stakeholder groups. The framework then documents outputs (immediate results), and identifies longer-term “outcomes” or behavioural changes for stakeholders. Long term social and economic “impacts” may be anticipated with targets that can be measured over time. The

Brasilian team adopted the Logic Model framework very quickly during the August, 2013 workshops in Canada as a useful overall method to measure the MM program performance.

The logic model as a framework for measuring performance of a project or program normally considers risk elements and identifies methods of ameliorating risk. This “risk management” component was discussed in project workshops, but did not become part of the formal toolkit for MMIA. Many of the training elements of the MM program, however, clearly sought to reduce risk within the program delivery, for example the provision of bus tickets to enable women’s participation in the program; or the involvement of community organizations with which women were familiar and comfortable, in promoting the MM program and providing orientation and some training. A risk management for the MMIA implementation, however, remains to be developed. For example, a significant risk element will be lost contact with MM program participants over time, potentially resulting in an inability to document impacts over the longer term.

Assessment Tools (Appendix H)

Four assessment tools were designed and prepared for piloting in Brasil with various stakeholder groups: document analysis; questionnaires/surveys; interviews; and focus groups as outlined in the matrix below.

Analysis Matrix for Implementation of Research Techniques by Stakeholder Group

Techniques	Participants/ Families	Community/ Partners	Institutes (IF's)	Government
Document Analysis		X	X	
Questionnaire/Survey	X	X	X	
Interviews (semi-structure)	X	X	X	X
Focus Groups	X		X	

The tools and matrix paralleled those developed by Dr. Holly Catalfamo, in collaboration with Niagara Research, for an impact assessment of the Second Career program for Niagara College students. This broadly based program aims to help laid-off workers identify, train for, and access new employment. The MMIA workshops in Canada in August, 2013 resulted in the development of draft tools and an overall assessment framework.

A variety of impact assessment tools were developed collaboratively by the Brazilian and Canadian teams. The process was very successful and helped build relationships among the team members as well as produce valuable tools to measure the MM impact. All tools were developed as working drafts that would be piloted in several MM sites at IFs in Brasil, with results analyzed and tools re-designed where needed. The piloting of tools and methods with the stakeholder groups will be completed following the official close of the IDRC project in March, 2014. However, the Brasil team will share results and the revised tools with the Canadian team electronically when they are available. The teams will continue to communicate at a minimum via teleconference, e-mail, and by social media where appropriate. The Brazilian research team plans to conduct workshops in October in Brasil. The team is planning a working session potentially in December 2014 in Canada with the Niagara College research team to prepare the final tools and techniques.

Assessment Administrators Training Guide (draft) (Appendix I)

The Human Resources Management post-graduate program students (37 in teams of 4-5), under the direction of Dr. Catalfamo, conducted a course-based research project to prepare a draft training manual for the Brazilian administrators of the assessment tools to be used with stakeholder groups in the MM program. The task was a project conducted in collaboration with Niagara Research, and provided a wide variety of Canadian and international program students with a valuable and practical global learning experience. The Brazilian team was presented with the training manual in Brasil in March, 2014 by Dr. Catalfamo. It will be adapted by the team for purposes of training for Brazilian survey and focus group administrators. The Canadian team was able to provide valuable feedback to the Canadian students on the potential impact of their work upon their return from Brasil. The students have commented on the fact that this experience has provided valuable experiential learning while exposing them to both the benefits of research and to working with international partners.

Presentations by Dr. Holly Catalfamo (Appendix J and K)

While part of the outputs of the MMIA project, the reflective paper presented by Dr. Catalfamo at the 2013 Canadian Learning Forum hosted by the Canadian International Development Research Centre in Nova Scotia, Mulheres Mils Impact Assessment: Building Research Capacity across Nations, documents a number of the outcomes of the project in terms of relationship building and networking. It also notes the knowledge transfer in both directions that resulted from the MMIA project.

In addition, Dr. Catalfamo presented at the ISEP Annual Conference in October, 2013 in Niagara Falls, New York, titled “Building Bridges – Building Lives: A Cross Cultural Comparison of School-to-Work Transition Programs”, sharing the MMIA project and Mulheres Mil program with a broad bi-national audience. Her presentations and reports are shared with the MMIA Brasil team.

Presentations by Brazilian Research Team, March, 2014 (Appendix L)

The Brazilian research team had prepared several power-point presentations at the sites visited during the March, 2014 workshops in Brasil. These presentations focused on the administration and outcomes of Mulheres Mil programs at the sites that appear below. Program administrators and faculty handled the presentations, and various MM participant women spoke about the impact of the program on their lives and those of their families. MM women agreed to have notes taken of their comments by both Brazilian and Canadian teams.

The Brazilian team prepared a draft roll-out plan of the tools to be piloted with stakeholder groups to evaluate the impact of the MM program. The ethics approval is anticipated by May, 2014. Any revisions required from the Ethics review will be incorporated prior to the pilot roll-out. Workshops will be held in Brasil in October, 2014 to examine the experiences from the pilot sites and begin the revision of tools as appropriate. The pilot sites for the impact assessment tools have already been identified:

- Instituto Federal de Educacao, Ciencia e Tecnologia do Rio Grande do Sul (IFRS)
- Instituto Federal de Educacao, Ciencia e Tecnologia do Espirito Santo (IFES)
- Instituto Federal de Educacao, Ciencia e Tecnologia do Mato Grosso (IFMT/IFRO)
- Instituto Federal de Educacao, Ciencia e Tecnologia de Sergipe (IFS)
- Instituto Federal de Educacao, Ciencia e Tecnologia de Santa Catarina (IFSC)

Oversight of the process will be provided by the Universidade da Integracao Internacional da Lusofonia Afro-Brasileira (UNILAB) in Brasilia. The research team will adapt the training manual prepared by Dr. Catalfamo’s students to prepare the administrators of the evaluation instruments with stakeholder groups.

PROJECT OUTCOMES

Bi-national relationship building. A close working relationship has developed through the MMIA project between Canadian and Brazilian partners, leveraging a relationship that had developed between Niagara College and Brazilian colleges and various ministries through the years of the original Mulheres Mil project. The MMIA project is contributing significantly to the research capacity building of the Brazilian partners, and will support the sustainability of the Mulheres Mil program (and its incorporation into Pronatec) through an enhanced ability to measure the impact of the program.

However, the impact on research capacity-building at Niagara College should not be underestimated. For example, the Ethics application contains elements that may be adapted for the Niagara ethics application documents. In addition to competency-building among bi-national research faculty, student/graduate competencies and skills are advanced through this project. For example, the post-graduate students in Dr. Catalfamo's Human Resource Management program who developed a draft of the training manual for survey and focus group administrators built skills in team-work, understanding cultural, linguistic and economic differences, and developing and implementing workplans and deliverables within strict timeframes.

Bi-national collaborative research. Both research teams developed skills in managing a research collaboration across countries. The lead Canadian researcher travelled with members of the Canadian team to Brazil in the spring of 2012 to meet with the national coordinator of the Mulheres Mil program, the program coordinators from 14 Mulheres Mil sites, the Ministry of Education in Brazil, and representatives from the Institutos Federal. During this visit, they planned the early stages of the project, and the lead researcher observed the MM program in four different cities, meeting with some participants (MM women) at each location. This provided insight into the MM program's structure and information regarding the existing evaluative tools in place in different areas of Brasil.

Upon return to Canada, the Canadian and Brazilian teams planned the key milestones and deliverables for the MMIA workplan, and organized communication instruments, including video conferencing, teleconferencing and the internet.

In August, 2013, a group of six Brazilian researchers came to Canada for a week-long *Research Development Forum* to collaborate, share best practices in research methodologies and evaluative frameworks, identify and develop impact indicators as well as draft tools and methodologies that will be piloted in Brazil. It is important to note that early work had taken

place during the 2012 workshops to identify impact indicators in a collaborative manner drawing on the expertise of the Mulheres Mil program coordinators.

Originally the pilots of the tools and techniques were to have occurred in the fall of 2013. However, a delay caused by the time required by the Brazilian ethics application process has moved the pilot implementation to summer/fall, 2014.

It became very clear to both the Canadian and Brazilian teams that the majority of the outputs of the project were realized through face-to-face work. Such interaction allowed for the development of shared cultural and social activities, team development, and mutual respect and collaboration. Both teams will continue to communicate following the IDRC project, and have identified other areas of partnership development (for example, in technical program areas common to the Institutes and Niagara College or other Canadian colleges).

There are a number of beneficiaries of this project who represent positive project outcomes:

- The Brazilian Ministry of Education and allied ministries of economic development and women's issues will have a framework, tools, and administrative methodologies developed (and piloted in Brazil) to measure the impact of a major social inclusion/economic development program.
- Participants from the Institutos Federal – faculty, researchers, and administrators - will enhance their reputation and role in the social and economic development of their communities. They will advance their understanding of the Mulheres Mil program itself and the women and families the program serves. They will also add to their knowledge and skills in developing the tools and techniques to assess major social/economic programs.
- Brazilian communities, in particular in the north and north-east of the country, which has the largest population of disadvantaged, poor women and families, will have opportunities to reduce poverty and social discord through education and employment opportunities for women.
- Women participants and their families will benefit from improved self-esteem, opportunities for education and income, and an improved future. Their participation in an assessment of the MM program will provide them with a sense of accomplishment of the program objectives, as well as the self-confidence gained by thinking through and sharing their experiences with objective reviewers.

- The research team in Canada and Canadian students have also benefited from this international partnership and collaborative research and development. These benefits include the opportunity to expand cross-cultural competencies, a deeper awareness of research excellence specifically related to social development research, project management within a bi-national context, and the importance of embracing reciprocity in learning.

OVERALL ASSESSMENT AND RECOMMENDATIONS

Usefulness in achieving project's objectives through bi-national partnerships

The MMIA project is serving as a “bridge” between the bi-national partnership development that has been part of the original Mulheres Mil project and the future of MM as a program within Pronatec. Canadian and Brazilian research teams are in place and can be sustained as on-going partners. There was also a significant participation in the March, 2014 workshops in Brasil by many faculty and Mulheres Mil coordinators, with the potential for an on-going relationship (as several were fluent in English). The faculty in the MM programs were clearly making curriculum adaptations and designing creative delivery methods to ensure that the MM participants were able to both learn and demonstrate their learning in ways that made sense for them. There is also a strong potential for the partnership with Brazilian Institutes to play a major role in the strategic role of internationalization at Niagara College. In particular, course-based research activities may be designed across various disciplines at Niagara College that work with Brazilian partners on bi-national projects. These course-based projects will provide Niagara College students with a valuable “global experience” without actual international travel.

The Canadian team identified a number of “lessons learned” through the IDRC-supported bi-national research activity:

- The critical importance of “context”. Time needs to be taken to explore background, interview previous participants in both countries, and understand the strategic placement of the current research project in a broader framework.
- The value of immersion of the bi-national teams in the culture and work life of the partner countries. The greatest amount of work was accomplished in face-to-face activities in both countries. Travel to each team’s country involved challenges, but was critical to both relationship-building and project outputs and outcomes.

- Skilled interpreters are critical. In year two, our interpreters were Brazilian nationals, and the interpreter in the March, 2014 workshops in Brasil was a member of the Brazilian research team. However, there were moments of mis-interpretation of what was said by workshop participants, especially when enthusiastic people were talking quickly and simultaneously. The research teams had developed a strong relationship and were able to identify and solve communications issues effectively as they occurred.
- The value of openness by all team members to cultural differences, and the incorporation of these differences into the tools that are used. For example, life maps were used by research team members to begin the 2013 Research Development Forum workshops. The life map exercise is an integral component of the Mulheres Mil program as a vehicle to establish trust among the women and to build group cohesion and a sense of community among participants and educators.
- The importance of creativity in communication strategies. It was important for the research teams to develop alternate communication methods when video-conferencing did not work. The use of social media became an effective method of sharing information, but also of relationship-building. It also is becoming a method of relationship sustainability over time.
- Recognition of the growing importance of the Mulheres Mil program as it has been incorporated into the larger Pronatec program in Brasil, and as it is rolled out across the country. Both research teams recognized that the development and implementation of a performance measurement framework, tools and methodologies to assess the impact of the MM program will be critical to its ongoing sustainability, and perhaps to that of Pronatec.
- Recognition by the Canadian team of reciprocal learning and mutual capacity-building. The Canadian researchers, for example, were impressed with the Brazilian focus on citizenship and human rights elements within the MM curriculum – a priority that would be valuable in Canadian curriculum. As well, one member of the Brazilian research team is using the Mulheres Mil project as a case study for her doctoral thesis.
- The potential impact of a “value-added” component to the research outputs. Dr. Catalfamo’s Human Resources Management students prepared draft training manuals for Brazilian administrators of the impact assessment tools. These manuals were enthusiastically embraced by the Brazilian researchers and will be translated and adapted for immediate use. There is the potential for this course-based research

project at Niagara College to be enhanced and expanded in future semesters in a broad range of program areas. The project has uncovered new pedagogical techniques to assist in the internationalization of Niagara College curriculum, and the potential for a new concept of “mobility” to be developed, whereby students can benefit from an “international experience” while still at home.

Contributions to development of this project

Both the Mulheres Mil program and the Mulheres Mil Impact Assessment project are focused on the empowerment of disadvantaged women and their ability to access education and personal growth, whether through employment, further training, or citizenship goals. The sessions in March, 2014 included discussions with MM stakeholders including the students, faculty, program coordinators and administrators. During these conversations, participants were asked, with informed consent, to talk about their experience with the program. The research team heard consistently from the women participants in the MM program in all sites visited that education was transformational. Women who had never thought they could enter a college wanted to enroll in more programs in the future. Women gained the respect of their families, and became role models for their children. One woman stated, “I know I will graduate and go further, and that my children are very proud of me, and I can accomplish my dream”. Some women were becoming leaders within their communities. Some were entering male-dominated fields such as welding. Some were establishing their own business enterprises. One participant, over 60 years of age, commented that because of Mulheres Mil she was able to move forward and start her own business. She stated that despite her age she still wanted to make a contribution to society and that she was determined to do so. The participants showed a sense of pride in their accomplishment and their participation within a larger group. As one woman said, “I came here as a single woman. Now I am 1000 women”.

Professors and Mulheres Mil Coordinators also spoke of a transformative journey they experienced by participating in the Mulheres Mil program. They indicated that they began to integrate innovative pedagogical techniques to reach students whose learning needs differed from a ‘traditional student’. They spoke of feeling privileged to work with these participants. One particularly insightful comment by one educator revealed the personal growth she has experienced. She indicated that she felt that she had “come into the light” as a result of her experiences as a Mulheres Mil educator.

Impact on Policy

This bi-national research project will have a significant impact on policy in Brazil as it relates to the Mulheres Mil program, its country-wide roll-out, and its integration into Pronatec. The

Ministry of Education in Brazil had identified a research gap in the capacity to collect statistically relevant data on the impact of the program which now has a goal of reaching 100,000 women. By the MMIA project's collaborative development of a reliable research framework and appropriate tools and methods to analyze the impacts of the Mulheres Mil program, policy-makers will have access to more comprehensive data as they expand the program nation-wide. Identification of key communication strategies will be essential to ensure that policy-makers review the data and fully understand its implications. The final tools and techniques used to evaluate the MM program may also be adapted and used to evaluate the impact of the larger Pronatec program.

Impact on Practice

The MMIA project will provide significant data related to the implementation of the Mulheres Mil program and, as such, best practices will be developed through careful data analysis. In addition, the data will identify potential gaps within the program where modifications may be advisable. As the program is expanded to institutions across the country, it is important to examine the program with a view to improving its day-to-day operations. Ongoing data analysis will be critical to program monitoring in the future. Developing systematic methodologies in order to collect, communicate, and act upon the data will be critical in order to impact practice.

Challenges

The project faced several challenges that required both patience and resilience to overcome, including:

- **Scheduling meetings:** Meeting dates in Brazil and Canada were periodically out of synch due to differences in vacation periods.
- **Communication technology:** Once dates for videoconferences were established, the videoconferencing equipment did not always work. Teleconferencing became the inevitable back-up plan; however, the loss of the face-to-face engagement should be noted.
- **Delays in obtaining visas:** While both the Brazilian and Canadian teams planned actively for the Brazilian visit to Canada, unanticipated delays occurred with visa approvals. This delayed the travel dates for some of the Brazilian research team in August, 2013, and potentially threatened the ability to complete the development of the draft research tools. However, upon arrival, the entire research team worked long hours to ensure that all members were up-to-date on the progress made and team members worked

tirelessly to ensure that the tools and methodologies were completed within the scheduled timelines.

- **Language and cultural differences:** Workshops in 2012 and the Research Development Forum in 2013 required significant investment in time and energy in translation services. Such translation services were absolutely essential to the ultimate success of the project; however, it is important to recognize that the translation of documents between English and Portuguese takes considerable time. It was critical to find skilled translators who capture the subtleties of the translation in terms of cultural meaning and context. In addition, the recognition of cultural differences between Canadians and Brazilians is important. The project team was fortunate from the onset to have team members who had lived and/or travelled extensively in Brazil and had briefed the Canadian project team extensively on cultural differences and the importance of taking time to establish trust among the research partners. Facilitation tools and activities at each workshop were used to provide researchers the opportunity to get to know one another on a personal level in order to build strong interpersonal connections. Once these relationships had formed, Brazilian partners were extremely forthcoming by sharing their knowledge and experiences. Some of the Brazilian program coordinators provided electronic copies of documents and statistical tracking data for Mulheres Mil that they may not have been willing to share with the Canadian team if not for the trust that had been fostered between the Canadian and Brazilian partners. This clearly enhanced the research design experience by providing a more comprehensive understanding of the broader research context critical to research excellence.
- **Changes in team members:** Unforeseen circumstances resulted in team members changing in both Brasil and Canada. In Canada, although the lead researcher has remained with the project, one of the research partners took a one year sabbatical from Niagara College to pursue another role in international work; another left for a year on a personal leave. These leaves were unpreventable and consistency was maintained with the lead researcher in Canada. In Brasil, the national program coordinator provided leadership for the Brazilian team for the majority of the project, although she left on an educational leave during the last few months. She was replaced, however, with a knowledgeable member of the year two team. The original group brought together in the spring of 2012 was different than the final research team that came to Canada in the summer of 2013. It was important to be respectful of each partner's need to identify the individuals with the appropriate research expertise to follow the research through to completion. However, the personnel changes required taking the time necessary to



establish new relationships and allowing everyone to ‘catch up’ on the project’s progress. In retrospect, the final team that has come together has the appropriate balance of project management, research and program expertise which has provided a very solid foundation for the development of the research tools and methodology.

Observations and Recommendations to IDRC

Successful collaboration requires equality and understanding. As Canadian researchers, it would be presumptuous to impose a Canadian approach to the process and assume that we have a full understanding of the Brazilian context. The success of this research has been dependent upon a full and equal partnership, thoughtful collaboration, and sensitivity to cultural, institutional, and political differences. Throughout the project, reciprocity in learning has been abundant and provides a significant learning which will enhance capacity building in research excellence across nations. Greater access to frameworks detailing the process of such collaboration would be useful for researchers. International research, particularly development research, should increasingly give consideration to the criterion of collaboration. In order to develop tools and processes that will appropriately inform policy and practice, authentic collaboration is critical. Lessons learned should be shared among researchers, best practices celebrated, and potential challenges explored.

The Canadian research team members were thrilled with the results of this IDRC project. There was a structure yet flexible project plan, a flexible group that was open to learning and working together, and a shared values framework. The bi-national research teams shared an openness to work collaboratively, with a commitment to shared success – the foundation of an ongoing partnership. The Brazilian research lead, Prof. Dr. Clarice Miller Escott of the Federal Institute of Education, Science and Technology of Rio Grande do Sul, commented on the value of the research experience: “The experience of undergoing bi-national research involving representatives from the Brazilian Federal Research Institutes and Canadian researchers Marti and Holly, has been extremely productive. It has benefited not only from the expertise of the Canadian researchers in the implementation of social programs in Brasil, but also from the quality of the investigative process. The project brought together different realities, experiences and outlooks to develop a research project that aims to "assess the impact of the Thousand Women Program in Brasil", which will contribute to the review and consolidation of public policy directed towards employability, citizenship and schooling improvement of Brazilian women in vulnerable situations.”

LIST of APPENDICES

- A: Project Work Plan
- B: Literature Review
- C: Project Meeting Minutes – May 2 & 3, 2012, Brasil
- D: Project Meeting Minutes – October 25, 2013, Brasil
- E: Research Development Forum Workshops - Agenda, August, 2013, Canada
- F: Workshop Session - Agenda, March, 2014, Brasil
- G: Ethics Application (Portuguese)
- H: MMIA Output Documents from Research Development Forum
- I: Mulheres Mil Impact Assessment – Research Methods Training Manual (March 2014 - draft)
- J: Presentations by Dr. Holly Catalfamo
- K: Reflective Paper by Dr. Holly Catalfamo
- L: Presentations by Brazilian Research Team, March, 2014
- M: Communiques
- N: Blog Site, Dr. Holly Catalfamo



An Impact Assessment of the Mulheres Mil Program

APPENDIX A

Project Work Plan





Educação, Cidadania e Desenvolvimento Sustentável

Avaliação do Impacto do Programa Mulheres Mil / Mulheres Mils Impact Assessment

Plano do Trabalho / Workplan

Phase/Fase	Task/Tarefa	Responsibility/ Responsabilidade	Timelines/Prazos	Outcomes/Resultados	Completar
Fase 1 O início do projeto	Facilitar Workshops com Institutos Federais do Programa Piloto	Natalee Tokar Holly Catalfamo	Maio 2012	<ul style="list-style-type: none"> • Resumo da oficina • Acordo sobre os próximos passos • Plano de Projeto a ser desenvolvido e compartilhados com os parceiros 	concluído
Phase 1 Project Startup	Facilitate workshops with pilot program Institute Federals (I.F.'s)	Natalee Tokar Holly Catalfamo	May 2012	<ul style="list-style-type: none"> • Summary of workshops • Agreement regarding next steps • Project plan to be developed and shared with partners 	complete
Fase 2 Revisão Ética	Desenvolver os documentos para o revisão ética a ser aprovado pelo conselho de revisão de ética de Niagara College e ser aprovado pelo ministério de educação do Brasil	Holly Catalfamo e os pesquisadores brasileiros, desenvolver os documentos Stela Rosa, aprovar pelo ministério	Dezembro 2013	<ul style="list-style-type: none"> • Revisão de Ética é preparado por parceiros do projeto brasileiro para a aprovação no Brasil <ul style="list-style-type: none"> • comitê de ética Niagara College receberá revisão final e aprovação do comitê de ética Brasil. • Desenvolvimento colaborativo com Holly Catalfamo e Clarice Escott 	Revisão Ética submetido ao Brasil comitê de ética, de fevereiro de 2014

Phase 2 Ethics Review	Draft ethics review to be approved by the ethics review board of Niagara College	Holly Catalfamo	December 2013	<ul style="list-style-type: none"> Ethics review is prepared by Brazilian project partners for approval in Brazil Niagara College ethics committee will receive final review and approval from Brazil ethics committee. Collaborative development with Holly Catalfamo and Clarice Escott 	Ethics review submitted to Brazil ethics committee, February, 2014
Fase 3 Revisão da Literatura	Realizar revisão de literatura de programas de inclusão social na América do Sul, América do Norte e outros contextos do mundo, incluindo revisão de literatura de pesquisas que inclui gênero e políticas públicas	Todos os pesquisadores brasileiros e canadenses	Dezembro 2012	<ul style="list-style-type: none"> relatório de revisão da literatura, para posterior utilização em conclusões do relatório, bem como no no processodesenvolvimento das ferramentas de avaliação de impacto 	concluido
Phase 3 Literature Review	Conduct comprehensive literature review of social inclusion programs in South America, North America and other world contexts, including a literature review of research	Canadian and Brazilian Researchers	December 2012	<ul style="list-style-type: none"> Comprehensive literature review report for subsequent use in findings report as well as in the development of the impact assessment tools 	complete

	which includes gender and public policy				
Fase 4 Pesquisadores	Identificação de parceiros brasileiros do projeto	Stela Rosa e colegas/SETEC	Julho – Agosto 2012	<ul style="list-style-type: none"> Identificação de parceiros brasileiros 	concluídas no entanto pesquisadores adicionais podem ser convidados
Phase 4 Researchers	Identification of Brazilian project partners	Stela Rosa and colleagues/SETEC	July-August 2012	<ul style="list-style-type: none"> Identification of project partners in Brazil 	complete
Fase 5 Convites	Convite para os pesquisadores a participar enviada para I.F. presidentes do MEC	Stela Rosa/SETEC	Dezembro 2012	<ul style="list-style-type: none"> Convite é desenvolvido e enviado 	concluído
Phase 5 Invitations	Invitation to participate sent to I.F. presidents from MEC	Stela Rosa/SETEC	December 2012	<ul style="list-style-type: none"> Invitation is developed and sent 	complete
Fase 6 Identificação de Funções dos Pesquisadores e Parceiros	Vídeo-conferência e Niagara College membros da equipe se reunir com parceiros de pesquisa brasileiros no Brasil para identificar as funções de parceiro	Todos os pesquisadores brasileiros e canadenses	Outubro - Dezembro 2012	<ul style="list-style-type: none"> Um documento descrevendo as funções dos parceiros será projetado 	concluído
Phase 6 Identification of Researcher and Partner Roles	Video conference & Niagara College Project Team members meet with Brazilian research	Canadian and Brazilian Researchers	Outubro - Dezembro 2012	<ul style="list-style-type: none"> A document outlining partner roles will be designed 	complete

	partners in Brazil to identify partner roles				
Fase 7 Desenvolvimento o da Estrutura Conceitual	Desenvolvimento de um quadro conceitual desenvolvido com base em literatura mundial	Todos os pesquisadores brasileiros e canadenses	Agosto-Setembro, 2013	<ul style="list-style-type: none"> pesquisa quantitativa e qualitativa a ser projetado e posteriormente vetado através dos parceiros e aprovado 	concluido
Phase 7 Development of Conceptual Framework	Development of conceptual framework grounded in global literature	Canadian and Brazilian Researchers	August – Sept., 2013	<ul style="list-style-type: none"> Quantitative and qualitative survey to be designed and subsequently vetted through the partners and approved 	complete
Fase 8 Identificar e utilizar instrumentos de pesquisa	Niagara College membros da equipe se reunir com parceiros de pesquisa brasileiros no Canada para desenvolver ferramentas quantitativas e qualitativas para a coleta de dados	Todos os pesquisadores brasileiros e canadenses	Agosto, 2013	<ul style="list-style-type: none"> Os instrumentos de investigação e pesquisas desenvolvidos 	concluido
Phase 8 Identify and Develop Research Tools	Niagara College Project Team members meet with Brazilian research partners in Canada to develop quantitative and qualitative tools for data collection	Canadian and Brazilian Researchers	August, 2013	<ul style="list-style-type: none"> Research instruments and surveys developed 	complete

Fase 9 Comentários	Reunir informações e receber comentários sobre as ferramentas de pesquisa e instrumentos de pesquisa	Todos os pesquisadores brasileiros e canadenses; Coordenadores do Programa Mulheres Mils; MEC/SETEC	Outubro, 2013	<ul style="list-style-type: none"> Revisão das ferramentas de pesquisa e instrumentos incorporados 	concluido
Phase 9 Receive Feedback	Gather input and receive feedback regarding the research tools and survey instruments	Canadian and Brazilian Researchers; Mulheres Mils Program Coordinators; MEC/SETEC	October, 2013	<ul style="list-style-type: none"> Revisions of the survey tools and instruments incorporated 	complete
Fase 10 Metodologia	Desenvolver metodologia de recolha de dados	Todos os pesquisadores brasileiros e canadenses com apoio do MEC/SETEC	Agosto-Outubro, 2013	<ul style="list-style-type: none"> Metodologia de coleta de dados é estabelecida 	concluido
Phase 10 Methodology	Develop data gathering methodology	Canadian and Brazilian Researchers with the support of MEC/SETEC	August to October, 2013	<ul style="list-style-type: none"> Data gathering methodology is established 	complete
Fase 11 Locais-piloto e convite de locais-piloto	Identificação de sítios-piloto	MEC/SETEC	Fevereiro, 2014	<ul style="list-style-type: none"> Sítios-piloto são identificados 	concluido
Phase 11 Pilot Sites	Identification of pilot sites	MEC/SETEC	February, 2014	<ul style="list-style-type: none"> Determination of MMIA pilot sites 	complete
Fase 12 Desenvolvimento do Programa de Treinamento	Desenvolvimento de programa de treinamento e técnicas de coleta de dados (quantitativa e qualitativa)	Alunos do Niagara College e alunos dos IFs	Março, 2014	<ul style="list-style-type: none"> Programa de treinamento é desenvolvido 	Concluido Projecto de programa de treinamento para administrador inquirito

					concluído e apresentado à equipe brasileira no Brasil, de março de 2014
Phase 12 Data Collection Training Program Development	Development of training program and data gathering techniques (Quantitative and Qualitative)	Human Resources Research Associates	March, 2014	<ul style="list-style-type: none"> • Training program is developed 	Complete Draft training program for survey administrator completed and presented to Brazilian team in Brazil, March, 2014
Fase 13 Coleta de dados - Piloto	Coleta de dados piloto	A determinar	2014	<ul style="list-style-type: none"> • Os dados são coletados 	Para acompanhar a conclusão do projeto IDRC, estima, queda de 2014
Phase 13 Data Collection - Pilot	Pilot data collection	TBD	2014	<ul style="list-style-type: none"> • Data is collected 	To follow IDRC project completion, estimated, fall, 2014

Fase 14 Revisão e comentarios	Revisão e comentarios de coleta de dados	Todos os pesquisadores brasileiros e canadenses	2014	<ul style="list-style-type: none"> Comentarios do piloto 	Para acompanhar a conclusão do projeto IDRC, estimada de outubro de 2014
Phase 14 Debrief	Debrief of data collection	Canadian and Brazilian Researchers	2014	<ul style="list-style-type: none"> Pilot debriefed 	To follow IDRC project completion, estimated October, 2014
Fase 15 Redesenhar	Redesenho da Pesquisa / Entrevista	Todos os pesquisadores brasileiros e canadenses	2014	<ul style="list-style-type: none"> Pesquisa e entrevistas são redenhados e finalizado 	Para acompanhar a conclusão do projeto IDRC, estimada de dezembro de 2014
Phase 15 Redesign	Survey/Interview Redesign	Canadian and Brazilian Researchers	2014	<ul style="list-style-type: none"> Survey and interviews are redesigned and finalized 	To follow IDRC project completion, estimated December, 2014
Fase 16 A Proposta	Propor metodologia desenvolvida para implantação completa da ferramenta MMIA	Todos os pesquisadores brasileiros e canadenses	Marco, 2014	<ul style="list-style-type: none"> Proposta de implantação integral de ferramentas de pesquisa MMIA e processos desenvolvidos. 	Projecto elaborado durante a visita de equipe canadense ao

					Brasil, de março de 2014
Phase 16 Proposal	Propose methodology designed for full rollout of MMIA tool	Canadian and Brazilian Researchers	March, 2014	<ul style="list-style-type: none"> Proposed full roll-out of MMIA survey tools and process developed. 	Draft prepared during visit of Canadian team to Brazil, March, 2014



An Impact Assessment of the Mulheres Mil Program

APPENDIX B

Literature Review



Literature Review

Articles Reviewed: 50; these articles focused on examining women in developing nations and their experiences with school-to-work transition programs and educational programs in general.

Themes for Discussion: The themes revolve around two critical factors: the barriers women experience when engaged in school-to-work transition programs, and the benefits they realize by participating in such programs.

Barriers experienced:

1. Lack of access to transportation to participate in programs
2. Vulnerability to do poor socio-economic position impacting quality of life; poverty
3. Costs associated with participation (tuition, books, dress)
4. Social exclusion; lack of social support; social pressures
5. Lack of access to education
6. Illiteracy; inability to communicate effectively
7. Inadequate government policy or inability of government to implement change processes
8. Lack of employability options (opportunity to participate and demonstrate skills)
9. Low self-efficacy; lack of confidence; sense of discouragement
10. Lack of ability on the part of service-providers to start up programs due to high start-up costs
11. Lack of facilities or insufficient facilities; teaching materials; availability of educators
12. Lack of vocational skills
13. Gender inequality: traditional gender roles and societal hierarchy; lack of decision making power within family; lack of voice
14. Requirement to care for children; no child care
15. Lack of advocacy
16. Lack of economic supports and control over finances
17. Cast system in some countries
18. Lack of legal rights; lack of enforcement of legal rights of women
19. Little experience
20. No access to higher education
21. Network of informal, unregistered, unrecognized work
22. Lack of safety in working situations including physical safety; child labour; long hours of work; little pay, and no training

Benefits Realized: Gains included individual, social, and economic gains

1. Reduction of barriers between the genders
2. Using personal experiences in the classroom has an empowering effect
3. Improved desire to learn and further personal development and educational development for self and for participants' children
4. Policies implemented to support
5. Self-development on the part of participants
6. Student-centered assessment in personal development
7. Creation of innovative and effective programs
8. Focus on advocacy
9. Better understanding/shifting ideas of gender equality
10. Increased ability to make decisions
11. Increase in life skills
12. Increased literacy rates and ability to communicate
13. Increased work practices (skills)
14. Improved sense of self-worth and empowerment
15. Improved social mobility
16. Ability of participants to assist one another through peer mentoring approaches
17. Improved interpersonal relationships with spouses, partners and family members
18. Developed a positive outlook towards education
19. Helps country grow
20. Creates a skilled workforce within the country
21. Educational and literacy programs receive more support
22. Decrease of maternal mortality

Reference:

Adamuti-Trache, M., & Sweet, R. (2008). Vocational training choices of women: public and private colleges. *Journal of Gender and Education*, 20, 167-182

Summary of Article:

This paper compares the profiles of women who choose to pursue vocational training in either public institutions (community colleges) or private institutions (career colleges) in Canada with particular attention given to respondents' life-course positions. The study employs 1998 Adult Education and Training Survey data. Correspondence analysis shows the relation between training choices of women, their individual characteristics and selected situational, dispositional, and institutional factors. The space topography determined by the correspondence between training choices and women profiles indicates that duration of training constitutes the primary institutional feature distinguishing choice. Older women who need to balance both work and family obligations tend to enroll in single courses and are attracted to the modular programming of the private colleges. In contrast, the traditional program-based vocational training offered by community colleges is the preferred option for younger women.

Key Themes of Article: Negative <ul style="list-style-type: none"> Balancing home and school work 	Positive <ul style="list-style-type: none"> Interest in vocational training
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Reference:
Andersen, S.M., & Kooij, C.S. (2007). Adult literacy education and human rights: A view from Afghanistan. *Globalisation, Societies and Education*, 5, 315-331, doi: 10.1080/14767720701662022

Summary of Article:

- Adult literacy is a human and women’s right and forms the “backbone” for development.
- “While education does not guarantee rational thought, human rights or peace, it can offer perspective and knowledge, and the possibility of making more informed choices.”
- Methods: case study investigating an adult literacy program in Afghanistan offered to men, women and various ethnicities.
- Years of war have left many Afghans in poverty with high illiteracy rates across the country.
- Afghan men and women participated in the same classes, often as husband and wife, with the faces of the women uncovered to create an environment where men and women are on equal standings. The countries education system is segregated, by having adults learn together helps reduce the prejudice and barriers between the genders. The program also offer couple only classes, where couples can learn together.
- This literacy program had “no relation to the Afghan government and is partnered with a US non-profit organization known as Kabultec (<http://www.Kabultec.org>).”
- Educated adults encourage education for their children; this is an important factor to increase literacy rates in these populations in the generations to come.
- Results: participants reported improvements regarding navigating their environment, nutrition, hygiene, work practices, and communicating across distances using letters. Women are not permitted generally to work outside the home but after the class expressed career aspirations and increased self-worth. Participants also reported relationship improvements, such as spending more quality time together, increased communication with partner and children, and a reduction in interpersonal disagreements, as well as an enhanced sense of community.

Key Themes of Article: Negative <ul style="list-style-type: none"> Gender Inequity War and government support barriers 	Positive <ul style="list-style-type: none"> Program reduced prejudice between genders Improved life skills, communication, work practices, self-worth, and interpersonal relationships Career aspirations
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Reference:

Andrews, F. & Whithey, S. (1973). Developing measures of perceived life quality: results from several national surveys. *Social Indicators Research*, 1, 1-26

Summary of Article:

This report presents the current (1973) status of a series of studies oriented toward the assessment of perceived life quality. The conceptual model proposes that a person's overall sense of life quality is understandable as a combination of affective responses to life 'domains', which are of two types - role situations and values. Over 100 items used to measure a wide variety of domains and 28 items assessing perceived overall life quality are presented. A series of analyses, some replicated in more than one survey showed: (1) an additive combination of 12 selected domains explained 50--60 ~ of the variance in an index of overall life quality, (2) neither other domains nor several social characteristic variables contributed additional explanatory power, (3) this level of explanation was achieved in each of 22 subgroups of the population, and (4) additive combinations of domains worked as well as more complicated combinations. Statistical baselines have been provided to show a wide variety of quality of life indicators and measurements which in other contexts may not seem appropriate.

Key Themes of Article:

- A measure of perceived life quality

Reference:

Bazinet, L., Sequeira, T., & Delahanty, J. (2006). Promoting institutional change: CIDA'S framework for assessing gender equality results, 49, 104-107

Summary of Article:

This article covers the debate within the international development community of whether mainstreaming is an effective strategy for promoting gender equality. The article covers how the explanation, understanding and ways to achieve gender equality are always shifting and evolving. The gender mainstreaming framework is one that is used to try and develop tangible development results. The article discusses tools used by CIDA, such as the directive and responsive programming assessment tool, and a core funding assessment tool. The directive response tool categorized and rates results achieved by a broad sample of investments. The core funding tool creates a framework that addresses gender equality results within the institutions that receive core funding. The assessments created by these tools help to support progress in gender equality results by contributing to real change.

Key Themes of Article:

- Gender equality

Reference:

Bélangier, P. (2005). Correcting inequality in adult education participation. *Canadian Policy Research Networks*, 1-6

Summary of Article:

This paper begins its discussion with the effects that socioeconomic status has on structured adult learning. The general economy of lifelong learning tends to show and reinforce dominating social relations that lead to educational inequalities. The paper goes on to discuss how the perceived value of an education, and educational activities, as well as the ability to gain access and participate weigh

heavily on the motivation to participate. It is shown how these specific motivating factors have been socially conditioned. Specific scenarios are explained to help in the reversal of these dominant trends, including but not limited to; space and resources for learning demand in the community and media, the introduction of individual financial supports and time allocation, push for the priority of prolonged initial education for all, and general access to formative recognition of prior learning. By utilizing these scenarios to help the reversal of the dominant ideas and trends, it will help in the development of intelligence and skills of people, to cope with many challenges of society today. By challenging the social reproduction function the corrections toward inequality in adult education can begin.

Key Themes of Article:	
Negative <ul style="list-style-type: none"> • Social economic status • Social barriers and norms • Educational inequalities • Financial barriers 	Positive <ul style="list-style-type: none"> • Motivation linked to success • Develops life skills • Reduces inequality

Reference:
 Bell, D. & O’Reilly, E. (2008). *Making bridges visible; an inventory of innovative effective or promising Canadian school-to-work transition practices, programs and policies*. Work and Learning Knowledge Center: Ottawa, Canada. 1-231

Summary of Article:
 This executive summary examines measures that were in place in Canada to support youth in their transition to work. The article speaks of the many programs already in place in Canada. Through the examination of literature they found that for the program to be effective or innovative it must have these categories; innovative, effective, promising, in which definitions are provided. In addition there are 12 key features for a school-to-work transition to be successful (as listed on page 2). Researchers found that a strategic multipronged framework is needed in order for a number of issues to be acted on. Some of these include; governments needing greater commitment and leadership, a strategic framework involving all levels of government, Vocational Education and Training (VET) to become a viable option, and educators need to understand the world of work and how it relates to youth transitions into the labour market.

Key Themes of Article:	
Negative <ul style="list-style-type: none"> • Government support 	Positive <ul style="list-style-type: none"> • Positive program qualities • Work transition

Reference:
 Boo, F. L., Madriga, L., & Pages, C. (2010). Part-time work, gender and job satisfaction: evidence from a developing country. *Journal of Development Studies*, 46, 1543-1571, doi: 10.1080/00220388.2010.492864

Summary of Article:

- Investigated the relationship for men and women between part-time work and job satisfaction

in Honduras using a household field survey.

- Results found that both men and women were more satisfied in full-time work, but part-time work is more prevalent among women (Approx. 42% of Brazilian women working less than 40hr/wk in 2008).
- “Partnered women with children, poor women or women working in the informal sector are more likely to report higher job satisfaction when working full-time than single women, partnered women without children, non-poor women or women working in the formal sector.”

Key Themes of Article:

- Women’s preference for part-time or full-time work depends in part on family dynamics

Reference:

Buchmann, C. & Hannum, E. (2001). Education and stratification in developing countries: a review of theories and research. *Annual Review of Sociology*, 27, 77-102, doi: 0360-0572/01/0811-0077

Summary of Article:

- This paper is a literature review pertaining to education in the developing countries of Latin America, sub-Saharan Africa, and South and East Asia. They also looked at some rapidly industrializing countries.
- This chart from the article summarizes the authors view on educational research in developing countries.

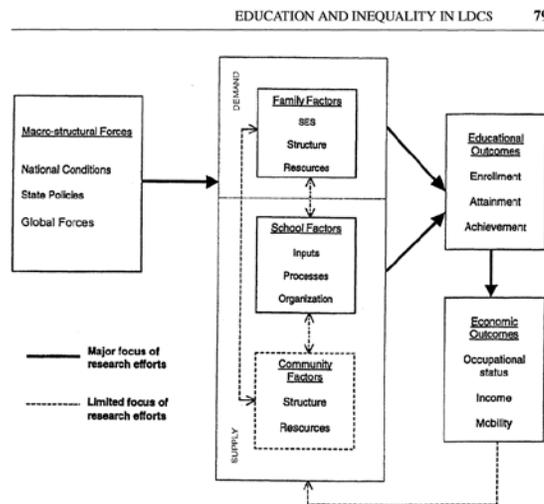


Figure 1 Research on education and stratification in developing countries.

- When the state is highly involved in providing mandatory education to children, educational levels increase within a country. Often in developing countries, the state does not have the resources, facilitates, finances, and “legitimacy” to implement high quality mandatory education successfully.
- Mixed results regarding the relationship between educational attainment and family dynamics (i.e. single parent, two-parents, siblings, etc.).
- The research suggests that education has an impact on social mobility but the mobility occurs within the opportunities available in the country. Meaning little mobility occurs in countries with

<p>“rigid class structures” that reduced or eliminates opportunities.</p> <ul style="list-style-type: none"> • There is a complex relationship between family origin status, educational attainment, and the countries level of industrialization, on social mobility. 	
<p>Key Themes of Article:</p> <p>Negative</p> <ul style="list-style-type: none"> • Lack of Government resources, facilitates, finances, and legitimacy • Social mobility limited by the caste system and rigid class structures 	<p>Positive</p> <ul style="list-style-type: none"> • Mandatory education increases literacy • Education increases social mobility

Reference:
 Buvinic, M. & Gupta, G. P. (1007). Female-headed households and female-maintained families: are they worth targeting to reduce poverty in developing countries? *Economic Development and Cultural Change*, 45, 259-280, doi: 0013-0079/97/4502-001\$01.00

Summary of Article:

- Programs to reduce poverty and social status of single mothers are controversial because 1) single mothers should be targeted because they face poverty, gender discrimination and absence of support as head of house vs. 2) single mothers should not be targeted because female headship is not always correlated with poverty and may result in a perceived incentive that promotes (not discourages) single motherhood.
- The study looked at Chile, Colombia, Honduras, and India.
- Female headship is more frequent in Latin American, Caribbean, Sub-Saharan Africa, and less frequent is Asia and Near East. Brazil in 1989, 20.1% of households were single headed. **These statistics are from the 80's
- Children in single mother households are encouraged to go to school but may be forced to stay at home to help their family.

Key Themes of Article:

Negative

- Poverty
- Gender discrimination
- Lack of social support
- Children need to help family at home

Reference:
 Catalfamo, H. (2011). A second career and a second chance: an analysis of a government-sponsored retraining program. *Manuscript submitted for publication.*

Summary of Article:
 This article describes the process and results of an impact analysis of Ontario's Second Career program at Niagara College during the academic year 2009/2010. It presents the data revealed from qualitative

interviews that took place with key stakeholder groups including 20 Second Career students and 15 college staff (i.e., support staff, faculty and administrators). The findings of the study outline the benefits and challenges that adult learners who return to school encounter.

Key Themes of Article:

Negative

- Balancing school-life responsibilities
- Financial pressures
- Adapting to new environments
- Learning how to learn
- Need for academic upgrading

Positive

- Generationally diverse classrooms
- Renewed confidence
- Skill development
- Connection to employment
- Establishing relationships
- Supportive community of peer learners

Reference:

Charrad, M. (2010). Women’s agency across cultures: conceptualizing strengths and boundaries. *Women’s Studies International Forum*, 33, 517-522

Summary of Article:

This paper examines the issue of how women’s voices are excluded, silenced and marginalized in specific settings using a gendered analysis. With discussion on how institutions in all corners of the world shape women’s rights in all aspects including; social, political, economic, citizenship, reproductive as well as sexual rights. With structural limitations women have found ways to produce survival strategies to tackle day-to-day problems and concerns with long term issues. A noted theme among the article is how citizenship is a conflictive practise related to power and a struggle to decide who is entitled to make policies, processes in common social problems. In addition to this women in third worlds are perceived to be only victims as opposed to agents of their life, women’s agency being the capacity to initiate change. However women are only able to use their agency within the capacity of the existing structures and rules and thus the gendered hierarchies and institutional structures need to be evaluated and changed on both a macro and micro level. Noted, in Brazil changing gender policies come along with different political agendas.

Key Themes of Article:

- Gender inequality
- Social, political and economic citizenship
- Sex roles, gendered hierarchies
- Power struggles, policies, political agendas

Reference:

Cohen, M. F. (2006). The condition of women in developing and developed countries. *The Independent Review*, XI, 261-274,

Summary of Article:

- “Exploitation and abuse of women, including outright violence, are acceptable in countries where women have an inferior social status by customary or formal law.”

- “In such countries, including Kenya, Liberia, Rwanda, Citiana, Tanzania, and Zambia, women usually lose their land when they are widowed because their entitlement to the land is founded on their marriage.” They are sometimes entitled to the land of their fathers if they have no male heirs and are not challenged by other male relatives.
- Legal murders are committed for women who “dishonor” their families by ... “rape victims, women suspected of engaging in premarital sex, and women accused of adultery.” In Pakistan approximately 1000 women are killed for these reasons each year. These practices are also common in Egypt, Jordan, Lebanon, and other areas.
- Dowry related conflicts are common in South Asia. These conflicts involve women losing their inherit dowry after marriage, blackmail from her in-laws, intense social and family pressures leading to suicide. Dowry conflicts resulting in murder disguised as kitchen fires or the women being attacked with acid are common. Females are seen as a liability to the family because of the rising cost of a dowry resulting in “female infanticide and sex-selective abortion.”
- Multiple overlapping legal systems and social norms make it difficult for women to understand and protect their rights if granted by law. Traditional norms often pervade, and laws, when they exist, are often ignored or accompanied by light sentences.
- Underage girls are being married preventing them the opportunity to obtain an education. “An extreme case is Nepal, where seven percent of girls are married before the age of ten, and 40 percent by age 15.” In Asia many young girls from poor families are sold into prostitution.

Key Themes of Article:

- Exploitation, sex trade
- Abuse
- Lack of rights, protection, and enforcement, ignorance to existing rights
- Social pressures (male sons, dowry, sex norms, early marriage)
- Infanticide
- Traditions and norms (perceived liability)

Reference:

Cubukcu, Z. (2009). The emphasis of female education for the developing countries. *The International Journal of Learning*, 6, 329-341

Summary of Article:

- Education and learning should be lifelong activities.
- Many adults in need of education are “discouraged” because of job responsibilities, childcare, scheduling, high fuel costs, tuition, and books.
- “At the World Education Forum held on 26- 28 June 2000, in Senegal, Dakar “World Manifesto of Education for Everyone” was accepted and Turkey signed that manifesto.” The article has a list of 6 objectives taken from this manifesto.
- Qualitative methods (semi structured interviews) describing the “perceptions and opinions” of women participating in literacy courses as part of a larger informal vocational education program.
- N=25, women aged 15-72

- Ps responses were organized into themes. For the question “How has the first stage literacy education you took influenced your life?” Three themes emerged: Individual gains (n=25), social gains (n=25), and economical gains (n=23). A list of individual topics and personal stories within each theme can be found in the article.
- Ps also responded to the question “As a trainee in which subjects do you want to have training?” Two themes emerged: Vocational skill (n=15) and follow-up training programs of the education process (n=8). Again, a list of individual topics and personal stories within each theme can be found in the article.
- Many Ps expressed the desire to continue to improve themselves.

Key Themes of Article:

Negative

- Discouraged to pursue education
- Childcare, scheduling, fuel cost, tuition

Positive

- Individual, social, and economic gains
- Desire for further improvement and vocational skill development

Reference:

Datta, R. (2003). From development to empowerment: the self-employed women’s association in India. *International Journal of Politics, Culture and Society*, 16, 351-368, doi: 0891-4486/03/0300-0351/0

Summary of Article:

- Self-employed women’s association (SEWA).
- “SEWA was recognized as a union for workers. Its main objectives were to make its members visible, improve their economic position by giving them access to credit and raw materials, and ensure that they had control over their own income (Rose, 1992, p. 45).” Most of the women they help are poor and illiterate. They provide these women with opportunities to be leaders, demand fair wages, control their economic activities and make household decisions.
- In 1980, women’s contributions to the “informal sector” in India began to be recorded. Even now self-employed women (i.e. agricultural, pottery, vegetable carts) are not legally protected and have no job security. The social context of the caste systems further complicates their efforts.
- Women who migrate or are temporary workers are often at the mercy of the middle man or contractor who tries to swindle them. They are not protected by the law and are also harassed when selling products in the street.
- More success has been seen in urban areas, less so in rural areas because of the abundance of jobs leaves women in a weak bargaining position.
- Police demand bribes from women, often leaving the women with no profits. If they refuse they will confiscate their products or arrest them.
- In the past SEWA arranged for banks to provide women with loans. This arrangement did not work out because of “communication difficulties between the bank tellers and poor illiterate women, dressed in rags with noisy children.” Many women also had difficult following the banks schedule and making payments on time. In response SEWA set up their own banking system to

meet the needs of these women. For example many women are not able to sign their name on the bank statements so this bank has personal identity cards with pictures and fingerprints to verify identity instead. They also have mobile branches that travel to rural areas on regular intervals for the women to conduct their banking needs. As well interest rates and payment schedules are determined on an individual basis reflective of the woman's business position.

- SEWA also evaluates women's businesses and if they identify a way to increase efficiency they will provide or help with the technology the women need. For example they provided a solar power headlamp helmet to a woman who picked flowers at night by lamp light. The helmet resulted in her being able to pick more flowers each night, increasing her profits. This also benefits the bank because she was able to deposit more money and pay back previous loans faster.
- SEWA educates women through literacy classes and how-to do videos.

Key Themes of Article:

Negative

- Childcare
- Transportation
- Attire
- Securing bank loans, using a bank
- Poverty
- Low literacy, communication
- Unfair wages
- Lack of control over finances and home
- No legal protection or job security, corrupt police
- Caste system

Positive

- SEWA provides credit and materials
- SEWA provides business advice
- SEWA provides literacy classes and how-to videos

Reference:

Desposato, S. & Norrander, B. (2008). The gender gap in Latin America: contextual and individual influences on gender and political participation. *British Journal of Political Science*, 39, 141-162, doi: 10.1017/S0007123408000458

Summary of Article:

- Looked at the gender gap between men and women's participation in political activities in Latin American countries. The data was collected in 1998 and is constricted by the major elections that were held that year.
- They looked at conventional politics (i.e. "1. Follow political news; 2. Talk about politics with friends; 3. Try to convince others of your political opinion.") And unconventional politics (i.e. "1. Take part in a demonstration; 2. Block traffic; 3. Occupy land, buildings or factories.").
- Results found that in every country examined men had higher rates of participation in conventional and unconventional political behaviours.
- Brazil: (Conventional gender gap, men 4.74, Women 4.09 p=-0.64**, n=995) (Unconventional

gender gap, men 2.29, women 2.00, $p=-0.28^{**}$, $n=988$)

- Possible explanations for these trends are that men and women have different levels of resources and opportunities to participate that stem from educational and workforce differences, and countries with more traditional sex roles show less female participation, and religious influences.
- “If individual demographics interact with gender, then the gender gap reflects an inequality of impact. For example, poverty might depress women’s turnout more than men’s, and education might mobilize women more than men.”
- “In developing countries, increased education is associated with higher levels of civic duty and efficacy.”
- For education, the results found increased conventional political participation for both men and women with higher levels of education. Women’s increased access to education will help reduce the gender gap in political participation.

Key Themes of Article:

Negative

- Lack of education and work is correlated with political participation
- Traditional sex roles
- Religion
- Poverty

Positive

- Education increases female political participation

Reference:

Drodge, S. & Shiroma, E. (2004). Social inclusion in two worlds; the conceptualization of the social role of lifelong learning in the education policy of Brazil and the UK since the mid 1990’s. *Journal of Comparative Education*, 34, 177-196

Summary of Article:

This paper compares similarities and differences in the rhetoric and reality of policy implementation in Brazil and the UK in post-16 education, particularly technical and vocational education and training. It finds an increasing configuration between these two very different countries at the levels of both discourse and practice. It argues that this reflects the dominance of international and regional agencies on which both countries draw in developing policy, and the assumptions about the relationship between education, skills and economic performance. The paper discusses how policy places the emphasis on the development of the individual, and how it is the individual’s responsibility for taking advantage of opportunities. For both sets of policy makers, the stress on personal responsibility is in part socially conservative and does not take into account the twentieth century and its reliance on state intervention to resolve or mitigate social problems.

Key Themes of Article:

- Technical and vocational education and training across countries
- Political agendas and policies

Reference:

Ghose, M. (2007). Gender, literacy and women's empowerment in India: some issues. *Convergence*, XL, 193-201

Summary of Article:

- 2001 Census in India has shown improvement in female Literacy rates (statistics in article) but there is still a large gender gap.
- Lack of political will is a major issue, "literacy has all but fallen off the development agenda."
- Women literacy correlated with improved school participation, maternal mortality benefits, self-worth, and empowerment.
- Most participants in adult literacy programs are women.
- There are challenges to attend the program – Example: she needs approval from her husband, family, and children. Her community needs to support her. They need to believe "literacy will be beneficial and will not "spoil" her or make her too "bold." "The program must also be long-term and "trust" given from the community."
- Currently, most programs in India are micro self-help groups; large-scale programs are more beneficial.

Key Themes of Article:

Negative

- Lack of government, husband, family and community support presents educational barriers
- Only small self-help groups currently available

Positive

- Increased participation rates
- Reduced maternal mortality
- Improved self-worth and empowerment

Reference:

Goyal, A. (2011). Developing women: why technology can help. *Information Technology for Development*, 17, 112-132, doi: 10.1080/02681102.2010.537252

Summary of Article:

- Not the easiest article to read!
- "South Asia, Middle East, and North Africa have the lowest female work participation ... world average was 42% in 2004"
- The author suggests that technology may increase women's ability to work by allowing them to work more flexible hours at home while managing the household. ...

Key Themes of Article:

- Low female work participation

Reference:

Greany, K. (2008). Circles in the sand: challenge and reinforcement of gender stereotypes in a literacy programme in Sudan. *Gender and Education*, 20, 51-61, doi: 10.1080/09540250 701763533

Summary of Article:

- Addresses that the path to empowerment that starts with literacy is not as straight forward as

many believe. These women must also overcome many social barriers.

- Methods: literature review and semi-structured interview (N=25 project participants and staff).
- The program included men and women but was 85% female.
- The mobility of women is limited. These women were not allowed to attend the program at first but this has slowly changed. Social barriers these women experience include female genital mutilation, early marriage, being fully veiled and forbidden to even look at males. These women often entered the program with the self-perspective that they are ignorant, stupid, and in need of knowledge.
- Other common issues that reduce women’s social participation include: the daily search for water that they must carry home, economic hardships, and no freedom of speech.
- Evaluating the program looked at:
 - “(1) Increases in women’s personal confidence. ‘Women are qualitatively participating, they are leading discussions, confidently expressing themselves and willing to explore alter- native views and ideas’.
 - (2) Improved critical thinking. ‘We were struck by the fact that each discussion we held was with a lively group of confident women more than willing to spend time discussing their involvement in the project, praising elements of their experience and criticising others’.
 - (3) Increases in women’s collective influence on private and public matters. ‘Motivated by their ability to express themselves in writing and reading, women are seriously using this empowering skill to address their community issues and improve their environment. ... In some circles participants have challenged certain practices and local policies through their writing’.
 - (4) Changing attitudes towards women among men and society. ‘Men are beginning to explicitly acknowledge the role of women beyond the household and in the community. ... Women no longer defer to the men as their representatives’.
 - (5) Increase in interest in health and education from women. ‘Women value education highly as a strategic pillar for women’s advancement and are particularly grateful for being able to inform themselves without mediation about religious affairs’.”
- Some of the women wrote a book called ‘How wives can help their husbands’. The book contained simple rules such as “women must talk well to her husband at all times and women must make more effort to be good wives.” When the women’s husbands saw the book they became more supportive of the program and granted the women more freedom (i.e. able to go to market) because they believed the women would behave properly and were more educated.
- Women are encouraged to work when this idea is framed within the perception that they are working to help their husband with the economic hardships faced by many families.

Key Themes of Article:

Negative

- Limited social mobility
- Traditional sex norms (gender mutilation, early marriage, husband approval)
- Poverty
- No freedom of speech

Positive

- Self confidence
- Critical thinking
- Involvement in public/private matters
- Reduced gender inequality
- Increased interest in health and education

Reference:

Greef, M., Segers, M., & Verté. (2010). Development of the SIT, an instrument to evaluate the transfer effects of adult education programs for social inclusion. *Studies in Educational Evaluation*, 36, 42-61

Summary of Article:

This paper discusses the lack of evidence available on the quality of adult education programs for vulnerable adults. Evaluation instruments or models mostly focussed on regular education and less on programs of adult education aiming to enhance social inclusion. This study presents a (social inclusion after transfer) for the evaluation of educational programs for vulnerable adults and their impact on increasing social inclusion. The sample consisted of 308 respondents belonging to the target-group of vulnerable adults. The results of the validation study indicate a reliable instrument consisting of elements of a learning-environment for "vulnerable" adults influencing four specified categories of social inclusion. It further discusses that the research can be enhanced by including the perceptions of teachers and workers. The appendix includes the survey distributed (article contains five tables).

Key Themes of Article:

- Education increasing social inclusion for at risk adult populations

Reference:

Hazarika, D. (2011). A brief study on education in India: problems and prospects. *International Journal of Educational Administration*, 3, 59-63

Summary of Article:

- Provided a historical overview of education and literacy rates in India.
- India literacy rates in 2001 were 75.85% for men, 54.15% for women, total of 65.38%. Literacy rates are also listed for all India states.
- Barriers listed include "expansion, inclusiveness, quality and finance, the access to higher education."
- Women have lower literacy rates. Barriers for education include insufficient school facilities, teaching materials, electricity and sanitation systems, shortage of female teachers and gender bias curriculum.
- India government is offering incentives to open and improve schools.

Key Themes of Article:**Negative**

- Poor access and quality of education

Positive

- Government support

Reference:

Hetty van Emmerick, J., Euwema, M., & Wendt, H. (2008). Leadership around the world: the relative importance of gender versus cultural background. *International Journal of Cross Cultural Management*, 8, 297-315

Summary of Article:

This study examined the associations of gender and cultural clusters with two classical leadership styles: consideration and initiating structure. Researchers used a unique database, 64,000 subordinates evaluating the leadership behaviors of their direct supervisors, representing 42 countries. Hierarchical regression analysis was used for cultural clusters. As researches predicted, culture had a stronger impact on leadership behaviors than gender, particularly on initiating structure. In line with predictions, female managers around the world used more consideration. Yet, unexpectedly, women also used more initiating structure. The results suggest that gender differences in managerial behavior are predominantly present in western societies. Results go against classic stereotypes regarding male and female managerial behaviors.

Key Themes of Article:

- Gender and culture's relationship with leadership style

Reference:

Hilbert, M. (2011). Digital gender divide or technologically empowered women in developing countries? A typical case of lies, damned lies, and statistics. *Journal of Women's Studies International Forum*, 34, 479-489. Doi: 10.1016/j.wsif.2011.07.001

Summary of Article:

- This study looked at "the difference between men and women's access to information and communication technology in developing countries."
- Data came from 25 datasets from 12 Latin American, 13 African countries n=1,176,816 collected using home surveys.
- They investigated the "digital divide" in regards to biological gender, funded by the International Development Research Center.
- The article has statistics regarding internet and phone use in different situations and countries including Brazil.
- In Brazil being a women is negatively correlated with using the internet ($r=-0.022$) and mobile ($r=-0.029$)
- Interestingly, when uses is control for work and education (existing inequalities) the data shows that women are using technology more than men and are more enthusiastic user.

Key Themes of Article:**Negative**

- Gender inequality for work and education

Positive

- Women are using technology more than men when existing inequalities are controlled

Reference:

International Labour Office. (2010). A skilled workforce for strong, sustainable and balanced growth: A G20 training strategy.

Summary of Article:

- “November 2010, leaders pledged to continue support national strategies for skill development, building on the G20 Training strategy.”
- “April 2010, WHO recommended prioritizing education, lifelong learning, job training and skills development strategies linked to growth strategies.”
- The transition from school to work is smoother when the individual has vocational education, training opportunities, in-work apprenticeships and on the job experience.
- Higher levels of education in a country leads to a more skilled and productive workforce.
- “Proportion of students attaining basic literacy, based on average test scored in mathematics and science from the beginning of primary to end of secondary school” ... Brazil 33.8%
- Women’s levels of education and participation in the labour market are rising. With women usually outperforming men in educational performance. However, women face many more barriers than men.
- When women enter the labour market it reduces the gender inequality that exists between men and women.

Key Themes of Article:

Negative

- Gender inequalities

Positive

- Gender inequalities are reduced with work and training
- Literacy helps a country’s growth of a skilled and productive workforce
- Women often perform better than men when given the opportunities

Reference:

International Labour Organization. (2007). Global employment trends for women 2007: ILO study warns on the feminization of working poverty. *World of Work*, 59, 32-33

Summary of Article:

- Many women are working in low-paying jobs in an informal economy without legal protection.
- The poorest regions are where many women work unpaid for the family or in very low-paying jobs when compared to men.
- In 2004, estimated that women made up 60% of the world’s working poor.
- Policy makers need to focus on women workers recognizing the barriers and challenges that many women face.

Key Themes of Article:

- Women work for low pay or no pay
- Informal work
- Lack of legal protection

Reference:

Iosif, F. (2010). The effectiveness of the integrationist approach system in the promotion of sensitive social groups in the job market. *Review of European Studies, Canadian Center of Science and Education*, 2, 93-104

Summary of Article:

This article focuses on vocational training programs, with intent to investigate the effectiveness. In part one, the language and connotation surrounding “sensitive social groups” is examined. The paper defines an integrationist program as a program that has multidimensional actions, these actions include; vocational training, employment actions, and support services. By examining the participants’ reasons for joining the program, their opinion, as well as the degree of satisfaction the researchers found that across demographics the integrationist approach to vocational training is very effective. The importance of knowledge acquisition, development of vocational skills, finding a job, and widening of their social environment were key factors for the participants. The paper concludes that individuals threatened by social exclusion look to the broadening of their social environment which creates a smoother transition into the labour and social web. The differences among the demographics influence participants’ opinions and reasons that lead to the joining of Continuing Vocational Training Programs; they also influence the effectiveness and the degree of satisfaction.

Key Themes of Article:

- Development and vocational skills
- Social exclusion

Reference:

Johner, R. & Maslany, G. (2011). Paving the path to inclusion. *Journal of Community Health*, 36, 150-157

Summary of Article:

This paper examines the quantitative study aimed at increasing the understanding of exclusion, with specific reference to the disadvantages of Saskatchewan Aboriginal and Non Aboriginal single mothers. Researchers used a study sample of women 18-59 with at least one child under the age of 18 living with them. Using an explanatory factor analysis, researchers found two significant factors identified as domains of disadvantage, economic deprivation and personal/civic health deprivation. The authors report that an idea to methods to measure social exclusion should take into consideration the population under investigation. Both Aboriginal and Non Aboriginal groups of single mother’s experiences exclusion from essentially identical domains of disadvantage. Suggestion of further quantitative and qualitative research to be done to look into what domains of disadvantage among diverse populations will assist policy makers/service providers in creating a successful path to inclusion.

Key Themes of Article:

- Poverty
- Health
- Social exclusion

Reference:

Jones, S.K., (2011). Girls' secondary education in Uganda: assessing policy within the women's empowerment framework. *Gender and Education*, 23, 385-413, doi: 10.1080/09540253.2010.499854

Summary of Article:

- "This paper makes the case that policies, such as the National Strategy for Girls' Education in Uganda (NSGE), intended to achieve gender equity in education for girls in developing countries, have limited relevance to, and impact on girls' actual educational experiences."
- Method: "longitudinal, ethnographic policy research case study with 15 Ugandan secondary schoolgirls in rural Masaka District, Uganda, from August 2004 to September 2006." Using "semi-structured interviews, questionnaires, focus group discussions and participation observation."
- Existing policies need a more holistic approach to girl's education to take into account the social and environmental challenges they face.
- The article has an extensive list of socio-cultural factors (i.e. Harmful traditions, early marriage...) and school related factors (i.e. inadequate facilities, uncomfortable clothes ...) and Political/Economic/Administrative factors (i.e. girls education is not supported, insufficient resources ...) that effects females' education.

Key Themes of Article:

- Gender inequity
- Socio-cultural traditions as limitations
- Political/economic/administrative barriers

Reference:

Kumbetolu, B., User, I., & Akpinar, A. (2010). Unregistered women workers in the globalized economy: a qualitative study in Turkey. *Feminist Formation*, 22, 96-123, doi: 0.1353/ff. 2010.0016

Summary of Article:

- Markets that are not regulated result in low wages, lack of job security and social and legal protection, and poor working conditions. In Turkey it is estimated that in 2009 44.6% of the workforce is unregistered labor. Many working women are unregistered. "Female child labor ... is often utilized in the textile, food sectors and in the service industry."
- Poor uneducated women are often told to give up their search for registered work and be grateful for whatever work they can get. These women are willing to take unregistered work, "inferior jobs, longer working hours, and fewer extra payments" or no payments at all.
- Women's participation in the labour force has been steadily decreasing in Turkey, partially because of migration.
- Method: qualitative field study using semi-structured interviews of women with different educational backgrounds who were or had participated in unregistered work in the targeted sectors including textile and service.
- The interviews revealed that the women often work in unsafe facilities, without proper training, and are exploited, especially young girls. In example it is common for girls to work as errand girls

in a textile factory for six or seven years before they are given the opportunity to learn to work the sewing machines and able to make money. The article contains many other examples of women being mistreated in these unregistered jobs.

Key Themes of Article:

- Women work for low pay or no pay, long hours and inferior jobs
- No legal or social protection, or job security
- Unsafe work with inadequate or no training
- Child labour
- Lack of education
- Unregistered and informal work

Reference:

Maiuri, J. & Shula, L. (2006). Inclusion: a catalyst for change. *Society for International Development*, 49, 84-85

Summary of Article:

The article discusses strategies for change and movement in gender equality and women's inclusion. Focusing on women with disabilities who have overcome obstacles to build advocacy organizations and fight for access to health care, and changing laws regarding women's rights. By enhancing the inclusion process for women with disabilities into the women's movement, strong connections can be made and access to knowledge and support can be shared to create a stronger movement working towards gender equality.

Key Themes of Article:

- Gender equality
- Inclusion
- Women rights
- Disabilities

Reference:

Malhotra, A. & Mather, M. (1997). Do schooling and work empower women in developing countries? Gender and domestic decisions in Sri Lanka. *Sociological Forum*, 12, 599-630, doi: 0884-8971/97/1200-0599\$12.50/0

Summary of Article:

- The goal of this article was to point out limitations of theoretical presumptions of women empowerment.
- Methods were surveys (1992, n=1460, aged 18-33), life history and focus groups.
- Women's empowerment needs to be considered in the societal framework of kinship, gender, and social development. For example "empowerment" may not have an effect on the domestic power relationship, and therefore even though women would be earning money they may not have any control over this money.
- Interesting the data shows that many married women in Sri Lanka are educated and given say in

financial decisions yet in 1992 88.6% were working in unpaid jobs. Women showed a high level of altruism towards their husband, children and extended families.

- “Better educated women and those engaged in paid jobs are considerably more likely to have decision making input in family financial matters.”
- “Motherhood increased a women’s social and organization power in Sri Lanka but not her financial power.”

Key Themes of Article:

- Social barriers to empowerment

Reference:

Mariscal, J., Gutierrez, L., & Botelho, A. (2009). Employment and youth inclusion into the labour force via training in information and communication technologies (ICT’s): the cases of Brazil, Mexico and Columbia. *Information Technologies and International Development*, 5, 19-30

Summary of Article:

With the wide spread use of information and communication technologies (ICT’s), this creates many opportunities for marginalized groups to join the economic sector. This study analyzes the effects and use of training strategies for integrating youth groups that have been marginalized into the knowledge based economy. This study discusses the obstacles faced by youth such as inadequate access to education, proper support networks and the skills required by industry. By examining the SIT culture as well as job and organizational structures and skills required to obtain economic opportunities, the study shows that most ICT training initiatives focus too much on generic ICT skills without developing or addressing the social skills needed to enter the labour force. In addition the immerging programs are very limited in their approach to building alliances to labour markets that extend well beyond community boundaries. International organizations and NGO’s must provide support to these programs beyond start-up costs and software. The integration and collaboration of designing programs, sharing successful experiences and the creation of alliances would prove to make the ICT training more effective and useful to integrate marginalized youth into the labour market.

Key Themes of Article:

- Technology and knowledge based economy limits employment opportunities
- Inadequate education
- Low social support
- Lack of social skills

Reference:

Martin, L. & Cobigo, V. (2011). Definitions matter in understanding social inclusion. *Journal of Policy and Practise in Intellectual Disabilities*, 8, 276-282

Summary of Article:

This paper examines and explains that social inclusion is an explicit goal of legislation, policies, and supports for persons with intellectual and developmental disabilities in many countries. However, evidence outlining the dimensions of social inclusion is still limited. How we understand social inclusion defines how it is measured. This study aims to better understand the concept and indicators of social

inclusion. Objective and subjective items in the instrument related to five domains of social inclusion (i.e., relationships, leisure, productive activities, accommodations, and informal support). The results highlighted the heterogeneity within domains, and by the nature of the indicator. The results of this study demonstrate that without an understanding of what social inclusion means for both general and vulnerable populations, it is not clear what is being measured, or how it should be measured. A clear definition of inclusion and its measurement is needed for decision-makers and service providers to define the nature of their responsibilities, set actions, and assess their effectiveness in achieving inclusion.

Key Themes of Article:

- Disabilities
- Legislation and policies
- Social inclusion

Reference:

Mehdizadeh, N. (2011). Gender and reconciliation of work and family in Iran. *International Labour Review*, 150, 405-417

Summary of Article:

- This article looked at the issues that Iranian women with post-secondary education have when entering the workforce.
- Family barriers to entering the workforce are societal attitudes, childcare, husband approval, and state support.
- Women in developing countries have difficulties balancing their work-family roles as more women begin working in the labour force. The country has a great need to implement childcare programs and policies to support/allow more women to work outside of the home.
- Women are concentrated into agriculture and weaving carpets in rural areas, and education, health and social work in urban areas.

Key Themes of Article:

- Social attitudes
- Childcare
- Family and husband support
- State support and policies
- Job type concentration

Reference:

Muller, T. R. (2004). Now I am free' –education and human resource development in Eritrea: contradictions in the lives of Eritrean women in higher education. *Journal of Comparative Education*, 34, 215-229, doi: 10.1080/0305792042000214029

Summary of Article:

- Method: the narratives of 29 women (selected out of a total of 125) in their last year (2000/2001) of university (University of Asmara) were analyzed. In addition a survey given to

full-time males and females supplemented the data (n=361). University of Asmara is located in Eritrea, Africa.

- In places like Africa 'brain drain' is an issue because once the people have been educated they leave the poor regions for more industrialized areas.
- Elmi story: She was a girl from a culture where arranged marriages happened young, around age 14. Her parents had failed to arrange her marriage 3 times and with no husband, agree to allow her to go to university. She is now hoping to complete a Master's Degree. She thanks education for allowing her to have choices beyond the ones she would have had if married at 14, and now states that her parents can no longer force her to get married.
- Some of the women did not view their education as the government's plan for them but more as an opportunity that provided them with choices.
- Interesting, many students are streamed into the teaching profession when their GPA is too low to enter the field of their choice. This has resulted in many students trying to avoid this fate.
- Students are sent to other universities for additional programs through University channels.
- It seems that the university streams students, regardless of their wishes, into educational streams that will sever the country best (i.e. teaching careers). The head of the education department told them that they must comply with the University's wishes, and if they are strong enough, afterwards can pursue their interests but for now there are many obstacles they must first past.

Key Themes of Article:

- Educated people migrate from poor regions
- Early arrange marriages
- Government streams education

Reference:

Murray, J. & Ferguson, M. (2002). Women in transition out of poverty. *Women and Economic Consortium*.

Summary of Article:

This paper gives a practical guide to stimulate thinking and support decision-making in organizations that might wish to integrate the Sustainable Livelihoods approach into their economic development work with women. Part One, examined the idea of Sustainable Livelihoods from the perspective of low-income women. It introduced the concept of livelihood assets, explored the context that makes women vulnerable to poverty, identified the strategies that women use to build assets, and sketched the general stages that women go through as they move towards a sustainable livelihood. Part Two, completes the narrative overview of the Sustainable Livelihoods framework. It investigates the connections between women's stages of transformation and the design of economic development programs. Some practical strategies, techniques and tools are offered to support organizations in strengthening or implementing a Sustainable Livelihood approach in their work. Frameworks used in this piece include; Sustainable Livelihood, and Empowerment.

Key Themes of Article:

Negative <ul style="list-style-type: none"> • Poverty 	Positive <ul style="list-style-type: none"> • Promote sustainable livelihoods
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Reference:
 Omwami, E.M. (2011). Relative-change theory: examining the impact of patriarchy, and poverty on the education of women in Kenya. *Journal of Gender and Education*, 23, 15-28, doi: 10.1080/09540251003674105

Summary of Article:

- “Change occurs within social, cultural, and political context.”
- Government efforts to increase educational opportunities for women in Kenya have not made a remarkable impact.
- In reality women’s access and potential to contribute to economic development is limited.
- Women have difficulty accessing education but the situation is improving because of changing government policies but much work needs to be done before women are at an equal level with men.

Key Themes of Article:	
Negative <ul style="list-style-type: none"> • Gender inequality • Limited access to economic development • Social, cultural, and political constraints 	Positive <ul style="list-style-type: none"> • Government policies help women access education

Reference:
 Prins, E., Toso, B. W., & Schafft, K.A. (2009). “It feels like a little family to me” Social interaction and support among women in adult education and family literacy. *Adult Education Quarterly*, 59, 335-352, doi: 10.1177/0741713609331705

Summary of Article:

- Methods: data from two qualitative data sets from women living in Northeastern United States.
- Study goal was to understand the social factors of interaction and support during adult literacy programs for marginalized women living in poverty.
- Results: adult education programs gave socially isolated women the opportunity to leave their home and to experience “enjoyable social contact ... mutual support ... self-discovery and development.”
- The social benefits are often ignored or considered secondary by policy makers however the benefits need to be recognized because social support and encouragement is essential for success because of the psychosocial and material benefits.

Key Themes of Article:

- Literacy programs reduce social isolation
- Provide mutual support
- Self-discovery and development

Reference:

Punch, S. (2004). The impact of primary education on school-to-work transitions for young people in rural Bolivia. *Youth Society*, 36, 136-182, doi: 10.1177/0044118X04265155

Summary of Article:

- Methods used: observation, informal interviewing and task based methods at the community school of 18 households and 37 school children aged 8-14 in Churquiales, Southern Bolivia.
- The community is in an isolated and economically disadvantaged area with no electricity and drinking water.
- Young people often migrate to the surrounding areas to look for work. Girls often go to Tarija to work as domestic maids.
- They looked at a group of 35 young people aged 13-19 from this community and found that only four students (two girls and two boys) continued onto secondary school while the rest either left to work for the family, neighbour or migrated to another town looking for general labour.
- The public school “poor teaching quality, lack of resources, limited infrastructure, inadequate teaching materials, and low wages for teachers.” Students must travel to urban areas if they wish to attend secondary school.
- Children are often absent during harvest time, when parents migrate for the season, self or parent illness, help with family chores, and because of seasonal weather (i.e. “Half of the children have to cross one of two rivers to reach school. Heavy rainfall between November and March increases the level of the river, making it impossible or dangerous for children to cross.”).
- In regards to gender inequality, it was found that in this Latin American community girls and boys were absent and dropped out at an equal rate.
- Many parents are illiterate and depend on their children to read for them but in this community literacy and numeracy skills do not offer them a better social status or alternative livelihood.

Key Themes of Article:**Negative**

- Isolation
- Poverty
- Weather
- Home needs
- Poor quality and access of education
- Transportation
- Social context – literacy does not improve social status in all communities

Positive

- Literate children help parents with their reading, writing, and numeracy needs

Reference:

Rogers, A. (2007). Women, literacy and citizenship: a critique. *Review of Education*, 53, 159-181, doi: 10.1007/s11159-006-9031-y

Summary of Article:

- A “critique” of women literacies concerns on citizenship in developing countries.
- He suggests that less attention needs to be focused on literacy for citizenship and more on literacy to promote “income-generation, poverty, livelihoods, health and even gender equality.”

Key Themes of Article:**Positive**

- Literacy is related to income-generation, poverty, livelihoods, health and gender equality

Reference:

Roudi-Fahimi, F. & Moghadam, V.M. (2003). Empowering women, developing society: female education in the Middle East and North Africa. Population Reference Bureau.

Summary of Article:

- Education is a strategy “to improve individual well-being and society economic and social development.”
- “Primary school is high or universal ... gender gaps in secondary school enrollment have already disappeared in several countries.”
- Remaining challenges: some girls are still excluded, some didn’t learn enough to be job ready, because low-quality education was provided.
- “Women’s literacy is key to empowering women’s participation in decision making in society and to improving families’ well-being.”
- “Countries with high rates of illiteracy and gender gaps in educational attainment tend to be less competitive because foreign investors seek labor that is skilled as well as inexpensive.”
- Lists positive benefits for women and their children from/correlated with education.
- Even educated women’s participation in the workforce is still low.

Key Themes of Article:**Negative**

- Poor quality of education
- Gender inequalities
- Educated women still have low participation in workforce

Positive

- Education improves well-being, social development, and societal economics
- Reduces gender gaps
- Empowerment
- Literacy increases global attractiveness and competitiveness

Reference:

Salend, S. (2000). Strategies and resources to evaluate the impact of inclusion programs on students. *Intervention in School and Clinic*, 84, 264-270

Summary of Article:

This paper discusses successful strategies and resources that teachers and educators can use to measure the impact of inclusions programs, on both social and behavioural developments, as well as academic performances. The data on the impact of inclusion programs can be collected through the use of student centered assessment strategies. These include; think-aloud techniques, self-evaluation interviews and

surveys as well as learning logs created by students. In addition to these assessment strategies, there are also instruments suggested for dimensions of students' self-concepts by use of a Self-Perception Profile (Instrument included in the paper). Although this paper focuses on students with disabilities, the same practise and tools could be applied to a group of students without disabilities. This would work well for the women of the Mulheres Mils program as they are part of an inclusion program separate from the general school population.

Key Themes of Article:

- Successful measure of inclusion for social, behavioural and educational development for disabled students

Reference:

Sandhaas, B. (2008). The integrated women's empowering programme (IWEP) as an example for establishing basic structures of a nationwide adult education system in a poor country. *Convergence*, 41, 99-133

Summary of Article:

- Dvv International is the key player.
- This article was written just as the program was being implemented. The full implementation is planned for the end of 2012.
- They want to develop, test, and implement an approach to empower adult women and families in Ethiopia.
- Severe poverty is correlated with low literacy.
- National policies: girls have less access to education, are more often a part of informal traditional groups that don't participate in economic development or activities.
- The programs goals are literacy education, skills training and economic support. They want this program developed, piloted and implemented on a large scale.
- The program will be monitored using built-in methods. An example is conducting surveys throughout the program, one at the beginning and one at the end and then one two-three years after.

Key Themes of Article:

- Develop and test a large scale literacy program in Ethiopia

Reference:

Skilton-Sylvester, E. (2002). Should I stay or should I go? Investigating Cambodian women's participation and investment in adult ESL programs. *Adult Education Quarterly*, 53, 9-26, doi: 10.1177/074171302237201

Summary of Article:

- Adult motivation and participation in adult education programs is "limited" because most programs do not take into consideration the social context of the learners' daily life.
- Method: case study of four Cambodian women living in North America participation in an urban ESL program.
- Results: cultural identity is very important. Program success was aided by support from her

family and husband.	
Key Themes of Article: Negative <ul style="list-style-type: none"> • Motivation is affected by social barriers 	Positive <ul style="list-style-type: none"> • Family and husband social support aid program success

Reference:
 Stromquist, N.P. (1990). Women and illiteracy: the interplay of gender subordination and poverty. *Comparative Education Review*, 34, 95-111, doi: 0010-4086/90/3401-0009\$01.00

Summary of Article:

- At risk populations for illiteracy are rural populations, ethnic minorities, and women. "Literacy constitutes an essential tool in their efforts to gain legal and socioeconomic rights."
- Across the globe, women have lower levels of literacy than men.
- Challenges faced by women in developing countries to enroll and succeed in school are: "factors include elements such as parents' socioeconomic status, religion, distance to school, cultural attitudes, poverty, availability of schools, parents' illiteracy, and unsuitable curriculum."
- Women's gains in literacy have been slow because the social and gender constraints they face.

Key Themes of Article: Negative <ul style="list-style-type: none"> • Social norms • Isolated communities • Minorities and women most at risk • Social economic status • Religion • Poverty • Poor access and quality of education • Transportation 	Positive <ul style="list-style-type: none"> • Literacy increases awareness of legal and socioeconomic rights
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Reference:
 Williams, J. (2008). Constructing social inclusion through further education – the dangers of instrumentalism. *Journal of Further and Higher Education*, 32, 151-160

Summary of Article:
 This article explores, through an analysis of key policy documents, the construction of the political concepts of social exclusion and inclusion through further education (FE). In 1998 social exclusion encompassed the broad category of disadvantaged people and reducing social exclusion was linked firmly to promoting employability, by 2007 interest with the socially excluded was more specifically focused upon 16–17 year olds not in education, employment or training, and FE was to promote social inclusion, in part, through challenging anti-social behaviour. Three main models of constructing inclusion emerge: instrumental, social and psychological. This article examines the impact of the instrumental model and argues that focusing FE upon the needs of the economy provides a narrow concept of

inclusion and a degraded view of education.	
Key Themes of Article: Negative <ul style="list-style-type: none"> • Politics and economy 	Positive <ul style="list-style-type: none"> • Reducing social exclusion to promote employability

Reference:
 Yaqoob, M. (2011). Education for social change; an evaluation of feminist educational/ pedagogical model. *International Journal of Academic Research*, 3, 317-320

Summary of Article:
 This paper discusses how education for social change aims to train women to recognize and evaluate their power and position within the existing social structures, and develop critical thinking skills to perceive contradictions, injustices and oppressions in society. Various teaching strategies discussed, through which feminist pedagogy works to achieve its aims include telling personal stories, bringing personal experiences in classrooms and connecting them with contents, interdependence, dialogues and discussions, multiple interpretations of issues, and critical reflection on the information presented by teachers. Women can be trained through this model to think they can find new ways and acquire potential to challenge unjust gender positioning and roles. Gender equality is necessary for social change and the feminist educational model effectively works to this end.

- Key Themes of Article:**
- -
 - Navigate through social barriers
 - Social support and interaction
 - Promoted challenging gender inequalities



An Impact Assessment of the Mulheres Mil Program

APPENDIX C

Project Meeting Minutes

May 2 & 3, 2012, Brasil



**Mulheres
Mil Impact
Assessment
Research
Project**

**May 2 & 3,
2012
Brasilia,
BRAZIL**



Educação, Cidadania e Desenvolvimento Sustentável

Table of Contents

1.	Key objectives of the research project	3
2.	Additional research questions for consideration	4
3.	Partners in the impact analysis project	6
4.	Resources required	8
5.	Challenges experienced by Mulheres Mil program teams	9
6.	Challenges experienced by Mulheres Mil Program participants	10
7.	Successes of the Mulheres Mil programs	12
8.	Successes for the women participating in the Mulheres Mil programs	13
9.	Key stakeholders for input	14
10.	Next Steps	15

Key Objectives of the Research Project

- Over a two year period, design a research tool that will help to evaluate the impact of the Mulheres Mil program.
- The research project should provide a better understanding of the barriers for participants in the Mulheres Mil program and how to best overcome these challenges.
- The research project should also identify strategies to improve the program by identifying best practices.

Additional Research Questions for Consideration

- How many participants are working (getting jobs)?
- How many are creating jobs?
- How has their level of education changed?
- How has their level of literacy changed?
- Are these changes sustainable?
- What is their level of community involvement and citizenship?
- How have their skills developed?
- Are they working in the fields in which they have been trained?
- Are they working, but, in a field outside the skill area in which they have been trained?
- How has their confidence level changed?
- What expectations do participants now have?
- How have family situations improved?
- How have their conflict resolution skills changed?
- How have their problem solving skills improved?
- How has their relationship with their children changed?
- What has been the overall impact on their families?
- How has their relationship with their partners/husbands changed?
- What has been the impact of the program on their self-esteem?
- What has been the impact of the program on their quality of life?
- How many have left their program? What happened to those who left the program and why did they do so?

Identification of Mulheres Mil Partners in the Impact Analysis Project

- Students in the Mulheres Mil programs
- IF's
- IDRC
- Niagara College Canada
- MEC/SETEC
- MEC
- CONIF
- CNPQ/CAPES/MEX
- ACCC
- Regional Training Centres
- Ontario, Canada – Ministry of Training, Colleges, & Universities
- Municipalities
- Nongovernmental organizations
- Employers
- Ministries in Brazil (such as Ministry of Labour, Human Rights, Social Development)
- Secretary of Women's Politics – Women's Rights
- Other Canadian Colleges
- Principal Secretary of Education
- SINE/MET

Resources Required for Project

- Financial
- Human
- Infrastructure
- Information/data
- Disclosure
- IF support from Mulheres Mil program managers/coordinators, deans, teachers, rectors, students.

Challenges Experienced by Mulheres Mil Program Teams

- How to keep participants in the program(retention)
- Human resources related issues: who wants to work; who has the skills to work; who has the technical specialization
- Originally, there was little investment in training for facilitators and it would be helpful to have this type of train the trainer program for the teachers/professors/facilitators
- There is significant workload pressures placed on professors
- Support by the institutional executives is very important
- Infrastructure to get students their per diems

It is important to note that not all institutions have the same challenges. There are differences in the programs and therefore differences in the outcomes.

Challenges Experienced by Mulheres Mil Participants

- Some participants are victims of violence
- Financial challenges experienced by participants
- There are some concerns raised about providing funds as an incentive to participate leading to questions of the motives of the participants
- Some participants are not able to come to class every day
- Some participants have child care/day care issues (is providing a day care on site a good thing or not?)
- There may be confusion on the part of some participants regarding what the intent of the program is
- Communication and understanding must be key when working with participants in the Mulheres Mil programs.
- Some participants experience difficulty finding jobs after the program
- The school-to-work transition is very challenging
- There is still a stigma for many of these women
- Some don't receive their certification because they haven't finished their internships or job placement requirements
- Some participants need to quit before they finish their program
- Participants come from a diverse background including different ages, levels of capabilities, financial backgrounds
- Many suffer from very low self-esteem
- There are many family issues presenting challenges for participants

Success of the Mulheres Mil Programs

- Expertise of institutes and their capabilities
- Coordinator and professor relationships
- Relationships between teachers and participants
- Relationships between teachers and their willingness to share best practices
- Support from some communities
- Reputations of schools
- Sustainability
- Internationalization of the program
- Partnerships between institutions and other institutions (beginning with Canada and beyond)
- Role modeling and mentorship that occurs
- Professional development of coordinators and professors
- Opportunities to develop curriculum to be transferred to other areas

Successes for the Women of the Mulheres Mil Program (Participants)

- Preparation for work (both formal and informal)
- Improvement of self-esteem
- Gain perspective of future changes or possibilities – gaining hope for the future
- Returning to school
- Improved family relationships
- Providing role modeling for their children to go to school by demonstrating initiative
- Mulheres Mil provides a catalyst to access other college programs that colleges and other institutions offer
- The provision of a certificate to participants has significance to them
- Human rights awareness
- Computer competencies
- Inclusion – equality to all programs at the IF's which makes participants feel like that they are a part of the campus
- Quality of life improvement from a socioeconomic perspective

Key Stakeholder Input Required



Next Steps

- Share notes summary from two day workshop (May 2nd & 3rd, 2012), Brasilia, Brazil.
- Prepare a proposal regarding how Niagara College Canada and the IF's will work together (roles and responsibilities)
- Prepare a formal invitation to participate from Niagara College (Canada) President to Presidents at IF's (Brazil)



An Impact Assessment of the Mulheres Mil Program

APPENDIX D

Project Meeting Minutes

October 25, 2012, Brasil



Research Project: Impact Assessment of Mulheres Mil Program

October 25th,
2012
Brasilia,
BRAZIL

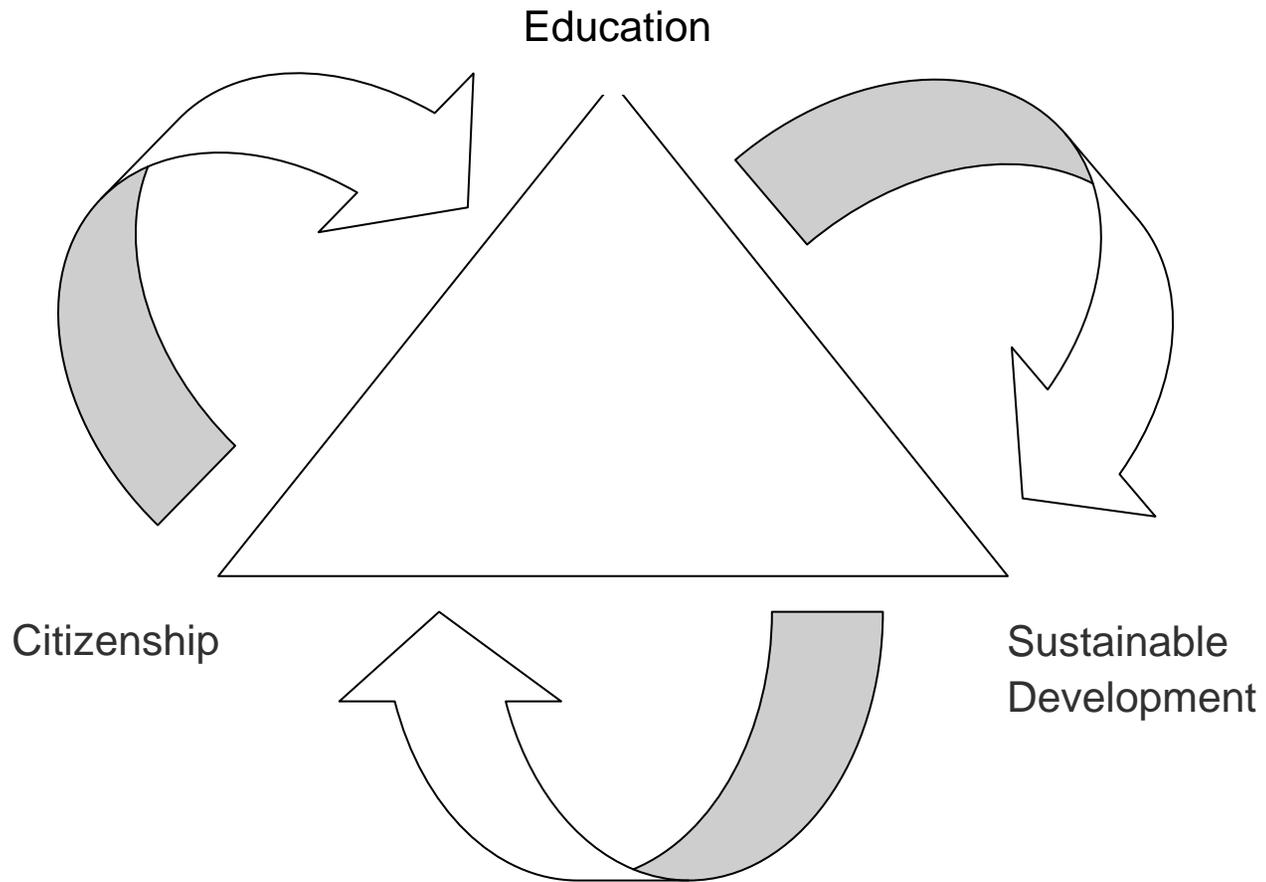


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Required entry of Key Stakeholders

Group	Government and Partners	IFs	Participants
Stakeholders	MEC/SETEC	Rectory including Pro-Rectors	Women
	Government <ul style="list-style-type: none"> Federal Provincial Municipal 	Managers of Mulheres Mil Program	The women's families
	Community Agencies <ul style="list-style-type: none"> Associations Cooperatives NGOs Syndicates 	Teachers inside and outside the Program - Multidisciplinary team	The women's communities
	Employers	School Community, including staff, technical, administrative	
Researchers	Jucara e Tereza	Maralise	Ludimila e Ana Paula

Discussion of the Research Project



Mulheres Mil Program Objectives

- **Education** - Elevation of education level.
- **Sustainable Development** – The workplace inclusion, income generation.
- **Citizenship** - Improving the family survival and the participant life.

Discussion on the Needed Resources for the Project

- Financial
- Human
- Infrastructure
- Information/Data
- Disclosure – plan of internal and external communication (centered no SETEC/MEC)
 - Network of communicators / journalists
 - Network of Coordinators
- Support to the IFs through managers / coordinators, principals, teachers, Rectors and participants of the Mulheres Mil Program; Planning support of financial and human.

Tasks

Tarefas	Responsabilities
<p><u>Next Meetings:</u> December 3rd at 2PM (GMT) by Web conferencing Literature review and debate about the proposal and conceptual framework based on literature (Surveys) December 10th at 2 PM (GTM) by web conferencing</p>	<p>The entire Brazilian and Canadian Team</p>
<p>Invitation to the IFs researchers attend the Program sent by the MEC president</p>	<p>Stela Rosa – MEC/SETEC</p>
<p>Comprehensive literature review report (researches of Social inclusion Program) for later use in reports, as well as in the development of assessment tools impacts. The proposal is that each participant in the group do a survey on research topics related to the Thousand Women such as Vocational Education and Gender</p>	<p>The entire researchers team Summary prepared and ready to present at the meeting of December 3rd Maria Tereza Fabbro, Jussara Maysa, Marilise Esteves, Ludmila e Ana Paula Kuczmynda da Silveira</p>
<p>Web conferencing meeting with the Brazilian team, preparatory meeting with Canada. Agenda: presentation of research identified / cataloged and debate about the concept and research focus.</p>	
<p>Development of a conceptual framework developed based on the universal literature</p>	<p>The entire researchers team Summary prepared and ready to present at the meeting on December 10th</p>
<p>Developing an instrument to share documents / register tasks in Redmine</p>	<p>Erica Gallindo - Nov 30th, 2012.</p>



An Impact Assessment of the Mulheres Mil Program

APPENDIX E

Research Development Forum Workshops

Agenda: August, 2013, Canada





An Impact Assessment of the Mulheres Mil Program

August 11-17 Agenda

Sunday, August 11, 2013	
Time	Activities
Morning	<ul style="list-style-type: none"> Pick up Brazilian team from airport and transfer to Niagara Falls
3:00-16:00	<ul style="list-style-type: none"> Rest and free time at hotel in Niagara Falls
16:00	<ul style="list-style-type: none"> Pick up from hotel and transfer to Marti's house
16:30-20:00	<ul style="list-style-type: none"> BBQ and welcome social at Marti's house
20:00	<ul style="list-style-type: none"> Return to hotel in Niagara Falls

Monday, August 12, 2013 (Orientation Day) / Hilton Hotel	
Time	Activities
8:15	Walk from Comfort Inn to Hilton (meeting space)
9:00-9:30	<ul style="list-style-type: none"> Welcome <ul style="list-style-type: none"> Review of the week's agenda Background of MMIA Objectives for the week
9:30-12:00	<ul style="list-style-type: none"> Life Maps as part of the portfolios <ul style="list-style-type: none"> Theory Use in Mulheres Mil Researcher Life Maps
12:00-13:30	<ul style="list-style-type: none"> Lunch: In Hilton meeting room
13:30-14:45	<ul style="list-style-type: none"> Second Career: The Canadian Experience
14:45-15:00	<ul style="list-style-type: none"> Coffee Break
15:00-16:30	<ul style="list-style-type: none"> Mulheres Mil: The Brazilian Experience Brazilian team members describe their involvement in MMIA Project to date



An Impact Assessment of the Mulheres Mil Program

August 11-17 Agenda

16:30	<ul style="list-style-type: none"> Transfer to hotel in Niagara Falls
19:00	<ul style="list-style-type: none"> Dinner in Niagara Falls

Tuesday, August 13, 2013 / Niagara College Niagara-on-the-Lake Campus	
Time	Activities
8:15	<ul style="list-style-type: none"> Transfer from hotel to Niagara-on-the-Lake campus
9:00-9:30	<ul style="list-style-type: none"> Briefing for the day
9:30-10:00	<ul style="list-style-type: none"> Greetings from Niagara College President, Dan Patterson and other Niagara College senior management team members
10:00-12:00	<ul style="list-style-type: none"> The Logic Model Framework <ul style="list-style-type: none"> Introduction (Marti) Second Career (Holly) Mulheres Mil (All-discussion) Complex Adaptive Systems Framework <ul style="list-style-type: none"> Introduction (Marti) Second Career (Holly) Mulheres Mil (All-discussion)
GOAL	<ul style="list-style-type: none"> Development of draft Logic Model Framework for MM
12:15-13:30	<ul style="list-style-type: none"> Lunch at Benchmark restaurant
13:45-16:30	<ul style="list-style-type: none"> Performance Measures <ul style="list-style-type: none"> Discuss Stakeholder Groups Discuss performance measures Revise the Framework to include performance measures
16:30-17:00	<ul style="list-style-type: none"> Free time at Niagara-on-the-Lake campus
17:00	<ul style="list-style-type: none"> Tour of town of Niagara-on-the-Lake and dinner



An Impact Assessment of the Mulheres Mil Program

August 11-17 Agenda

20:00/21:00	<ul style="list-style-type: none"> Return to hotel in Niagara Falls
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Wednesday, August 14, 2013 / Niagara College Niagara-on-the-Lake Campus	
Time	Activities
8:15	<ul style="list-style-type: none"> Transfer from hotel to Niagara-on-the-Lake campus
9:00-9:30	<ul style="list-style-type: none"> Briefing for the day <ul style="list-style-type: none"> Review the outputs from Tuesday
9:30-10:30	<ul style="list-style-type: none"> Performance Measurement Techniques <ul style="list-style-type: none"> Discussion of data gathering techniques: <ul style="list-style-type: none"> Documentary Analysis Questionnaires Focus Groups In Depth Interviews Case Studies Other? Most Significant Change Framework <ul style="list-style-type: none"> Introduction (Kirsten) Second Career (Holly) Mulheres Mil (All-discussion) Second Career use of techniques and why
10:30-11:30	<ul style="list-style-type: none"> Advantages and Disadvantages for each technique in relation to Mulheres Mil
11:30-13:30	<ul style="list-style-type: none"> Lunch in Benchmark restaurant and wine tasting at the Niagara College Teaching Winery
13:45-16:00	<ul style="list-style-type: none"> Tools and Methods (facilitated discussion) <ul style="list-style-type: none"> What can you use? Second Career and Mulheres Mil for each technique Output: an interview tool and guide for all MMIA stakeholder groups
15:00-15:30	<ul style="list-style-type: none"> Coffee Break
16:00-16:30	<ul style="list-style-type: none"> Collaborative Debrief <ul style="list-style-type: none"> What are we missing at this point? Revise agenda for the week
16:30	<ul style="list-style-type: none"> Depart Niagara-on-the-Lake Campus



An Impact Assessment of the Mulheres Mil Program

August 11-17 Agenda

17:00	<ul style="list-style-type: none"> Maid-of-the-Mist tour at Niagara Falls
19:30	<ul style="list-style-type: none"> Dinner in Niagara Falls

Thursday, August 15, 2013 / Niagara College Niagara-on-the-Lake Campus

Time	Activities
8:15	<ul style="list-style-type: none"> Transfer from hotel to Niagara-on-the-Lake campus
9:00-9:30	<ul style="list-style-type: none"> Briefing for the day
9:30-13:30	<ul style="list-style-type: none"> Construction of Tools & Methods - workshop
GOAL	Development of draft Tools & Methods for MMIA
13:30-14:30	<ul style="list-style-type: none"> Lunch at Benchmark restaurant
15:00-16:00	<ul style="list-style-type: none"> Niagara-on-the-Lake campus tour
17:00	<ul style="list-style-type: none"> Return to hotel in Niagara Falls

Friday, August 16, 2013 / Niagara College Niagara-on-the-Lake Campus

Time	Activities
8:15	<ul style="list-style-type: none"> Transfer from hotel to NOTL campus
9:00-9:30	<ul style="list-style-type: none"> Briefing of the day <ul style="list-style-type: none"> What products have we gained? Review of products from Thursday
9:30-12:00	Methodology workshop: How to use the data gathering tools



An Impact Assessment of the Mulheres Mil Program

August 11-17 Agenda

12:00-13:30	<ul style="list-style-type: none"> Working lunch in W212
13:30-14:00	<ul style="list-style-type: none"> Ethics Presentation How does this apply to Mulheres Mil Impact Assessment?
14:00-15:30	<ul style="list-style-type: none"> Development of the Ethics Tools <ul style="list-style-type: none"> Informed Consent Form 1 more to be selected: <ul style="list-style-type: none"> Ethical considerations for interviews Promotional tool for participation Storing data
GOAL	<ul style="list-style-type: none"> Development of 2 draft ethics tools for MMIA
15:30-16:30	<ul style="list-style-type: none"> Evaluation of the week's training session
16:30	<ul style="list-style-type: none"> Return to hotel in Niagara Falls
18:30	<ul style="list-style-type: none"> Pick up from hotel in Niagara Falls
19:00	<ul style="list-style-type: none"> Team Dinner (Holly's house)

Saturday, August 17, 2013

Time	Activities
8:00	<ul style="list-style-type: none"> Team Breakfast at Comfort Inn
9:00	<ul style="list-style-type: none"> Depart for Toronto airport for return flight to Brasil



An Impact Assessment of the Mulheres Mil Program

APPENDIX F

Workshop Sessions

Agenda: March, 2014, Brasil



MULHERES MIL IMPACT ASSESSMENT RESEARCH

PESQUISA DE IMPACTO DO PROGRAMA MULHERES MIL

MARCH 16-23, 2014

BRAZIL

ACTIVITIES SCHEDULE

MARCH 16 - 23 AGENDA

DATE	TIME	ACTIVITIES
16/03/2014 SUNDAY	2:45 pm	Porto Alegre: arrival.
	3:30 p.m	From Porto Alegre to Bento Gonçalves at 3:30p.m. - IFRS will provide the transportation during all the week.
	8 pm	 Welcoming dinner
17/03/2014 MON	9:30-11am	In Bento Gonçalves. Reception – IFRS . Dean will welcome visitors.
	11am	Webconference - Pronatec Mulheres Mil – SETEC team.
	12 -2 pm	 Lunch time
	2 – 3 pm	Final Research Project presentation.
	3:30 – 5 pm	Holly´s and Marti presentation/training manual. Data Collection Training Program
	5:30 – 6:30 pm	Visit/activities Campus Bento Gonçalves – IFRS
	8 pm	 dinner
18/03/2014 TUE	08 -11 am	Workshop - Campus Caxias do Sul
	12 -2 pm	 Lunch time
	3pm – 6 pm	Workshop - Campus Ibirubá – IFRS
	8 pm	 dinner
19/03/2014 WED	07 – 09 am	From Bento Gonçalves to Porto Alegre at 7 am.
	09am-12am	Reporting Experiences – Metropolitan area of Porto Alegre presentation.
	12 - 2 pm	 Lunch time
	2 – 6 pm	From Porto Alegre back to Bento Gonçalves at 6 pm.
	7 pm.	 dinner

20/03/2014 THU	08 am	From Bento Gonçalves to Ararangua/IFSC
	12am-2 pm	 Lunch time
	3pm-4pm	IFSC team presentation
	4pm-5pm	Visit/activities Campus Ararangua – IFSC
	7 pm	 dinner
21/03/2014 FRI	8 am-12am	Wrapping up – strategies for the Data Collection - Pilot execution - following steps of the Research Project - Campus Ararangua
	12 - 2pm	 Lunch time
	2 pm	From Ararangua/IFSC back to Bento Gonçalves
22/03/2014 SAT	Free day	Free time
23/03/2014 SUN	8 am.	From Bento Gonçalve back to Porto Alegre - 8 a.m. Getting back - Porto Alegre/São Paulo - Canadá.

NOTES:



An Impact Assessment of the Mulheres Mil Program

APPENDIX G

Ethics Application (Portuguese)



Ministério da Educação
Secretaria de Educação Profissional e Tecnológica
Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul

PROJETO DE PESQUISA:

"Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil"

Porto Alegre, Agosto de 2013.

I – Identificação da Proposta:

1. Instituição:

Instituto Federal de Educação Ciência e Tecnologia do Rio Grande do Sul – Campus Porto Alegre

2. Grupo de pesquisa:

Grupo Interinstitucional de Estudos em Educação e Inovação

3. Linha de pesquisa do projeto:

Inovação, Currículo e Avaliação

4. Título do projeto de pesquisa:

5. Avaliação de Impacto do Programa Mulheres Mil – MEC/SETEC - Brasil

6. Nome do coordenador do projeto:

Dra. Clarice Monteiro Escott

6. Telefone(s) para contato:

(51) 99512460 / (54) 34493358 / (54) 92037777

7. E-mail:

clarice.escott@ifrs.edu.br

8. Identificação dos demais participantes do projeto:

- Dra. Clarice Monteiro Escott (IFRS, coordenadora);
- Dr. Agostino Menna (Niagara College, colaborador)
- Ania Tamlis da Silva (IFSC, pesquisadora)
- Esp. Carolina Fontoura Cartana (IFRS, técnica em assuntos educacionais)
- Daniela Reichert Heisler (IFRS, aluna voluntária)
- Kirsten Kennedy (Niagara College, assistente de pesquisa)
- Ms. Jussara Maysa Silva Campos (SETEC/MEC, pesquisadora)
- Malcom Howe (Niagara College, colaborador)
- Ms. Maria José de Resende Ferreira (IFES, pesquisadora)
- Ms. Marilise Doege Esteves (IFMT, pesquisadora)
- Ms. Nara Vieira de Souza (IFS, pesquisadora)
- Stela Marcia Moreira Rosa (SETEC/MEC, pesquisadora)
- Dra. Holly Catalfamo (Niagara College, pesquisadora, líder do grupo canadense)
- Dra. Marti Jurmain (Niagara College, pesquisadora)
- Dra. Violeta Maria de Siqueira Holanda (UNILAB, pesquisadora)

9. Período de desenvolvimento do projeto:

O período previsto para o desenvolvimento da pesquisa "Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil" será de Agosto/2013 a Dezembro/2014.

III - Corpo do Projeto:

1. Título do projeto:

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC – Brasil

2. Resumo do projeto

O Projeto tem como objetivo principal “Investigar o impacto sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil”. Contextualizado na proposta pedagógica dos Institutos Federais, que promovem a cultura da inovação e inclusão no âmbito da Educação Profissional e Tecnológica, o Programa Mulheres Mil visa à formação educacional, profissional e cidadã de mulheres desfavorecidas e a criação de pontes necessárias para que essas incrementem seu potencial produtivo, promovam a melhoria das condições de vida e da economia de suas famílias e de suas comunidades. O Programa inicia com a cooperação do governo canadense e, para a experiência brasileira,

desenvolveu processos, metodologias, técnicas e currículo para o acesso, a permanência e o êxito das mulheres, passando a ter status de política pública. Nesse sentido, a pesquisa enquadra-se como estudo de caso avaliativo, de caráter qualitativo e quantitativo, propondo-se a estudar em profundidade os impactos do Programa Mulheres Mil de forma a fornecer aos gestores públicos informações que contribuam para o julgamento do mérito do referido Programa como política pública. A análise dos dados primários e secundários será organizada através do *Método do Quadro Lógico* que se configura como uma ferramenta analítica de apresentação e gestão que envolve a análise do problema, análise dos stakeholders, o desenvolvimento da hierarquia dos objetivos e a seleção da estratégia de implementação. Orientam a investigação a seguintes questões de pesquisa: Quais os impactos sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil? Quais os processos e indicadores centrais de avaliação, internos e externos, que podem contribuir para a construção de um instrumento de avaliação para análise do impacto do Programa Mulheres Mil? Quais os impactos institucionais produzidos nos IFs pelo Programa Mulheres Mil? Em que medida o Programa Mulheres Mil vem contribuindo para a inserção das mulheres no mundo do trabalho? Em que medida o Programa Mulheres Mil vem contribuindo para a elevação da escolaridade dessas mulheres e das suas famílias? A metodologia de acesso, permanência e êxito do Programa Mulheres Mil vem contribuindo para a construção de novas práticas pedagógicas que atendam as necessidades do o percurso formativo dessas mulheres? Quais as influências do Programa Mulheres Mil para a melhoria do acesso das mulheres aos serviços públicos de saúde, segurança, dentre outros?

Palavras-chave: avaliação; cidadania; trabalho; gênero; educação de jovens e adultos

3. Qualificação do principal problema a ser abordado: introdução ao tema e justificativas

A educação profissional, na Lei de Diretrizes e Bases da Educação Nacional (LDB nº 9394/96), aparece definida como “[...] integrada às diferentes formas de educação, ao trabalho, à ciência e à tecnologia, conduz ao permanente desenvolvimento de aptidões para a vida produtiva”. Além disso, fica estabelecido no Artigo 40 que a educação profissional deve ser desenvolvida em articulação com o ensino regular ou por diferentes estratégias de educação continuada, em instituições especializadas ou no ambiente de trabalho.

Nesse cenário legal da educação brasileira, os Institutos Federais de Educação, Ciência e Tecnologia (IFs) representam as mais novas autarquias de regime especial de base educacional humanístico-técnico-científica, encontrando na territorialidade e no modelo pedagógico elementos singulares para sua definição identitária. Criados pela Lei nº 11892/08, conforme Artigo 2º, “os Institutos Federais são instituições de educação superior, básica e profissional, pluricurriculares e multicampi, especializados na oferta de educação profissional e tecnológica nas diferentes modalidades de ensino, com base na conjugação de conhecimentos técnicos e tecnológicos com as suas práticas pedagógicas”.

A criação dos Institutos Federais de Educação, Ciência e Tecnologia dá visibilidade a uma convergência de fatores que traduzem a compreensão do atual governo quanto ao papel da educação profissional e tecnológica no contexto social do Brasil e deve ser reconhecida como

ação concreta das atuais políticas para a educação brasileira, com recorte especial para aquelas voltadas à educação profissional e tecnológica e à rede federal (MEC/SETEC, 2008, p. 21).

A estrutura multicampi dos IF busca atender a vocação regional, consolidando a missão destas instituições, voltadas ao compromisso de intervenção em suas respectivas regiões, identificando problemas e criando soluções técnicas e tecnológicas para o desenvolvimento sustentável com inclusão social. Sendo assim, os IFs devem orientar-se pelo compromisso de possibilitar a formação humana, cidadã, associada à qualificação para a laboralidade, buscando assegurar aos profissionais formados a capacidade de manter-se em desenvolvimento. Para tanto, “esse novo desenho constituído traz como principal função a intervenção na realidade, na perspectiva de um país soberano e inclusivo, tendo como núcleo para irradiação das ações o desenvolvimento local e regional” (MEC/SETEC, 2008, p. 23).

É nesse cenário dos IF que se contextualiza a implantação do Programa Mulheres Mil, instituído pela Portaria nº 1.015 de 21 de julho 2011, passando a ter status de Política Pública pelo Ministério da Educação e atualmente é executado em todos os Institutos Federais do Brasil.

Os Institutos Federais de Educação, Ciência e Tecnologia (IFs) estão promovendo uma cultura de inovação e inclusão no âmbito da Educação Profissional e Tecnológica, a partir das características, experiências e necessidades de cada território e de suas populações. Para a materialização dessa cultura, são criados mecanismos para a promoção do acesso das populações tradicionalmente afastadas da possibilidade de inclusão ao conhecimento, à tecnologia e à inovação gerados nos Institutos (SETEC/MEC, 2012, p. 4).

Durante o período de 2007 a 2011 foi implementado o projeto Mulheres Mil, em cooperação com o governo canadense, visando à formação educacional, profissional e cidadã de mulheres desfavorecidas das regiões Norte e Nordeste do Brasil, criando as pontes necessárias para que essas mulheres incrementem seu potencial produtivo, promovam a melhoria das condições de vida de suas famílias, de suas comunidades e contribuam para o crescimento econômico sustentável.

Para a experiência brasileira,

foram desenvolvidos processos, metodologias, ferramentas técnicas e currículos que promovessem o acesso e a permanência em sala de aula e a formação em áreas profissionais específicas de cada localidade, assim como a transmissão de temas transversais para a formação cidadã, tais como comportamento sustentável, saúde e direito da mulher, inclusão digital, cooperativismo, proteção ambiental, dentre outros, com o intuito de possibilitar sua inserção no mundo do trabalho (SETEC/MEC, 2012, p. 3).

Neste contexto, a metodologia Sistema de Acesso, Permanência e Êxito desenvolvida pelo Programa Mulheres Mil é fruto de um amplo processo de construção, que tem sua origem no acúmulo e na sistematização de conhecimentos desenvolvidos pelos *Community Colleges* canadenses em suas experiências de promoção da equidade e nas ações com populações desfavorecidas naquele país ao longo de mais de trinta anos. O sistema canadense é denominado Sistema ARAP (Avaliação e Reconhecimento de Aprendizagem Prévia) e consiste, em linhas gerais, em certificar todas as aprendizagens formais ou não formais e proporcionar a qualificação nas áreas necessárias à complementação da qualificação.

O Programa Nacional Mulheres Mil, portanto, está alinhado a um contexto e conjunto de prioridades das políticas públicas e das diretrizes da política externa do Governo Brasileiro em torno da redução da desigualdade social e econômica de populações marginalizadas e do compromisso do país com a defesa da igualdade de gênero.

Nesse sentido, tal Programa intensifica a possibilidade de acesso aos espaços de formação, impulsionando o desenvolvimento regional e institucional, pela melhoria do acesso de mulheres em situação de vulnerabilidade social à educação e ao mundo do trabalho. Assim, o Programa promove o crescimento humano de mulheres historicamente marginalizadas dos processos sociais, educacionais e de formação para o trabalho, por meio da melhoria de suas condições de vida (sociocultural e econômica). A ideia é promover o aumento das possibilidades dessas mulheres contribuírem com a governança de suas comunidades, na medida em que se transformam em cidadãs, social e economicamente emancipadas (SETEC/MEC, 2012, p.4).

Desta forma, a categoria *acesso à instituição* passa a ser central, pois é concebida como um instrumento de inclusão, promotor de permanência no ambiente dos Institutos e no mundo do trabalho, com êxito e sustentabilidade, dada a mudança de concepção de acesso meritocrático e seletivo para um acesso inclusivo e afirmativo.

O Programa integra as ações do Plano Brasil sem Miséria, instituído pelo Decreto Nº 7.492, de 2 de julho de 2011. Possibilita que mulheres em situação de vulnerabilidade social, maiores de 18 anos¹, moradoras de comunidades com baixo índice de desenvolvimento humano, sem pleno acesso a serviços públicos básicos, ou integrantes dos Territórios da Cidadania, tenham uma formação educacional, profissional e tecnológica, que permita elevação da escolaridade, emancipação e acesso ao mundo do trabalho, por meio do estímulo ao empreendedorismo, às formas associativas e à empregabilidade.

Portanto, a metodologia sistematizada no Guia Metodológico do Sistema, Acesso e Permanência do Programa Mulheres Mil é resultado do conjunto de experiências e conhecimentos de diversos atores que participaram das iniciativas do mesmo, desenvolvidas pelos Institutos Federais de Educação, Ciência e Tecnologia dos estados de Alagoas, Amazonas, Bahia, Ceará, Pernambuco, Maranhão, Paraíba, Piauí, Rio Grande do Norte, Roraima, Rondônia, Sergipe e Tocantins, no período de transferência da tecnologia social, de 2007 a 2011.

A oferta de formação do Programa é criada de acordo com a identificação da experiência não-formal adquirida pelas mulheres que farão parte do programa ao longo das suas vidas e de acordo com os anseios pessoais e profissionais, criando um itinerário formativo próprio de cada núcleo. Além disso, o acompanhamento dessas mulheres pelos Institutos Federais é realizado constantemente, desde a identificação da comunidade beneficiada até o seu ingresso e permanência no mundo do trabalho.

Além de prever o reconhecimento de saberes ao longo da vida, o modelo brasileiro é inovador no sentido de que foram introduzidos instrumentos e mecanismos de acolhimento de populações não tradicionais, que viabilizassem o acesso à formação profissional e cidadã, com possibilidade de elevação de escolaridade, a inserção produtiva e a permanência no mundo do trabalho, bem como o acompanhamento dos egressos e os impactos gerados na família e na comunidade.

As categorias *educação de jovens e adultos, gênero e trabalho*, também aparecem como centrais nessa investigação de impacto do Programa Mulheres Mil.

Segundo Ferreira e Silva (2011), a Educação de Jovens e Adultos (EJA) no Brasil, como modalidade nos níveis fundamental e médio, é marcada pela descontinuidade e por tênues políticas públicas, insuficientes para dar conta da demanda potencial e do conhecimento do direito, nos termos estabelecidos pela Constituição Federal de 1988, Art. 37. Como modalidade, propõe-se a atender um público, caracteristicamente marcado pela população alvo de

¹ Em alguns estados são aceitas mulheres de 16 e 17 anos em função da situação de vulnerabilidade.

Programa Mulheres Mil, ao qual foi negado o acesso à educação durante a infância e/ou adolescência seja pela oferta irregular de vagas, seja pelas inadequações do sistema de ensino ou ainda, pelas condições socioeconômicas desfavoráveis de uma sociedade marcadamente desigual e excludente, como o é a sociedade brasileira.

Para Paiva (2004, apud FERREIRA E SILVA, 2011) os jovens e adultos são sujeitos socioculturais, marginalizados e excluídos das esferas socioeconômicas e educacionais, privados do acesso à cultura letrada e aos bens culturais e sociais, comprometendo uma participação mais efetiva no mundo do trabalho, da política e da cultura. Vivem no mundo industrializado, burocratizado e escolarizado, em geral, trabalhando em ocupações não-qualificadas, trazendo, em sua totalidade, a marca da exclusão social. São sujeitos do tempo presente e do tempo futuro, formados pelas memórias que os constituem enquanto seres temporais.

A categoria gênero, na concepção do Programa Mulheres Mil, traduz um olhar múltiplo sobre os projetos e as representações sobre homens e mulheres em sua diversidade social e cultural. Estudos apontam que as concepções de gênero diferem não apenas entre as sociedades ou momentos históricos, mas no interior de uma dada sociedade, ao se considerar os diversos grupos (étnicos, religiosos, raciais, de classe) que a constituem (LOURO, 2010). Sabe-se que a construção social de homens e mulheres, que são educados e socializados de maneira diferente, produz oposição, e às vezes até mesmo antagonismo. A primeira definição de gênero se estabelece entre 'sexo biológico' e 'sexo social', isto é, enquanto sexo refere-se às diferenças biológicas e anatômicas entre homens e mulheres, gênero ocupa-se em designar as diferenças sociais e culturais que definem os papéis sexuais destinados a homens e mulheres em cada sociedade. Portanto, o conceito gênero se situa na esfera social, diferente do conceito de sexo, posicionado no plano biológico (SAFFIOTI, 1994). Paoli (1984) afirma que gênero teria como primeiro significado *diferenciar o social do biológico*, ou seja, enfatizar a construção social de homem e mulher. Enquanto Scott (1995), sublinha o aspecto relacional no entendimento sobre homens e mulheres na própria construção histórica da categoria gênero, “[...] o gênero sublinhava também o aspecto relacional das definições normativas da feminilidade [...] as mulheres e os homens eram definidos em termos recíprocos e nenhuma compreensão de qualquer um poderia existir através de estudos completamente separados (SCOTT, 1995, p. 5).

Estabelece-se, então, a necessidade de haver um permanente diálogo entre as partes, uma vez que essas responsabilidades e direitos, além de socialmente construídos, são também historicamente definidos e, portanto, cambiáveis. Para Saffioti (1994), não basta que um dos gêneros conheça e pratique as atribuições que lhe são conferidas pela sociedade, é imprescindível que cada gênero conheça as *responsabilidades-direitos* do outro gênero. Neste contexto, o Programa Mulheres Mil dialoga com as realidades socialmente constituídas entre homens e mulheres, observando de forma crítica os lugares e espaços que estes(as) sujeitos(as) ocupam, em suas diversas relações de poder, especialmente, nas esferas da escola, do trabalho e da família, visando uma educação inclusiva, que garanta os direitos universais e a igualdade de oportunidades entre homens e mulheres.

Nesse sentido, a categoria trabalho, no âmbito do Programa Mulheres Mil, pode ser entendida, conforme Lucács (2011, apud CATANNI; HOLZMANN, 2011, p. 434), como “[...] antes de tudo, um ato consciente pressupondo um conhecimento concreto, ainda que jamais perfeito, de determinados meios e finalidades para sua realização. [...] o trabalho tem, em sua natureza ontológica, um caráter claramente transitório, pois efetiva uma inter-relação entre o homem (sociedade) e natureza [...]”

Assim, o trabalho pode ser concebido como um fenômeno imprescindível no processo de humanização, na garantia dos direitos sociais do público feminino para as quais se direciona o Programa Mulheres Mil. Os objetivos do Programa remetem ao que afirma Gramsci (2011 apud CATANNI; HOLZMANN, 2011, p. 435) sobre o trabalho: “[...] ao mesmo tempo em que os indivíduos transformam a natureza exterior, alteram também a sua própria natureza humana, num processo de transformação recíproca e inter-relacional que converte o trabalho social num elemento central do desenvolvimento da sociabilidade humana.”

Para Ferreira (In OLIVEIRA; PINTO; FERREIRA, 2012), a crescente presença feminina no mercado de trabalho e nas instituições escolares é uma realidade desde o século passado, resultado das transformações conjunturais pelas quais passaram e que ainda passam a sociedade brasileira. Porém, estudos e dados oficiais indicam que essa inserção, nesses espaços públicos, ainda se dá de forma diferenciada, quando comparados com a população estudantil masculina.

Estudos recentes divulgados pelo Instituto Brasileiro de Geografia e Estatística – IBGE (2009)², indicam que as mulheres são a maioria da população brasileira e representam 45,5% da População Economicamente Ativa. Entretanto, no que se refere à forma de inserção no mercado de trabalho, elas se encontram em situação menos favorável, denunciam esses estudos.

O Departamento Intersindical de Estatísticas e Estudos Socioeconômicos - DIEESE (2009), aponta que a inserção feminina no mercado de trabalho tende a crescer, não só por fatores positivos como o movimento de emancipação feminina e a busca de realização profissional, como também por causa do desemprego de seus parceiros, o que ocasiona a queda do poder aquisitivo da família. Soma-se a isso, o crescimento de unidades familiares, nas quais ela assume o papel de chefe, sendo-lhe atribuída o dever de sustentar os filhos com o trabalho formal. Assim, o salário feminino passa a ter uma importância vital para suprir as necessidades financeiras dos domicílios brasileiros (BRUSCHINI, 2000).

Esses indicadores são preocupantes, na medida em que as mulheres das camadas populares, que não conseguiram completar sua escolarização, estão mais vulneráveis diante do mercado de trabalho, marcando sua presença em postos de trabalho cada vez mais precarizados e invisíveis como o trabalho doméstico e as atividades no mercado informal (BRUSCHINI, 2000). Essa situação contribui ainda mais para sua vulnerabilidade perante a sociedade.

Nesse sentido, o movimento proposto pelo Programa Mulheres Mil, pode representar a instrumentalização do gênero feminino para que promovam a globalização contra-hegemônica, no contexto da globalização hegemônica, dominada pela lógica do capitalismo neoliberal mundial. (SANTOS, 2003b) Esse movimento, representado pela iniciativa de política pública local-global, busca recuperar a cidadania de mulheres contextualizadas nos grupos sociais sujeitos à descaracterização e à marginalização produzidos pela globalização hegemônica.

[...] é a voracidade com que a globalização hegemônica tem devorado, não só as promessas de progresso, da liberdade, da igualdade, da não discriminação, e da racionalidade, como a própria ideia da luta por elas. Ou seja, a regulação social-hegemônica deixou de ser feita em nome de um projeto de futuro e com isso deslegitimou todos os projetos de futuro alternativos antes

² Dados extraídos da Pesquisa Mensal de Emprego (PME) de 2009, que apresentam as características da inserção das mulheres no mercado de trabalho em seis regiões metropolitanas brasileiras (IBGE, 2009).

designados como projetos de emancipação social. A desordem automática dos mercados financeiros é a metáfora de uma forma de regulação social que não precisa da ideia de emancipação social para se sustentar e legitimar. Mas, paradoxalmente, é dentro desse vazio de regulação e de emancipação que estão surgindo em todo o mundo iniciativas, movimentos, organizações que lutam simultaneamente contra as formas de regulação que não regulam e contra as formas de emancipação que não emancipam (SANTOS, 2003b, p. 17).

E é nesse espaço entre a regulação e emancipação apontado por Santos, que o Programa Mulheres Mil se ancora. Dessa forma, essa pesquisa propõe-se a avaliar o impacto desse Programa na vida das mulheres envolvidas e de sua comunidade. Para Rico e Genro (2006, In INEP/RIES, 2006, p. 467), a avaliação de programas institucionais e políticas sociais consistem em um:

procedimento estratégico que visa dar visibilidade às ações públicas efetivadas com o objetivo de democratização do Estado e da sociedade civil, de formas a compreender as políticas e o Estado em ação. Este processo de avaliação objetiva a melhoria das políticas e da ação do Estado e pode sugerir modificações na formulação, implementação e nos resultados de ações.

Para Figari (1966, apud TOURNER, 1986, p. 34) a avaliação de um programa pode ser entendida como uma macroavaliação ou “um processo sistemático de recolha e de interpretação das observações com a finalidade de dar a conhecer o desenrolar e os efeitos de um projeto”. Assim, a avaliação proposta nesse projeto de pesquisa busca identificar a relevância dos objetivos e das ações, bem como se produziu o impacto esperado ou quais os impactos efetivamente produzidos.

Assim, tendo em vista as questões expostas, orienta essa investigação a seguintes questões de pesquisa:

- Quais os impactos sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil?
- Quais os processos e indicadores centrais de avaliação, internos e externos, que podem contribuir para a construção de um instrumento de avaliação para análise do impacto do Programa Mulheres Mil?
- Quais os impactos institucionais produzidos nos IFs pelo Programa Mulheres Mil?
- Em que medida o Programa Mulheres Mil vem contribuindo para a inserção das mulheres no mundo do trabalho?
- Em que medida o Programa Mulheres Mil vem contribuindo para a elevação da escolaridade dessas mulheres e das suas famílias?
- A metodologia de acesso, permanência e êxito do Programa Mulheres Mil vem contribuindo para a construção de novas práticas pedagógicas que atendam as necessidades do o percurso formativo dessas mulheres?
- Quais as influências do Programa Mulheres Mil para a melhoria do acesso das mulheres aos serviços públicos de saúde, segurança, dentre outros?

4. Objetivos geral e específicos

4.1 Objetivo Geral

Investigar o impacto sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil.

4.2 Objetivos Específicos

- Verificar a inclusão das egressas no mundo trabalho e sua relação com a independência financeira e o empoderamento;
- Identificar a melhoria dos índices educacionais através da elevação da escolaridade das mulheres;
- Verificar o impacto da elevação da escolaridade materna na melhoria dos índices de escolaridade domiciliar;
- Averiguar impactos institucionais, bem como a consolidação de parcerias a partir da implantação do Programa Mulheres Mil.
- Identificar as dificuldades enfrentadas pelas mulheres participantes do Programa Mulheres Mil, bem como as possibilidades de superação das mesmas.
- Identificar as práticas pedagógicas previstas na metodologia de acesso, permanência e êxito, consolidadas a partir do Programa Mulheres Mil.
- Identificar as influências na dinâmica social, cultural e econômica da comunidade, , incluindo as relações de gênero e os processos de autonomia das mulheres.
- Analisar a influência do Programa Mulheres Mil para a melhoria do acesso aos serviços públicos de saúde, segurança, dentre outros que podem contribuir para a melhoria da qualidade de vida.
- Desenvolver um instrumento de avaliação para ser incorporado aos processos avaliativos do Programa Mulheres Mil.

5. Metodologia a ser empregada

A presente pesquisa caracteriza-se como estudo de caso avaliativo, de caráter exploratório, qualitativo e quantitativo. Para André (2005, p. 17) “[...] o estudo de caso focaliza uma situação, um programa, um fenômeno particular. O caso em si tem importância, seja pelo que revela sobre o fenômeno, seja pelo que representa.” A autora ainda afirma que há outros autores que classificam os estudos de caso, como Stenhouse (apud Bassey, 2003, p. 27-28), que os reúne em quatro grandes grupos: etnográfico, avaliativo, educacional e ação.

Como estudo de caso avaliativo este projeto de pesquisa propõe-se a estudar em profundidade os impactos do Programa Mulheres Mil com o propósito de fornecer aos gestores públicos informações que contribuam para o julgamento do mérito do referido Programa como política pública.

Inicialmente a pesquisa será realizada através de análise de fatos primários - análise documental (Documentos do Programa Mulheres Mil, publicações, relatórios e base de dados existentes – Medline, Scielo). Serão considerados fatos secundários – questionários (Anexo 1) e entrevistas semiestruturadas (Anexo 2) com as mulheres egressas do Programa Mulheres Mil de 2011 a 2013, em cada um dos IFs envolvidos.

A análise dos dados será organizada através do *Método do Quadro Lógico* que se configura como uma ferramenta analítica de apresentação e gestão que envolve a análise do problema, análise dos stakeholders, o desenvolvimento da hierarquia dos objetivos e a seleção da estratégia de implementação. Auxilia na identificação de elementos estratégicos (inputs, outputs, purpose³, goal⁴) e aos seus relacionamentos causais, bem como dos

³ Purpose = propósito

⁴ Goal = objetivo

pressupostos externos (risco) que podem influenciar no sucesso ou não do Programa. Dessa forma, a categorização analítica dos principais aspectos decorrentes da coleta de dados contribui para o desenvolvimento do quadro referencial (FIGARI, 1996) baseado no mapeamento analítico da realidade investigada, para análise das categorias relativas ao Programa Mulheres Mil. Os indicadores serão considerados como “uma categoria intelectual para perceber a realidade” (BARBIER, 1985 apud FIGARI, 1996, p. 112), sendo representativos da realidade a avaliar, agrupam categorias de informações que representam um interesse axiológico e ganham indiretamente significado em relação a um conjunto de fins, de valores. “Na prática, o elemento metodológico indispensável para a utilização destes indicadores reside então na ligação de representatividade da categoria em relação à realidade, ligação sempre muito difícil de justificar.” (FIGARI, 1996, p.112)

Considerando tem alcance nacional, os instrumentos de investigação – questionário e entrevistas, serão validados através de grupos focais nas diversas regiões do país.

No desenvolvimento da pesquisa poderão emergir novas categorias que serão igualmente analisadas.

6. Questões éticas

Plataforma Brasil e análise do Comitê de Ética.

Às IES entrevistadas será encaminhado o Termo de Autorização Institucional (Anexo 3) para realização da pesquisa, assim como também o Termo de Consentimento Livre Esclarecido (Anexo 4) aos docentes e discentes entrevistados, com autorização para publicização dos resultados, em atendimento à Resolução CNS nº 196/96.

7. Metas e indicadores a serem alcançados

- Realização de 3 (três) Workshops com a participação dos Grupos de Pesquisa e seus pesquisadores brasileiros e canadenses para análise parcial e final dos dados;
- Aprofundamento da cooperação internacional das instituições integrantes da pesquisa, com finalidade de construir um instrumento de avaliação de impacto do Programa Mulheres Mil;
- Publicação de (1) livro interinstitucional (instituições envolvidas no projeto) com veiculação internacional;
- Publicação de, pelo menos, 2 (dois) capítulos de livros;
- Publicação de, pelo menos, 3 (dois) artigos em periódico científico - 1(um) nacional e 2 (dois) internacionais;
- Apresentação dos resultados parciais e/ou finais em, pelo menos, 4 (quatro) eventos científicos (nacional e internacional), com publicação em anais;
- Construção de dois relatórios – parcial e final com os resultados da pesquisa de forma a subsidiar os gestores públicos e governo para tomadas de decisões

8. Principais contribuições científicas, tecnológicas ou de inovação da proposta

Como principais contribuições científicas ou tecnológicas da pesquisa, destaca-se:

- Produção de conhecimento e produção científica em relação às políticas públicas e aos processos educacionais para inclusão social e no mundo do trabalho;

- Reunião dos Grupos de Pesquisa canadense e brasileiro para conclusão do Projeto de Pesquisa		X							
- Submissão do projeto de pesquisa ao Comitê de Ética			X	X					
- Realização dos Grupos Focais para validação dos instrumentos da pesquisa					X				
- 1º Workshop – discussão dos resultados dos grupos focais - Início da pesquisa – realização das entrevistas e questionários					X	X	X		
- Análise dos dados coletados						X	X	X	
- 2º Workshop para análise dos dados e encaminhamentos finais da pesquisa - Publicação de 1 (um) capítulo de livro - Publicação de 1(um) artigo em periódico científico nacional - Construção de relatório parcial							X		
- Apresentação dos resultados parciais e/ou finais em, pelo menos, 4 (quatro) eventos científicos (nacional e internacional), com publicação em anais - Publicação de 1(um) artigo em periódico científico internacional					X	X	X	X	X
- Relatório Final da Pesquisa - Definição do Produto da Pesquisa: Instrumento de Avaliação a ser incorporado ao Programa Nacional Mulheres Mil - Publicação de 1 (um) capítulo de livro - Publicação de 1(um) artigo em periódico científico internacional								X	X
- 3º Workshop – discussão final sobre os resultados da pesquisa - Publicação de (1) livro interinstitucional (instituições envolvidas no projeto) com veiculação internacional									X

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Anexo 1

Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

QUESTIONÁRIO ALUNAS

Agradecemos por concordar em participar dessa entrevista que faz parte da Pesquisa Avaliação de Impacto do Programa Mulheres Mil – MEC/SETEC - Brasil. Reafirmamos os termos de confidencialidade das informações prestadas através dessa entrevista e de livre adesão para participar dessa pesquisa.

BLOCO I – IDENTIFICAÇÃO INSTITUCIONAL

Instituto: _____

Campus: _____

Curso: _____

Turno:

BLOCO II – ESCOLARIDADE

Por favor, informe a sua escolaridade:

- Sem escolaridade
- Ensino Fundamental Incompleto - qual série? _____
- Ensino Fundamental Completo
- Ensino médio incompleto
- Ensino médio completo
- Ensino superior
- Ensino superior incompleto

Você precisou interromper os estudos alguma vez?

- Não
- Sim. Em qual serie você parou? _____

Se você interrompeu os estudos alguma vez, diga por qual motivo. Escolha uma das opções abaixo, por favor:

- () Mudança de cidade
 () Necessidade de trabalhar
 () Problemas de saúde
 () Dificuldades de aprendizagem
 () Outro. Qual? _____

Há quanto tempo você estava afastada da escola?

() nunca frequentei a escola	() menos de 1 ano	() 0 2 a 5 anos
() 5 a 10 anos	() mais de 10 anos	() não lembro

BLOCO III – INSERÇÃO NO MUNDO DO TRABALHO

Você trabalha atualmente?	() Não	() Sim. Marque as opções em que você se encaixa: () Emprego com carteira assinada () Trabalho de forma autônoma () Cooperativa () Associação
----------------------------------	---------	--

Se NÃO – por favor, escolha uma das opções abaixo que melhor represente o motivo.

- () Ainda não estou trabalhando, mas me sinto melhor preparada para conseguir um trabalho
 () Ainda não estou trabalhando porque não me sinto preparada para conseguir um trabalho.
 () Ainda não estou trabalhando, porque não consegui trabalho.
 () Outro _____

Antes de iniciar o Programa Mulheres Mil você trabalhava/gerava renda?

() **SIM** () **NÃO**

Se SIM - por favor, escolha uma das opções abaixo que melhor represente o motivo:

- () Eu já trabalhava e continuo trabalhando na mesma atividade.
 () Eu já trabalhava, continuo trabalhando na mesma atividade, e fui promovida.
 () Eu já trabalhava, mas agora mudei de trabalho/atividade.
 () Outro. _____

Na sua opinião, suas perspectivas de trabalho melhoraram como resultado do Programa Mulheres Mil?

- () Sim, muito.
 () Sim, razoavelmente.
 () Sim, um pouco.
 () Não.

De que forma sua família DEPENDIA do seu rendimento/trabalho ANTES DE INICIAR O PROGRAMA MULHERES MIL?

- Totalmente, pois só eu trabalho na família.
- Parcialmente, pois outros membros da família trabalham.
- Parcialmente, pois mais um membro da família trabalha.
- Minha família não dependia do meu salário

De que forma sua família DEPENDE ATUALMENTE do seu rendimento/trabalho?

- Totalmente, pois só eu trabalho na família.
- Parcialmente, pois outros membros da família trabalham.
- Parcialmente, pois mais um membro da família trabalha.
- Minha família não depende do meu salário

Marque quais os impactos/resultados você acredita ter alcançado/adquirido através do Programa Mulheres Mil

- Desenvolvimento de conhecimento novo e/ou conhecimento aprofundado que contribuirá para inserção no mundo do trabalho
- Melhor conhecimento das necessidades da área adquirido no curso
- Melhor conhecimento das necessidades do mundo do trabalho
- Melhoria da habilidade em técnicas de procura de trabalho: currículo, habilidade em comunicação na entrevista, procura ativa por emprego
- Outros. _____

BLOCO IV - CIDADANIA

Por favor, leia a lista a seguir e marque o que você acredita que foram resultados, diretos ou indiretos, do programa Mulheres Mil para você. Marque quantas quiser.

- Trabalhar com confiança
- Aprender continuamente
- Ser flexível
- Ser responsável
- Demonstrar atitudes e comportamentos positivos
- Melhorar a auto-estima
- Entender os direitos e a saúde da mulher
- Melhorar as relações familiares
- Entender o mundo do trabalho (mercado)

Comentários : _____

Por favor, liste os 3 benefícios mais importantes que o Programa Mulheres Mil trouxe para a sua vida:

- 1.
- 2.
- 3.

Por favor, liste 3 maiores desafios enfrentados por você para frequentar as aulas do Programa Mulheres Mil:

- 1.
- 2.
- 3.

Como você descreveria seu acesso aos serviços públicos (como postos de saúde, delegacia da mulher, assistência social, escolas, etc..) após ter participado do Programa Mulheres Mil, por favor, escolha uma das opções abaixo:

- Acesso os serviços públicos preventivamente e conheço meus direitos.
- Acesso os serviços públicos sempre que preciso.
- Não acesso os serviços públicos mas conheço meus direitos.
- Não acesso aos serviços públicos e não conheço meus direitos.
- Outro. _____

Como você considera o seu conhecimento aos direitos de cidadão após o Programa Mulheres Mil?

- Não conhecia meus direitos, mas agora conheço um pouco
- Não conhecia meus direitos, mas agora conheço bastante
- Conhecia meus direitos, e agora conheço mais
- Nada mudou



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Anexo 2

Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC – Brasil

Entrevista Semiestruturada para Mulheres Participantes

Nome:

IF:

Curso (s):

Data:

- 1) Como você ouviu falar do programa?
- 2) Você participou da primeira reunião de divulgação do Programa Mulheres Mil? A partir dessa reunião, você já foi selecionada para o programa?
- 3) A partir desse primeiro contato, você divulgou para a comunidade? Para quem?
- 4) Você fez/está fazendo/vai fazer alguma prática profissional pelo curso? Descreva a experiência dessa prática.
- 5) Você adquiriu certificados durante o curso Mulheres Mil? Qual(is)?
- 6) Após o Programa Mulheres Mil, você pretende fazer/está fazendo outro curso? Qual(is) – técnico/PROEJA /graduação/extensão?
- 7) Após o término do curso, você conseguiu um emprego na área em que você cursou o Programa Mulheres Mil? Se sim, detalhar: onde; como; quanto tempo trabalhou/trabalha/satisfação?
- 8) Após o término do curso, você começou um negócio próprio (formal ou informalmente)?
- Se sim, detalhar: onde; como; quanto tempo trabalhou/trabalha/satisfação?
- 9) Você fez/faz parte de alguma associação/cooperativa? Em qual área?
- 10) Como você avalia os conteúdos/disciplinas do curso Mulheres Mil? Esses conteúdos/disciplinas contribuíram para o seu momento atual - família, trabalho, como mulher?
- 11) Como você avalia a infraestrutura do IF durante o curso MMil? Por favor, comente sobre transporte, sala de aula, materiais usados nas aulas, laboratórios.
- 12) Como você avalia os recursos financeiros/assistência estudantil?
- 13) Descreva a sua relação com os servidores/professores/coordenadores do IF durante o curso MM (atendimento/apoio/capacidade de repassar informações/saberes)?
- 14) Qual foi a importância do Programa MMil para você como cidadã?
- 15) Qual foi a importância do Programa Mulheres Mil em sua vida, família, filhos, marido/companheiro?



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Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul

Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Guia de Entrevista Semiestruturada para as Comunidades

Nome:

IF:

Curso (s):

Data:

- 1) Descreva o seu papel no Programa Mulheres Mil.
- 2) Como você se sentiu contribuindo com o programa?
- 3) Qual a sua percepção em relação a proposta do Programa MMil?
- 4) Qual a sua percepção em relação ao impacto do Programa MM na vida das mulheres, de suas famílias e da comunidade?
- 5) Qual foi o impacto mais importante do MMil na comunidade?
- 6) Como você avalia o impacto do Programa MMil em sua própria organização?
- 7) Qual(is) a sua percepção(ões) do impacto da vida sócioeconômica da localidade como resultado do Programa MMil?
- 8) Você pretende continuar a sua parceria com o Programa Mulheres Mil? Por quê?
- 9) Como você descreveria o programa MMil para outros parceiros/ou para mulheres?
- 10) Você recomendaria o programa MMil para outros? Por quê?
- 11) Quais sugestões você daria para melhorias no Programa MMil?



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Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Entrevista com os Gestores Institucional e Local

Agradecemos por concordar em participar dessa entrevista que faz parte da Pesquisa Avaliação de Impacto do Programa Mulheres Mil – MEC/SETEC - Brasil. Reafirmamos os termos de confidencialidade das informações prestadas através dessa entrevista e de livre adesão para participar dessa pesquisa.

Nome:

IF:

Data:

- 1) No seu campus, houve alguma capacitação sobre o Programa Mulheres Mil para técnicos/professores/parceiros? Se sim, qual(is) tipo(s) de capacitação?
- 2) Que tipo de avaliação foi realizada com os técnicos/professores envolvidos no Programa MMil e quais as principais questões apontadas?
- 3) Aponte os processos de planejamento e implementação das turmas do MMil (instrumentais de seleção, editais, formulários de matrícula, planos de curso, planos de trabalho, relatórios, termos de cooperação técnica, termos de práticas pedagógicas, ...)?
- 4) Quais cursos ofertados pelo programa MMil nos campi do seu IF? E quais documentos/referências utilizados para definição dessa oferta?
- 5) Quais infraestruturas novas foram necessárias para atender o MMil?
- 6) Quais inovações tecnológicas foram criadas para atender as alunas do MMil?
- 7) Como você descreve a visibilidade do seu IF junto à comunidade/sociedade após a execução do Programa MMil?
- 8) Como você percebe o impacto do MMil na melhoria do acesso a cidadania das mulheres participantes do Programa?
- 9) Como você percebe o impacto do MMil na melhoria das relações familiares das mulheres participantes do Programa?
- 10) Em sua opinião, qual é o impacto mais significativo do MMil na instituição?



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Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Entrevista Semiestruturada com os Professores

Agradecemos por concordar em participar dessa entrevista que faz parte da Pesquisa Avaliação de Impacto do Programa Mulheres Mil – MEC/SETEC - Brasil. Reafirmamos os termos de confidencialidade das informações prestadas através dessa entrevista e de livre adesão para participar dessa pesquisa.

Nome:

IF:

Curso (s):

Data:

- 1) Como você descreve a sua experiência no IF com as alunas do MMil? Benefícios? Desafios?
- 2) Fale sobre as suas práticas pedagógicas desenvolvidas na docência do Programa MMil.
- 3) Quais sugestões você daria para a instituição para incluir as alunas MMil?



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Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Entrevista Semiestruturada com os Pró-Reitores de Extensão e Ensino

Agradecemos por concordar em participar dessa entrevista que faz parte da Pesquisa Avaliação de Impacto do Programa Mulheres Mil – MEC/SETEC - Brasil. Reafirmamos os termos de confidencialidade das informações prestadas através dessa entrevista e de livre adesão para participar dessa pesquisa.

Nome:

IF:

Data:

- 1) Você considera que houve uma melhoria na visibilidade do seu IF após a execução do Programa MMil? Se sim, qual(is)?
- 2) O Programa MMil contribuiu para a articulação de políticas públicas no âmbito das ações do IF?



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Anexo 3

Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Dados de identificação

Título do Projeto: Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Pesquisador Responsável: Dra. Clarice Monteiro Escott

Instituição a que pertence o Pesquisador Responsável: Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS)

Grupo de Pesquisa: Grupo Interinstitucional de Estudos em Educação e Inovação

Telefones para contato: (54) 34493358 - (54) 92037777 - (51) 99512460

Nome do voluntário: _____

Idade: _____ anos **R.G.** _____

Responsável legal (quando for o caso): _____

R.G. Responsável legal: _____

Eu, Clarice Monteiro Escott, responsável pela pesquisa “Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC – Brasil”, estamos fazendo um convite para você participar como voluntário deste nosso estudo.

Esta pesquisa pretende Investigar o impacto sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil. Tem, ainda, como objetivos específicos:

- Verificar a inclusão das egressas no mundo trabalho e sua relação com a independência financeira e o empoderamento;
- Identificar a melhoria dos índices educacionais através da elevação da escolaridade das mulheres;
- Verificar o impacto da elevação da escolaridade materna na melhoria dos índices de escolaridade domiciliar;
- Averiguar impactos institucionais, bem como a consolidação de parcerias a partir da implantação do Programa Mulheres Mil.
- Identificar as dificuldades enfrentadas pelas mulheres participantes do Programa Mulheres Mil, bem como as possibilidades de superação das mesmas.
- Identificar as práticas pedagógicas previstas na metodologia de acesso, permanência e êxito, consolidadas a partir do Programa Mulheres Mil.
- Identificar as influências na dinâmica social, cultural e econômica da comunidade.
- Analisar a influência do Programa Mulheres Mil para a melhoria do acesso aos serviços públicos de saúde, segurança, dentre outros que podem contribuir para a melhoria da qualidade de vida.
- Desenvolver um instrumento de avaliação para ser incorporado aos processos avaliativos do Programa Mulheres Mil.

Acreditamos que essa pesquisa seja importante porque o Programa Nacional Mulheres Mil vem sendo desenvolvido no Brasil desde 2011 e já atingiu mulheres de todas as regiões do país, pois está alinhado a um contexto e conjunto de prioridades das políticas públicas e das diretrizes da política externa do Governo Brasileiro em torno da redução da desigualdade social e econômica de populações marginalizadas e do compromisso do país com a defesa da igualdade de gênero. Nesse sentido, tal Programa intensifica a possibilidade de acesso aos espaços de formação, impulsionando o desenvolvimento regional e institucional, pela melhoria do acesso de mulheres em situação de vulnerabilidade social à educação e ao mundo do trabalho. Desta forma, o desenvolvimento dessa pesquisa é importante para verificar se realmente ocorreu aumento das possibilidades das mulheres envolvidas no acesso à educação e ao mundo do trabalho;

Para sua realização será utilizados os seguintes procedimentos metodológicos:

- Análise de documentos;
- Grupo Focal para validação dos instrumentos da pesquisa (questionários e entrevistas);
- Entrevistas com as alunas, os gestores institucionais, com a comunidade e com os docentes envolvidos no Programa Nacional Mulheres Mil de 2011 a 2013;
- Questionário com as alunas egressas do Programa Nacional Mulheres Mil de 2011 a 2013.

Sua participação constará de voluntário para participar _____ (especificar Grupo Focal, entrevista e/ou questionário).

É preciso esclarecer que a identidade dos voluntários participantes da pesquisa será preservada. Os benefícios que esperamos como estudo são:

- Produção de conhecimento e produção científica em relação às políticas públicas e aos processos educacionais para inclusão social e no mundo do trabalho;
- Análise do impacto social do Programa Mulheres Mil.;
- Análise e produção de indicadores de avaliação institucional interna e externa com vista à contribuição à melhoria da qualidade do Programa Mulheres Mil e das políticas públicas.

Durante todo o período da pesquisa você tem o direito de tirar qualquer dúvida ou pedir qualquer outro esclarecimento, bastando para isso entrar em contato, com algum dos pesquisadores ou com o Conselho de Ética em Pesquisa.

Você tem garantido o seu direito de não aceitar participar ou de retirar sua permissão, a qualquer momento, sem nenhum tipo de prejuízo ou retaliação, pela sua decisão.

As informações desta pesquisa serão confidenciais, e serão divulgadas apenas em eventos ou publicações científicas, não havendo identificação dos voluntários, a não ser entre os responsáveis pelo estudo, sendo assegurado o sigilo sobre sua participação.

Autorização:

Eu, _____ (nome completo do voluntário), após a leitura (ou a escuta da leitura) deste documento e ter tido a oportunidade de conversar com o pesquisador responsável, para esclarecer todas as minhas dúvidas, acredito estar suficientemente informado, ficando claro para mim que minha participação é voluntária e que posso retirar este consentimento a qualquer momento sem penalidades ou perda de qualquer benefício. Estou ciente também dos objetivos da pesquisa, dos procedimentos aos quais serei submetido, dos possíveis danos ou riscos deles provenientes e da garantia de confidencialidade e esclarecimentos sempre que desejar.

Diante do exposto expresso minha concordância de espontânea vontade em participar deste estudo.

Assinatura do voluntário ou de seu representante legal

Assinatura de uma testemunha

Declaro que obtive de forma apropriada e voluntária o Consentimento Livre e Esclarecido deste voluntário (ou de seu representante legal) para a participação neste estudo.

Assinatura do responsável pela obtenção do TCLE

Dados dos pesquisadores (responsáveis pela aplicação do instrumento de pesquisa):

Nome, Endereço, Telefone, endereço eletrônico

Dados do CEP responsável pela autorização da pesquisa.

Endereço, Telefone, endereço eletrônico



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Anexo 4

Pesquisa

Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

TERMO DE AUTORIZAÇÃO INSTITUCIONAL

Dados de identificação

Título do Projeto: Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC - Brasil

Pesquisador Responsável: Dra. Clarice Monteiro Escott

Instituição a que pertence o Pesquisador Responsável: Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS)

Grupo de Pesquisa: Grupo Interinstitucional de Estudos em Educação e Inovação

Telefones para contato: (54) 34493358 - (54) 92037777 - (51) 99512460

Nome do Responsável Legal pela Instituição: _____

Idade: _____ **anos** **R.G.** _____

Eu, Clarice Monteiro Escott, responsável pela pesquisa “Avaliação de Impacto do Programa Nacional Mulheres Mil – MEC/SETEC – Brasil”, juntamente com o Grupo Interinstitucional de Estudos em Educação e Inovação, estamos fazendo um convite para você participar como voluntário deste nosso estudo.

Esta pesquisa pretende Investigar o impacto sócio, profissional e educacional do Programa Nacional Mulheres Mil no Brasil. Tem, ainda, como objetivos específicos:

- Verificar a inclusão das egressas no mundo trabalho e sua relação com a independência financeira e o empoderamento;
- Identificar a melhoria dos índices educacionais através da elevação da escolaridade das mulheres;
- Verificar o impacto da elevação da escolaridade materna na melhoria dos índices de escolaridade domiciliar;
- Averiguar impactos institucionais, bem como a consolidação de parcerias a partir da implantação do Programa Mulheres Mil.
- Identificar as dificuldades enfrentadas pelas mulheres participantes do Programa Mulheres Mil, bem como as possibilidades de superação das mesmas.
- Identificar as práticas pedagógicas previstas na metodologia de acesso, permanência e êxito, consolidadas a partir do Programa Mulheres Mil.
- Identificar as influências na dinâmica social, cultural e econômica da comunidade.
- Analisar a influência do Programa Mulheres Mil para a melhoria do acesso aos serviços públicos de saúde, segurança, dentre outros que podem contribuir para a melhoria da qualidade de vida.
- Desenvolver um instrumento de avaliação para ser incorporado aos processos avaliativos do Programa Mulheres Mil.

Acreditamos que essa pesquisa seja importante porque o Programa Nacional Mulheres Mil vem sendo desenvolvido no Brasil desde 2011 e já atingiu mulheres de todas as regiões do país, pois está alinhado a um contexto e conjunto de prioridades das políticas públicas e das diretrizes da política externa do Governo Brasileiro em torno da redução da desigualdade social e econômica de populações marginalizadas e do compromisso do país com a defesa da igualdade de gênero. Nesse sentido, tal Programa intensifica a possibilidade de acesso aos espaços de formação, impulsionando o desenvolvimento regional e institucional, pela melhoria do acesso de mulheres em situação de vulnerabilidade social à educação e ao mundo do trabalho. Desta forma, o desenvolvimento dessa pesquisa é importante para verificar se realmente ocorreu aumento das possibilidades das mulheres envolvidas no acesso à educação e ao mundo do trabalho;

Para sua realização será utilizados os seguintes procedimentos metodológicos:

- Análise de documentos;
- Grupo Focal para validação dos instrumentos da pesquisa (questionários e entrevistas);
- Entrevistas com as alunas, os gestores institucionais, com a comunidade e com os docentes envolvidos no Programa Nacional Mulheres Mil de 2011 a 2013;
- Questionário com as alunas egressas do Programa Nacional Mulheres Mil de 2011 a 2013.

A participação das alunas, gestores, docentes e comunidade envolvidos como Programa Nacional Mulheres Mil participarão voluntariamente de Grupo Focal, entrevista e/ou questionário.

É preciso esclarecer que a identidade dos voluntários participantes da pesquisa será preservada. Os benefícios que esperamos do estudo, consistem em:

- Produção de conhecimento e produção científica em relação às políticas públicas e aos processos educacionais para inclusão social e no mundo do trabalho;
- Análise do impacto social do Programa Mulheres Mil.;
- Análise e produção de indicadores de avaliação institucional interna e externa com vista à contribuição à melhoria da qualidade do Programa Mulheres Mil e das políticas públicas.

Durante todo o período da pesquisa os participantes têm o direito de tirar qualquer dúvida ou pedir qualquer outro esclarecimento, bastando para isso entrar em contato, com algum dos pesquisadores ou com o Conselho de Ética em Pesquisa.

Você tem garantido o seu direito de não aceitar participar ou de retirar sua permissão, a qualquer momento, sem nenhum tipo de prejuízo ou retaliação, pela sua decisão.

As informações desta pesquisa serão confidenciais, e serão divulgadas apenas em eventos ou publicações científicas, não havendo identificação dos voluntários, mas havendo identificação das instituições envolvidas por caracterizar-se por instituição pública federal, assim como dos responsáveis pelo estudo.

Autorização Institucional

Eu, _____ responsável legal pelo _____, declaro que fui informado dos objetivos da pesquisa acima, e concordo em autorizar a execução da mesma nesta instituição. Caso necessário, a qualquer momento posso revogar esta autorização, se comprovada atividades que causem algum prejuízo à esta instituição ou ainda, a qualquer dado que comprometa o sigilo da participação dos integrantes desta instituição. Declaro também, que não recebemos qualquer pagamento por esta autorização bem como os participantes também não receberão qualquer tipo de pagamento.

Pesquisador	Responsável pela Instituição
-------------	------------------------------

Assinatura de uma testemunha

Assinatura do responsável pela obtenção do TCLE

Dados dos pesquisadores (responsáveis pela aplicação do instrumento de pesquisa):

Nome, Endereço, Telefone, endereço eletrônico

Dados do CEP responsável pela autorização da pesquisa.

Endereço, Telefone, endereço eletrônico



An Impact Assessment of the Mulheres Mil Program

APPENDIX H

MMIA Output Documents
From Research Development Forum
August, 2013, Canada



Avaliação de Impacto de Programa Mulheres Mil

Fórum de Desenvolvimento da Pesquisa

Um Resumo de uma Experiência de Desenvolvimento Colaborativo

12-16 de Agosto, 2013



Mulheres Mil Impact Assessment

Research Development Forum
A Summary of a Collaborative Development
Experience
August 12-16, 2013

**AVALIAÇÃO DE IMPACTO DO PROGRAMA MULHERES MIL -
FÓRUM DE DESENVOLVIMENTO DE PESQUISA
Resumo de uma Experiência de Desenvolvimento Colaborativo**

ÍNDICE

1º DIA: SEGUNDA-FEIRA, 12 DE AGOSTO, 2013 - INÍCIO DO PROCESSO

6- OBJETIVOS DO FÓRUM DE DESENVOLVIMENTO DE PESQUISA

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

8- REFLEXÕES SOBRE O EXERCÍCIO MAPA DA VIDA

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

2º DIA: TERÇA-FEIRA, 13 DE AGOSTO, 2013 - UM MODELO PARA ANÁLISE

12- O MODELO LÓGICO PARA O PROJETO DE PESQUISA DE AVALIAÇÃO DE IMPACTO DO PROGRAMA MULHERES MIL

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

19- REVISÃO DOS OBJETIVOS DO PROGRAMA MULHERES MIL

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

3º DIA: QUARTA-FEIRA, 14 DE AGOSTO, 2013 - ESTRUTURAÇÃO DA PESQUISA

21- IDENTIFICAÇÃO DOS PARTICIPANTES DA PESQUISA E TÉCNICAS PARA CONSIDERAÇÃO

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

23- VANTAGENS E DESVANTAGENS DAS TÉCNICAS

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

25- ANÁLISE PRINCIPAL PARA IMPLEMENTAÇÃO DE TÉCNICAS DE PESQUISA POR GRUPO PARTICIPANTE

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

4° DIA: QUINTA-FEIRA, 8 DE AGOSTO, 2013 - DESENVOLVIMENTO DE FERRAMENTAS

27- GUIAS PARA DESENVOLVIMENTO DE FERRAMENTAS DE PESQUISA

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

31- ROTEIROS PARA ENTREVISTAS SEMIESTRUTURADAS POR GRUPO DE PARTICIPANTES (RASCUNHO)

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

37- PESQUISA/QUESTIONÁRIOS PARA OS PARTICIPANTES (RASCUNHO)

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

47- ANÁLISE DE DOCUMENTOS (REVISÃO DO PROCESSO DE RASCUNHO)

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

55- GRUPOS FOCAIS (REVISÃO DO PROCESSO DE RASCUNHO)

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

5° DIA: SEXTA-FEIRA, 9 DE AGOSTO, 2013 - METODOLOGIAS E PRÓXIMOS PASSOS

59- IDENTIFICAÇÃO DAS FUNÇÕES DOS PESQUISADORES DO PROJETO E SUAS ATIVIDADES

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

61- METODOLOGIA (PROCESSO DE RASCUNHO)

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

69- DISCUSSÃO DE ÉTICA

VERSÃO EM PORTUGUÊS

VERSÃO EM INGLÊS

APÊNDICE

71- APRESENTAÇÃO DO PROGRAMA MUHERES MIL

VERSÃO EM PORTUGUÊS

75- APRESENTAÇÃO SOBRE ÉTICA - BRASIL

VERSÃO EM PORTUGUÊS

**MULHERES MIL IMPACT ASSESSMENT –
RESEARCH DEVELOPMENT FORUM**
A Summary of a Collaborative Development Experience

TABLE OF CONTENTS

DAY 1: MONDAY, AUGUST 12, 2013 – BEGINNING THE PROCESS

- 6- OBJECTIVES OF THE RESEARCH DEVELOPMENT FORUM**
 - PORTUGUESE VERSION
 - ENGLISH VERSION
- 8- REFLECTIONS ON THE RESEARCH TEAM’S LIFEMAP EXERCISE**
 - PORTUGUESE VERSION
 - ENGLISH VERSION

DAY 2: TUESDAY, AUGUST 13, 2013 – A MODEL FOR ANALYSIS

- 12- THE LOGIC MODEL FRAMEWORK FOR THE MULHERES MILS IMPACT ASSESSMENT RESEARCH PROJECT**
 - PORTUGUESE VERSION
 - ENGLISH VERSION
- 19- A REVIEW OF GOALS FOR THE MULHERES MIL PROGRAM**
 - PORTUGUESE VERSION
 - ENGLISH VERSION

DAY 3: WEDNESDAY, AUGUST 14, 2013 – FRAMING THE RESEARCH

- 21- IDENTIFICATION OF RESEARCH STAKEHOLDERS AND RESEARCH TECHNIQUES FOR CONSIDERATION**
 - PORTUGUESE VERSION
 - ENGLISH VERSION
- 23- ADVATAGES AND DISADVANTAGES OF TECHNIQUES**
 - PORTUGUESE VERSION
 - ENGLISH VERSION
- 25- ANALYSIS MATRIX FOR IMPLEMENTATION OF RESEARCH TECHNIQUES BY STAKEHOLDER GROUP**
 - PORTUGUESE VERSION
 - ENGLISH VERSION

DAY 4: THURSDAY, AUGUST 8, 2013 - DEVELOPMENT OF TOOLS

27- GUIDES FOR DEVELOPMENT OF RESEARCH TOOLS

PORTUGUESE VERSION

ENGLISH VERSION

31- SEMI-STRUCTURED INTERVIEW GUIDES BY STAKEHOLDERS (DRAFT)

PORTUGUESE VERSION

ENGLISH VERSION

37- SURVEY/QUESTIONNAIRE FOR PARTICIPANTS (DRAFT)

PORTUGUESE VERSION

ENGLISH VERSION

47- DOCUMENT ANALYSIS (OVERVIEW OF DRAFT PROCESS)

PORTUGUESE VERSION

ENGLISH VERSION

55- FOCUS GROUPS (OVERVIEW OF DRAFT PROCESS)

PORTUGUESE VERSION

ENGLISH VERSION

DAY 5: FRIDAY, AUGUST 9, 2013 - METHODOLOGY & NEXT STEPS

59- IDENTIFICATION OF PROJECT LEADS AND DELIVERABLES

PORTUGUESE VERSION

ENGLISH VERSION

61- METHODOLOGY (DRAFT PROCESS)

PORTUGUESE VERSION

ENGLISH VERSION

69- ETHICS DISCUSSION

PORTUGUESE VERSION

ENGLISH VERSION

APPENDIX

71- PRESENTATION OF MULHERES MIL PROGRAM

PORTUGUESE VERSION

ENGLISH VERSION

79- ETHICS PRESENTATION - BRASIL

PORTUGUESE VERSION

ENGLISH VERSION

Avaliação de Impacto do Mulheres Mil Fórum de Desenvolvimento de Pesquisa

Resumo de uma Experiência de Desenvolvimento Colaborativo

12 -16 de agosto, 2013

Objetivos do Fórum de Desenvolvimento de Pesquisa

Os participantes do fórum fizeram uma atividade para discutir e identificar os objetivos do Fórum de Desenvolvimento de Pesquisa. Tal fórum proporcionou uma oportunidade para:

- O time de pesquisa da Avaliação do Mulheres Mil trabalhar efetivamente como parceiros, desenvolvendo um projeto muito importante que ajudará os participantes a melhorar a entrega do programa Mulheres Mil.
- Compartilhar experiências e melhores práticas de entrega do programa e de pesquisa,
- Aprender com outros em um ambiente amigável,
- Desenvolver ferramentas de avaliação do programa Mulheres Mil e estratégias de metodologia para coleta de dados,
- Definir métodos para seguir as trajetórias das experiências das mulheres participantes
- Conectar as experiências no Canadá para o Observatório,
- Adaptar portfólios,
- Construir boas práticas, e
- Desenvolver maneiras de reagir às iniciativas de políticas públicas.

**Mulheres Mil Impact Assessment
Research Development Forum**

A Summary of a Collaborative Development Experience

August 12-16, 2013

Objectives of the Research Development Forum

Participants in the Forum took part in an activity to discuss and identify objectives of the Research Development Forum. This Forum provided an opportunity for:

- The Mulheres Mil Impact Assessment Research team to work effectively, as partners, developing a very important project that will assist stakeholders to enhance the development and delivery of the Mulheres Mil program,
- To share experiences and best practices in program delivery and research,
- To learn from one another in a collegial environment,
- To design impact assessment tools for the Mulheres Mil program and development methodology strategies for data collection,
- To determine methods to track the women's (participants) experiences,
- To connect experiences in Canada to the Observatory,
- To adapt portfolios,
- To build good practices, and
- To develop ways to respond to public policy initiatives.

Avaliação de Impacto do Mulheres Mil Fórum de Desenvolvimento de Pesquisa

Resumo de uma Experiência de Desenvolvimento Colaborativo

12 -16 de agosto, 2013

Reflexões sobre o Exercício Mapa da Vida:

As participantes do fórum fizeram uma atividade para criar seus próprios mapas da vida. Essa é uma atividade que as participantes do Mulheres Mil também fazem no início de sua jornada. Ao concluir essa atividade, as pesquisadoras refletiram sobre temas comuns e evidentes ao compartilharem seus mapas; benefícios e limitações que possam acontecer e recomendações também foram discutidas; há a necessidade de um facilitador firme no momento de explorar a atividade do mapa da vida.

Temas comuns entre os mapas da vida foram:

- Educação tem um papel forte em nossas vidas; ela define quem somos,
- Educação leva a reconstrução; ela fornece oportunidades,
- Todas nós tivemos boas oportunidades,
- Ligação com o MM; nós (como as participantes) passamos por dificuldades/frustrações,
- Confiança nos torna mais fortes,
- Importância de nossas famílias em nossa vidas,
- Entender o MM ajuda a demonstrar empatia,
- Experiência leva ao entendimento,
- Observações/exposições levam ao entendimento e novas estratégias,
- A vida é imprevisível!
- Jornadas não são lineares,
- Importância/valor de auto-reflexão,
- Força e mulheres fortes,
- A vida é uma experiência contínua de aprendizado, bons e ruins, e
- Empregos:

- Uma carreira forte leva a independência econômica
- É importante para as mulheres entenderem isso; independência de outras mulheres (papel na comunidade)
- Superar dificuldades pode levar a independência; assertividade, empoderamento.

Os benefícios ao usar os mapas da vida como uma ferramenta de facilitação são:

- Cicatrizes emocionais podem ser revisitadas,
- Proteção é importante,
- CONFIANÇA é essencial,
- Melhor se as participantes tem um objetivo em comum, e
- Mapas da Vida podem ajudar a estabelecer confiança.

As limitações ao usar os mapas da vida são:

- A dificuldade em entender a si mesma, e
- Onde e como elas podem chegar durante a atividade.

É essencial ter um facilitador bem treinado em guiar a atividade do mapa da vida porque eles:

- Devem estabelecer confiança entre as participantes,
- Devem ser acessíveis/gentis,
- Demonstram empatia,
- Não devem forçar as participantes que são tímidas ou vulneráveis, e
- São mentores eficazes.

**Mulheres Mil Impact Assessment
Research Development Forum**

A Summary of a Collaborative Development Experience

August 12-16, 2013

Reflections on the Research Team's Lifemap Exercise:

Participants in the Forum took part in an activity to create their own life map. This is an activity that participants of the Mulheres Mil program also experience at the beginning of their Mulheres Mil journey. At the conclusion of this activity, researcher's reflected upon the common themes evident when life maps were shared, as well as the benefits and limitations that may be experienced and some recommendations regarding the need for a very strong facilitator when exploring the life map activity.

Common themes within the life maps include:

- Education has a strong role in our life; it defines who we are,
- Education leads to rebuilding; opens opportunities,
- All of us have had good opportunities,
- Connection to MM; we (like the participants) have all been through difficulties/frustrations,
- Trust makes you stronger,
- The importance of family in our lives,
- Understanding of MM helps with the demonstration of empathy,
- Experience leads to real understanding,
- Observations/exposure leads to understanding and new strategies,
- Life is unpredictable!
- Journeys are not linear,
- Importance/value of self-reflection,
- Strength & strong women,
- Life is a continuous learning experience; both bad and good, and
- Jobs:

- Heavy careers lead to financial independence
 - Important for women to understand this; independence from other women (role in the community)
 - Overcome difficulties can lead to independence; assertiveness, empowerment.
-
- Emotional scars may be revisited,
 - Safety is important,
 - TRUST is essential,
 - Better if participants have a common goal, and
 - Life maps can help to build confidence.

Limitations to using life maps may include:

- The difficulty in understanding one's self, and
- Where and how they may go during the activity.

It is essential to have a well-trained facilitator in guiding the life maps activity as they:

- Must build the confidence of the participants,
- Must be invitational/kind,
- Show empathy,
- Must not push those who are timid or vulnerable, and
- Be an effective guide.

Modelo Lógico para Avaliação do Mulheres Mil

Objetivo Geral: Entrada no mercado de trabalho; acesso à educação; e elevação do nível de educação das participantes

		MEDIDAS DE PERFORMANCE			
INVESTIMENTOS	ATIVIDADES	ÁREAS DE IMPACTO	PRODUÇÃO	RESULTADOS	IMPACTOS
Financiamento: - governo - IFs - Outros	Conduzir etapas de acesso à comunidade: - diagnóstico da aluna - reuniões de divulgação - palestras - visitas culturais	MULHERES	Número de mulheres que frequentam as etapas de sensibilização Número de mulheres que se matriculam e seus dados demográficos Número de mulheres na lista de espera Número de mulheres fazendo os cursos Número de mulheres qualificadas e certificados/credenciais, mais habilitações de valor-agregado e habilidades desenvolvidas Número de estágios Número de empregos após qualificação Número de mulheres	Empregos e independência econômica Confiança e autoestima Esperança Hábitos saudáveis Melhoria na participação da vida cívica Maior empoderamento Bem-estar subjetivo	Melhoria na saúde das mulheres Melhoria no padrão de vida Maior número de mulheres na força de trabalho Melhoria no nível de educação das participantes Oferecer acesso à educação

			<p>buscando mais educação</p> <p>Número de mulheres começando um novo negócio ou cooperativa</p> <p>Nível de satisfação com o programa</p>		
<p>Recursos:</p> <ul style="list-style-type: none"> - infraestrutura - salas de aula - tecnologia de informação - infraestrutura das parcerias 	<p>Organizar os escritórios de acesso do MM nos IFs</p>	FAMÍLIA	<p>Número de mulheres que fazem comentários positivos de resultados na família</p>	<p>Melhoria na independência econômica</p> <p>Redução da violência doméstica</p>	<p>Melhoria na independência econômica</p>
<p>Recursos Humanos:</p> <ul style="list-style-type: none"> - alunas/horário do MM - tempo de expertise dos parceiros - tempo de dedicação ao programa 	<p>Desenvolver material promocional e métodos:</p> <ul style="list-style-type: none"> - panfletos - TV - Radio - Mídias Sociais 	COMUNIDADE	<p>Número de parcerias que fazem comentários satisfatórios sobre o programa</p> <p>Número de novas parcerias</p>	<p>Parcerias Fortalecidas</p> <p>Empoderamento na comunidade</p>	<p>Comunidades mais seguras</p> <p>Comunidades fortalecidas</p>
<p>Pesquisa:</p> <ul style="list-style-type: none"> - análise do ambiente - estudos - diagnóstico situacional do território 	<p>Integrar políticas públicas quando necessário</p>	INSTITUTOS (IFs)	<p>Número de cursos oferecidos</p> <p>Número de campi do IF que oferecem o MM</p> <p>Número de professores e coordenadores treinados</p> <p>Satisfação do corpo</p>	<p>Desenvolvimento de cursos e programas</p> <p>Maior satisfação entre funcionários (eficácia, motivação)</p> <p>Fortalecimento das Instituições e de suas reputações</p>	<p>Melhoria na viabilidade da execução do programa</p>

			<p>docente e funcionários</p> <p>Novos processos e abordagens pedagógicas</p> <p>Nova infraestrutura/tecnologias</p> <p>Melhor reputação</p>		
<p>Políticas e Guias:</p> <ul style="list-style-type: none"> - guias dos programas - cursos e currículo escolar - dados existentes de cursos anteriores 	<p>Coordenar os grupos participantes – grupos da comunidades, funcionários dos IFs, empregadores</p>	SOCIEDADE		<p>Acesso e integração de novas políticas públicas</p> <p>Criação de associações/cooperativas</p> <p>Novos empregos e inovações</p> <p>Inserção no mundo formal e informal de trabalho</p>	<p>Redução nos custos de saúde</p> <p>Desenvolvimento econômico através de pessoas capacitadas pelo programa e que encontraram emprego em suas áreas ou empregos disponíveis</p> <p>Redução na taxa de criminalidade</p>
	<p>Conduzir treinamento de professores:</p> <ul style="list-style-type: none"> - Programa MM e os objetivos - Identificação dos saberes, avaliações, desenvolvimento de portfólio - workshops “treine o professor” 				

	Desenvolver/organizar coleta de dados, ferramentas de avaliação de performance e métodos				
	Selecionar e orientar mulheres do MM				
	Conduzir programas de treinamento do MM				
	Identificar empregadores e estágios				
	Providenciar e avaliar os estágios				
	Promover cerimônias de qualificação				
Avalie o MM					

LOGIC MODEL FOR MULHERES MIL IMPACT ASSESSMENT

Overall Goals of the Mulheres Mil Program: Entrance to the labour market; access to education; and elevating the level of the participant's education.

		PERFORMANCE MEASURES			
INPUTS	ACTIVITIES	AREAS OF IMPACT	OUTPUTS	OUTCOMES	IMPACTS
Funding: -government -IFs -Other	Conduct community outreach sessions: -information sessions -meetings -speeches -cultural visits	WOMEN	# who attend information session # who register and demographic data # women on waitlist # attending classes # graduates and certificates/credentials plus value-added licenses and skills gained # work placements # jobs after graduation # pursuing further education # starting new businesses or co-ops Satisfaction rating	Jobs and economic independence Confidence and Self-esteem Hope Healthy habits Improved participation in civic life Greater empowerment Subjective well-being	Improved women's health Improved standard of living Greater number of women in workforce Increase the level of participant's education Providing access to education

Resources: -facilities -classrooms -information technology -partner facilities	Organize MM/access offices at IFs	FAMILY	# reporting positive family outcomes	Improved economic independence Reduction of family violence	Improved economic independence
Human Resources: -student/MM time -faculty and staff time -partner time	Develop promotional materials and methods: -brochures -TV -Radio -Facebook	COMMUNITY	# partners reporting satisfaction with program # new partners	Strengthened partnerships Community empowerment	Safer communities Stronger communities
Research: -environmental scans -studies - diagnostic of the location	Integrate policies where needed	INSTITUTES (IFs)	-# MM programs offered -# campuses offering MM -# teachers and coordinators trained -Satisfaction of faculty and staff -New processes and pedagogical approaches -New facilities/technologies -Enhanced reputation	Programs and course development Greater satisfaction among staff (efficacy, motivation) Stronger institutions and reputation	Enhanced long-term viability
Policies and Guides: -program guides -courses and curriculum -existing data from previous courses	Coordinate stakeholder groups – community groups, IF staff, employers	SOCIETY		Access and integration of new public policies New associations and co-ops	Reduced health costs Economic development through trained people matched to available or desired jobs

				New jobs and innovations Entrance to the formal or informal labour market	Reduced crime
	Conduct teacher training: -MM program and goals -PLAR, assessments, portfolio development -"train the trainer" workshops				
	Develop/organize data gathering and performance measurement tools and methods				
	Recruit and orient MM women				
	Conduct MM training programs				
	Recruit employers and work placements				
	Arrange and evaluate work placements				
	Hold graduation celebrations				
Evaluate MM					

IDENTIFICAÇÃO DOS GRUPOS PARTICIPANTES – AIMM

- Participantes e suas famílias
- Comunidade e parceiros da comunidade
- Institutos (IFs)
- Parceiros do Governo

Identificação de Técnicas de Pesquisa para Consideração - AIMM

- Análise de documentos
- Questionários
- Entrevistas (semiestruturada)
- Estudo de caso
- Observação
- Participante

Identification of Research Stakeholders – MMIA

- Participants & their families
- Community & community partners
- Institutes (IF's)
- Government stakeholders

Identification of Research Techniques for Consideration – MMIA

- Document Analysis
- Questionnaires
- In-depth interviews (semi-structured)
- Case study
- Observation
- Participant

Avaliação de Impacto do Mulheres Mil
Técnica de Coleta de Dados – Vantagens e Desvantagens

<i>Técnica</i>	<i>Vantagens</i>	<i>Desvantagens</i>
<i>Análise de Documentos</i>	<ul style="list-style-type: none"> • <i>Conhecimento Prévio</i> • <i>Contexto Histórico</i> • <i>Informação disponível aos pesquisadores</i> • <i>“Lição de Casa” (para os pesquisadores)</i> 	<ul style="list-style-type: none"> • <i>Pode levar a um contexto vulnerável?</i> • <i>Não está limitado a “uma maneira”</i>
<i>Questionários (números, quantitativo)</i>	<ul style="list-style-type: none"> • <i>Sistemático</i> • <i>Grupo mais abrangente de dados</i> • <i>Grande escala</i> • <i>Liberdade</i> • <i>Flexível/adaptável</i> • <i>Resultados podem ser generalizados</i> 	<ul style="list-style-type: none"> • <i>Talvez não revele alguma “pérola” que esteja escondida</i> • <i>Pode ser limitado</i> • <i>Capacidade do uso de tecnologia</i>
<i>Grupos focais</i>	<ul style="list-style-type: none"> • <i>Descobrir novas informações</i> • <i>Identificar alguns conhecimentos a partir dos participantes</i> • <i>Dados ricos</i> 	<ul style="list-style-type: none"> • <i>Difícil de ser generalizado</i> • <i>Líderes fortes dominam</i>
<i>Entrevistas (semiestruturadas)</i>	<ul style="list-style-type: none"> • <i>Realidade</i> • <i>Conversa</i> • <i>Informação subjetiva</i> • <i>Observação de linguagem corporal</i> • <i>Profunda</i> • <i>Respostas são muito importantes</i> • <i>Não julgar</i> • <i>Detalhes Ricos</i> 	<ul style="list-style-type: none"> • <i>Imparcial</i> • <i>Relação entre entrevistado e entrevistador</i> • <i>Pesquisador bem preparado</i> • <i>Requer suporte (treinamento)</i> • <i>Ética</i> • <i>Preparo do espaço físico</i> • <i>Consome tempo</i> • <i>Energia constante</i>
<i>Estudo de Caso</i>	<ul style="list-style-type: none"> • <i>Pode se aprofundar nos dados</i> • <i>Observação de mudança ao longo do tempo (longitudinal)</i> • <i>Oportunidade de achar exemplos de boas práticas</i> • <i>Fornece bons modelos</i> • <i>Bom para TRAIINGULAÇÃO</i> • <i>Mostra exemplos</i> • <i>Nos permite ver uma realidade mais completa</i> 	<ul style="list-style-type: none"> • <i>Cuidado em generalizar especificidades</i> • <i>Consome tempo</i> • <i>Pode ser difícil de acompanhar ao longo do tempo (longitudinalmente)</i>
<i>Observações</i>	<ul style="list-style-type: none"> • <i>Dados em tempo real</i> 	<ul style="list-style-type: none"> • <i>Consome tempo</i> • <i>Pesquisador pode ser influenciado/preconceito</i>
<i>Participação</i>	<ul style="list-style-type: none"> • <i>Pode identificar a ▲ ao longo do tempo</i> 	

*Mulheres Mil Impact Assessment
Data Gathering Techniques Advantages and Disadvantages*

<i>Technique</i>	<i>Advantages</i>	<i>Disadvantages</i>
<i>Document Analysis</i>	<ul style="list-style-type: none"> • <i>Previous knowledge</i> • <i>Historic context</i> • <i>Info available to researchers</i> • <i>Homework (for researchers)</i> 	<ul style="list-style-type: none"> • <i>Can lead to vulnerable to context?</i> • <i>Don't be tied to "one way"</i>
<i>Questionnaires (#'s, quantitative)</i>	<ul style="list-style-type: none"> • <i>Systematic</i> • <i>Larger group of data</i> • <i>Large scale</i> • <i>Freedom</i> • <i>Flexible/adaptable</i> • <i>Results can be generalized</i> 	<ul style="list-style-type: none"> • <i>May not be giving a hidden gem</i> • <i>Can be limited</i> • <i>Tech-capability</i>
<i>Focus Groups</i>	<ul style="list-style-type: none"> ⌚ <i>Discover new pieces of information</i> ⌚ <i>Building ideas on participants</i> ⌚ <i>Rich data</i> 	<ul style="list-style-type: none"> • <i>Hard to generalize</i> • <i>Strong leaders dominate</i>
<i>In-depth Interviews</i>	<ul style="list-style-type: none"> • <i>Reality</i> • <i>Conversation</i> • <i>Subjective information</i> • <i>Observe body language</i> • <i>Deep</i> • <i>Answers are very important</i> • <i>No judging</i> • <i>Richer details</i> 	<ul style="list-style-type: none"> • <i>Unbiased</i> • <i>Relationship between interviewer and interviewee</i> • <i>Well prepared researcher</i> • <i>Require support (training)</i> • <i>Ethics</i> • <i>Prepare the physical environment</i> • <i>Time</i> • <i>Consistent energy</i>
<i>Case Study</i>	<ul style="list-style-type: none"> • <i>Can go deeper into data</i> • <i>Get change over time</i> • <i>Can find best practice examples</i> • <i>Provides good models</i> • <i>Good for TRIANGULATION</i> • <i>Showcase examples</i> • <i>Allows us to see a more complete reality</i> 	<ul style="list-style-type: none"> • <i>Have to be careful to generalize specifics</i> • <i>Time consuming</i> • <i>Can be difficult to manage over time</i>
<i>Observation</i>	<ul style="list-style-type: none"> • <i>Real time data</i> 	<ul style="list-style-type: none"> • <i>Time</i> • <i>Researcher bias</i>
<i>Participation</i>	<ul style="list-style-type: none"> • <i>Can capture ▲'s over time</i> 	

Análise Principal para Implementação de Técnicas de Pesquisa por Grupo Participante

TÉCNICAS	Participantes/ Famílias	Comunidade/ Parcerias	Institutos (IF's)	Governo
Análise de Documento/Conteúdo		X	X	
Questionários/Pesquisa	X	X	X	
Entrevistas (semiestruturadas)	X	X	X	
Grupos Focais <ul style="list-style-type: none"> ▪ Objetivo de validar as ferramentas ▪ Exploratório ▪ Diferentes Regiões do Brasil ▪ Pode levar a mais categorias 	X		X (experts no Mulheres Mil)	

Analysis Matrix for Implementation of Research Techniques by Stakeholder Group

TECHNIQUES	Participants/ Families	Community/ Partners	Institutes (IF's)	Government
Document/Content Analysis		X	X	
Questionnaire/Survey	X	X	X	
Interviews (semi-structured)	X	X	X	
Focus Groups <ul style="list-style-type: none"> ▪ Goal will be to validate tools ▪ Exploratory ▪ Different Regions of Brazil ▪ May lead to more categories 	X		X (experts in Mulheres Mil)	

Guias para Desenvolvimento de Ferramentas de Pesquisa

Revisão de Documento/Conteúdo – Lista

Questões para Consideração?

- Quais documentos?
- Qual frequência?
- Local dos Documentos?
- Passos para a Revisão dos Documentos
- Análise de Documentos
- Publicação de Resultados?
- Responsabilidade? Quem vai tomar a liderança?
- Outros?

Questões que os Documentos Revelarão	Onde estão esses documentos?
Número de mulheres que frequentam as etapas de sensibilização	
Número de mulheres que se matriculam e seus dados demográficos	
Número de mulheres na lista de espera	
Número de mulheres fazendo os cursos	
Número de mulheres qualificadas e certificados/credenciais, mais habilitações de valor-agregado e habilidades desenvolvidas	
Número de estágios	
Número de novas parcerias	
Número de cursos oferecidos	
Número de programas MM oferecidos por IF	
Número de professores e coordenadores treinados	
Outros?	

Roteiros para Entrevista Semiestruturadas

Guia para o Processo:

- Concentre-se em **ESCREVER** as perguntas para os roteiros semiestruturados...podemos discutir como contatar os participantes entrevistados depois!
- Concentre-se em avaliar aquilo que queremos avaliar (o que queremos que eles nos falem?)
- Use o Roteiro de Entrevistas do Segunda Carreira (como exemplo) se for útil
- Não se preocupe com a escolha semântica (a escolha das palavras pode ser mudada depois)
- Comece com a participante (entrevistas com a mulheres) e **DEPOIS** podemos seguir para os outros grupos participantes
- Pense em várias ideias! Considere todas elas!

Questionários/Pesquisas

Guia para o Processo:

- Concentre-se em **ESCREVER** as questões ... podemos discutir como aplicar o questionário depois!
- Concentre-se em avaliar aquilo que queremos avaliar
- Use o Questionário do Segunda Carreira (como exemplo) se for útil
- Não se preocupe com a escolha semântica (a escolha das palavras pode ser mudada depois)
- Comece com a participante (questionário para as mulheres) e **DEPOIS** podemos seguir para os outros grupos participantes
- Pense em várias ideias! Considere todas elas!

Guides for the Development of Research Tools

Content/Document Review – Checklist

Questions to Consider?

- What documents?
- How frequently?
- Location of Documents?
- Steps to Review Documents
- Analysis of Documents
- Reporting Findings?
- Responsibility? Who will take the lead?
- Other?

Questions Documents will Reveal	Where are these documents located?
<p>Number of women who attend the information sessions</p> <p>Number of women who register and their demographic data</p> <p>Number of women on waitlist</p> <p>Number of women attending classes</p> <p>Number of graduates and certificates/credentials plus value-added licenses and skills gained</p> <p>Number of work placements</p>	
Number of new partners	
<p>Number of programs offered</p> <p>Number of campuses offering MM</p> <p>Number of teachers and coordinators trained</p>	
Other?	

Semi-structured Interview Guides

Guidelines for the Process:

- ♣ Focus on WRITING the questions for the semi-structured guides ... we can discuss how to connect with the interview participants later!
- ♣ Focus on measuring what we want to measure (what do we want them to tell us)
- ♣ Use Second Career Interview Guides (as a guide) if they are helpful
- ♣ Don't worry about words (they can be changed later)
- ♣ Start with the participant (women's interviews) and LATER we will move on to the other stakeholder groups
- ♣ Brainstorm! Consider all ideas!

Questionnaires/Surveys

Guidelines for the Process:

- ♣ Focus on WRITING the survey ... we can discuss how to deliver the survey later!
- ♣ Focus on measuring what we want to measure
- ♣ Use Second Career Surveys (as a guide) if they are helpful
- ♣ Don't worry about words (they can be changed later)
- ♣ Start with the participant (women's interviews) and LATER we will move on to the other stakeholder groups
- ♣ Brainstorm! Consider all ideas!

Guia de Entrevista para Mulheres Participantes - Pesquisa do MMIA

Obrigado por concordar em participar dessa entrevista. Agora eu vou revisar o formulário de consentimento (revise o formulário de consentimento). Lembre-se de que todas as informações dadas serão confidenciais e você poderá parar a entrevista em qualquer momento e desistir de participar.

Nome:

Curso:

Data:

- 1) Você participou da primeira reunião de divulgação do Programa Mulheres Mil? A partir dessa reunião, você já foi selecionada para o programa? Como você ouviu falar do programa?
- 2) A partir desse primeiro contato, você divulgou para a comunidade? Para quem?
- 3) Você fez/está fazendo/vai fazer alguma prática profissional pelo curso? Descreva a experiência dessa prática.
- 4) Você adquiriu certificados durante o curso Mulheres Mil? Qual(is)?
- 5) Após o Mulheres Mil, você pretende fazer/está fazendo um outro curso? Qual(is) - técnico/PROEJA /graduação/extensão/...?
- 6) Após o término do curso, você conseguiu um emprego na área em que você cursou o Mulheres Mil?
 - Se sim, detalhar: onde; como; quanto tempo trabalhou/trabalha/satisfação?
- 7) Após o término do curso, você começou um negócio próprio (formal ou informalmente)?
 - Se sim, detalhar: onde; como; quanto tempo trabalhou/trabalha/satisfação?
- 8) Você fez/faz parte de alguma associação/cooperativa? Em qual área?
- 9) Como você avalia os conteúdos/disciplinas do curso Mulheres Mil? Esses conteúdos/disciplinas foram importantes para o seu momento atual
 - família, trabalho, como mulher,...)?
- 10) Como você avalia a infraestrutura do IF durante o curso MM? Por favor, comente sobre transporte, sala de aula, materiais usados nas aulas, laboratórios.
- 11) Como você avalia os recursos financeiros/assistência estudantil?
- 12) Descreva a sua relação com os servidores/professores/coordenadores do IF durante o curso MM (atendimento/apoio/capacidade de repassar informações/saberes)?
- 13) Qual foi a importância do MM para você como cidadã?
- 14) Qual foi a importância do Programa Mulheres Mil em sua vida, família, filhos, marido/companheiro?

Guia de Entrevista para Comunidades - Pesquisa do MMIA

Obrigado por concordar em participar dessa entrevista. Agora eu vou revisar o formulário de consentimento (revise o formulário de consentimento). Lembre-se de que todas as informações dadas serão confidenciais e você poderá parar a entrevista em qualquer momento e desistir de participar.

- 1) Descreva o seu papel no Programa Mulheres Mil.
- 2) Como você se sentiu contribuindo com o programa?
- 3) Qual a sua percepção em relação a proposta do Programa MM?
- 4) Qual a sua percepção em relação ao impacto do Programa MM na vida das mulheres, de suas famílias e da comunidade?
- 5) Qual foi o impacto mais importante do MM na comunidade?
- 6) Como você avalia o impacto do Programa MM em sua própria organização?
- 7) Qual(is) a sua percepção(ões) do impacto da vida sócio econômica da localidade como resultado do Programa MM?
- 8) Você pretende continuar a sua parceria com o Programa Mulheres Mil? Por quê?
- 9) Como você descreveria o programa MM para outros parceiros/ou para mulheres?
- 10) Você recomendaria o programa MM para outros? Por quê?
- 11) Quais sugestões você daria para melhorias no Programa MM?

Guia de Entrevista com os Institutos Federais (IFs) - Pesquisa do MMIA

Obrigado por concordar em participar dessa entrevista. Agora eu vou revisar o formulário de consentimento (revise o formulário de consentimento). Lembre-se de que todas as informações dadas serão confidenciais e você poderá parar a entrevista em qualquer momento e desistir de participar.

Gestor Institucional e Local/Alunos Tradicionais

- 1) No seu campus, houve alguma capacitação sobre o Programa Mulheres Mil para técnicos/professores/parceiros? Se sim, qual(is) tipo(s) de capacitação?
- 2) Que tipo de avaliação foi realizada com os técnicos/professores envolvidos no Programa MM e quais as principais questões apontadas?
- 3) Aponte os processos de planejamento e implementação das turmas do MM (instrumentais de seleção, editais, formulários de matrícula, planos de curso, planos de trabalho, relatórios, termos de cooperação técnica, termos de práticas pedagógicas, ...)?
- 4) Quais cursos ofertados pelo programa MM nos campi do seu IF? E quais documentos/referências utilizados para definição dessa oferta?
- 5) Quais infraestruturas novas foram necessárias para atender o MM?
- 6) Quais inovações tecnológicas foram criadas para atender as alunas do MM?
- 7) Como você descreve a visibilidade do seu IF junto à comunidade/sociedade após a execução do Programa MM?
- 8) Em sua opinião, qual é o impacto mais significativo do MM na instituição?

Alunos somente

- 1) Descreva a sua experiência no IF.
- 2) Como você descreve a sua experiência no IF com as alunas do MM?
Benefícios? Desafios?
- 3) Quais sugestões você daria para a instituição para incluir as alunas MM?

Reitor/Pró-reitorias:

- 1) Você considera que houve uma melhoria na visibilidade do seu IF após a execução do Programa MM? Se sim, qual(is)?

Interview Guide for Participants (Women) - MMIA Research

Thank you for agreeing to participate in this interview. I will now review the informed consent form (review consent form). Remember, all information that you provide will be kept confidential and at any time you may stop the interview and withdraw your consent to participate.

Name:

Program:

Date:

- 1) Did you attend the first information session of the Mulheres Mil Program? If so, were you recruited to join the program right away? How did you hear about the program?
- 2) Considering this first information session, did you spread the word to the community? Who?
- 3) Did you/are you/will you do any type of work placement through your program? Please, describe the experience of this work placement.
- 4) Did you get any certificate during the Mulheres Mil Program? Which one(s)?
- 5) After Mulheres Mil, do you intend to/are you taking another program? Which one(s) - technician/PROEJA /higher education/extension/...?
- 6) After the program, did you get a job that match the program you took during the Mulheres Mil Program?
 - If so, please describe: where; how; how long did/have you been working/satisfaction rate?
- 7) After the end of the program, did you start your own business (formal or informally)?
- 8) If so, please describe: where; how; how long did/have you been working/satisfaction rate?
- 9) Were/Are you a member of any association group/co-op? What field?
- 10) How do you assess the contents/courses of the Mulheres Mil program? Were these contents/courses important for your present situation - family, work, as a woman,...?
- 11) How do you assess the facilities of the IF during the MM program? Please, provide comments on transportation, classrooms, materials used during classes, laboratories.
- 12) How do you assess the financial resources/student assistance?
- 13) Describe your relationship with support staff/teachers/IF coordinators during the MM program (treatment/support/ability to deliver information /knowledge)?
- 14) What was the significance of the MM program for you as a citizen?
- 15) What was the significance of the MM program in you life, family, kids, husband/partner?
- 16) Would you recommend the Mulheres Mil Program to other women? Why? Do you have any other comments?

Interview Guide for Community Stakeholder - MMIA Research

Thank you for agreeing to participate in this interview. I will now review the informed consent form (review consent form). Remember, all information that you provide will be kept confidential and at any time you may stop the interview and withdraw your consent to participate.

- 1) Please, describe your role in the Mulheres Mil Program.
- 2) How do you feel about your contribution to the program?
- 3) What is your perception of the goal of the Mulheres Mil Program?
- 4) What is your perception of the impact of the Mulheres Mil Program on the lives of the women, their families and their communities?
- 5) What was the most significant impact of the MM Program on the community?
- 6) How do you assess the impact of the MM Program on your organization?
- 7) What is your perception of the impact(s) of the MM Program on the local socioeconomic condition?
- 8) Do you intend to continue your partnership with the Mulheres Mil Program? Why?
- 9) How would you describe the MM Program to other partners/or women?
- 10) Would you recommend the Mulheres Mil Program to others? Why?
- 11) What advice do you have to improve the MM Program?

Interview Guide for IF Stakeholders (Ifs) – MMIA Research

Thank you for agreeing to participate in this interview. I will now review the informed consent form (review consent form). Remember, all information that you provide will be kept confidential and at any time you may stop the interview and withdraw your consent to participate.

Local IF Manager and/Regular Students

- 9) In your IF, was training for the Mulheres Mil Program provided to staff members/teachers/partners? If so, what type(s)?
- 10) What type of assessment was carried out with staff members/teachers involved in the Mulheres Mil Program and what were the most significant issues raised?
- 11) Describe the planning process and the implementation of the MM program (recruiting, public notice, enrolment forms, program planning, work plan, reports, technical cooperation agreement, pedagogical practices agreement, ...)?
- 12) What are the MM programs offered on the campuses of your IF? What were the documents/sources used to define these programs?
- 13) What new facilities were needed to accommodate the MM?
- 14) What technological innovations were created to accommodate the MM students?
- 15) How would you describe the visibility of your IF in the community/society after the MM Program?
- 16) From your perspective, what is the most significant impact of the MM Program on your institution?

Students only

- 4) Please, describe your experience in your IF.
- 5) How would you describe your experience with the MM students in your IF? Benefits? Challenges?
- 6) What advice do you have for your institution to provide an inclusive environment for the MM students?

Manager/Dean:

- 1) From your perspective, was the visibility of your IF improved after the MM Program? If so, which one(s)?

ANÁLISE DE IMPACTO DO PROGRAMA MULHERES MIL

QUESTIONÁRIO - ALUNAS

*TEXTO - ENTREVISTAS Grupo Nara/Maria José e Angelica (incluir)

Observações

Separamos as questões em 3 Categorias:

- **Habilidades profissionais:** conhecimentos e habilidades adquiridos e melhorados, melhoria na capacidade de empregabilidade

- **Habilidades para a vida:** confiança e autoestima, hábitos saudáveis, bem-estar subjetivo

- **Habilidades de Cidadania:** participação cívica, conhecimento e acesso às políticas públicas

BLOCO I - IDENTIFICAÇÃO INSTITUCIONAL e do Eixo Tecnológico

Instituto: _____

Campus: _____

Curso: _____

Eixo Tecnológico: _____ Código CBO:

Carga Horária: 160h () 200h () ____ ()

Turno: _____

BLOCO II - IDENTIFICAÇÃO perfil

Idade	<input type="checkbox"/> 18 à 20 anos	<input type="checkbox"/> 20 à 24 anos	<input type="checkbox"/> 25 à 29 anos
	<input type="checkbox"/> 30 à 39 anos	<input type="checkbox"/> 40 à 49 anos	<input type="checkbox"/> acima de 50

Estado civil*	<input type="checkbox"/> casada	<input type="checkbox"/> união estável	<input type="checkbox"/> solteira	<input type="checkbox"/> separada <input checked="" type="checkbox"/> divorciada	<input type="checkbox"/> viúva
----------------------	---------------------------------	--	-----------------------------------	---	--------------------------------

Você tem filhos(as)?	<input type="checkbox"/> não possui	<input type="checkbox"/> um	<input type="checkbox"/> dois	<input type="checkbox"/> três	<input type="checkbox"/> quatro ou mais
-----------------------------	-------------------------------------	-----------------------------	-------------------------------	-------------------------------	---

Você mora ...	<input type="checkbox"/> sozinha	<input type="checkbox"/> com pais ou parentes	<input type="checkbox"/> com cônjuge	<input type="checkbox"/> filhos(as).
----------------------	----------------------------------	---	--------------------------------------	--------------------------------------

	() Outros Qual? _____
--	------------------------

Você reside em imóvel:	() Próprio	() Alugado	() Cedido	Financiado? () SIM () NÃO *Política Pública	() outro Qual? _____
-------------------------------	-------------	-------------	------------	--	-----------------------

Por favor, informe a sua escolaridade:

- () Sem escolaridade
- () Ensino Fundamental Incompleto - qual série? _____**
- () Ensino Fundamental Completo
- () Ensino Médio incompleto
- () Ensino Médio completo
- () Ensino Superior
- () Ensino Superior incompleto

Você precisou interromper os estudos alguma vez?

- () Não
- () Sim. Em qual série** você parou? _____

Se você interrompeu os estudos alguma vez, diga por qual motivo. Por favor, escolha uma das opções abaixo:

- () Mudança de cidade**
- () Necessidade de trabalhar**
- () Problemas de saúde**
- () Dificuldades de aprendizagem**
- () Outro. Qual? _____**

Você trabalha?	() Não	() Sim () Emprego com carteira assinada FORMAL	() Sim () Autônoma *Qual atividade? _____ NAO FORMAL
-----------------------	---------	---	---

De que forma sua família depende do seu rendimento/trabalho?

- () Totalmente, pois só eu trabalho na família
- () Parcialmente, pois outro membro da família trabalha
- () Parcialmente, pois mais um membro da família trabalha
- () Minha família não depende do meu salário

Você possui alguma necessidade especial? () não () sim – qual: _____

BLOCO III – EMPREGABILIDADE (Capacidade de empregabilidade) (Melhoria em habilidades e conhecimento na área de estudo/curso)

Marque quais os impactos/resultados você acredita ter alcançado/adquirido através do Programa Mulheres Mil:

1. Desenvolvimento de conhecimento novo e/ou melhorado que contribuiu para empregabilidade ()
2. Melhor conhecimento das necessidades da área adquirido no curso ()
3. Melhor conhecimento das necessidades do mundo do trabalho ()
4. Melhoria da habilidade em técnicas de procura de emprego: currículo, habilidade em comunicação na entrevista, procura ativa por emprego ()

Comentários:

ligar entrevista

Leia novamente as opções da questão acima e liste agora quais são as habilidades que você já tinha e acha que melhorou:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Comentários:

ver entrevista

BLOCO IV - Mundo do trabalho – Acesso e permanência:

No momento você está trabalhando/gerando renda?

SIM () NÃO ()

Se NÃO - por favor, escolha uma das opções abaixo que melhor represente o motivo:

- () Ainda não estou trabalhando, mas me sinto melhor preparada para conseguir um trabalho
- () Ainda não estou trabalhando porque não me sinto preparada para conseguir um trabalho
- () Ainda não estou trabalhando, porque não consegui um trabalho
- () Outro. Comente: _____

Se SIM - por favor, escolha uma das opções abaixo que melhor represente o motivo:

- () Eu já trabalhava e continuo trabalhando na mesma atividade
- () Eu já trabalhava, continuo trabalhando na mesma atividade, e fui promovida
- () Eu já trabalhava, mas agora mudei de trabalho/atividade
- () Outro. Comente : _____

Por favor, leia a lista a seguir e marque os resultados/impactos que você acredita, foram alcançados por você ao participar do Programa:

- a. Melhoria no seu conhecimento sobre oportunidades de emprego
- b. Melhoria nas relações com empregadores em potencial
- c. Melhoria nas relações com associações profissionais
- d. Anote aqui seus comentários:

Na sua opinião, suas perspectivas de emprego melhoraram como resultado do Programa Mulheres Mil?

- Sim, muito
- Sim, razoavelmente
- Sim, um pouco
- Não

Questões - Habilidades para a vida: gestão de habilidades pessoais, acesso aos direitos. Cidadania.

Por favor, leia a lista a seguir e marque o que você acredita que foram resultados, diretos ou indiretos, do programa Mulheres Mil para você. Marque quantas quiser.

- a. Trabalhar com confiança ()
- b. Aprender continuamente ()
- c. Ser flexível ()
- d. Ser responsável ()
- e. Demonstrar atitudes e comportamentos positivos ()

Comentários : _____

Por favor, escolha como sua autoestima mudou com sua participação no Programa Mulheres Mil:

- Aumentou muito
- Aumentou
- Diminuiu
- Não mudou

Por favor, liste os benefícios mais importantes para você por estar envolvida no Programa Mulheres Mil:

1) ...

Por favor, liste os desafios enfrentados por você para permanecer no Programa:
*** sugestão para entrevista**

1) ...

Por favor, liste os desafios enfrentados por você em suas experiências antes de participar do Programa:

*** sugestão para entrevista**

1) ...

SAÚDE DA MULHER

Como você descreveria seu acesso à saúde pública hoje, após ter participado do Programa Mulheres Mil? Por favor, escolha uma ou mais das opções abaixo:

- Acesso os serviços de saúde pública preventivamente e conheço meus direitos.
- Acesso os serviços de saúde pública com facilidade sempre que preciso.
- Não acesso aos serviços de saúde mas conheço meus direitos.
- Outro. Comente _____

Qual foi o impacto mais significativo que você teve como resultado do programa Mulheres Mil?

Qual(is) recomendação(ões) você tem para o MEC, os IFs, os parceiros de indústrias, funcionários, etc.? (Talvez na entrevista?)

MULHERES MIL IMPACT ASSESSMENT

Questionnaire - Student (Women)

***WRITING - INTERVIEW** Group Nara/Maria José & Angelica

Note:

The questions were included in 3 categories:

- **Professional Capabilities:** knowledge and abilities gained or improved, improved capacity for employability

- **Life capabilities:** trust and self-esteem, healthy habits, subjective well-being

- **Citizenship capabilities:** civic engagement, knowledge of and access to public policies

PART I - IDENTIFICATION OF THE INSTITUTE AND TECHNOLOGICAL AREA OF STUDY

Institute: _____

Campus: _____

Program: _____

Technological Area: _____ CBO CODE:

Course Load: 160h () 200h () ____ ()

Time of Day: _____

Part II - IDENTIFICATION OF THE INDIVIDUAL

Age	<input type="checkbox"/> 18 - 20	<input type="checkbox"/> 20 - 24	<input type="checkbox"/> 25 - 29
	<input type="checkbox"/> 30 - 39	<input type="checkbox"/> 40 - 49	<input type="checkbox"/> over 50

Marital Status*	<input type="checkbox"/> married	<input type="checkbox"/> common-law	<input type="checkbox"/> single	<input type="checkbox"/> separated	<input type="checkbox"/> widow
			<input checked="" type="checkbox"/> divorced		

Do you have any children?	<input type="checkbox"/> no	<input type="checkbox"/> one	<input type="checkbox"/> two	<input type="checkbox"/> three	<input type="checkbox"/> four or more
----------------------------------	-----------------------------	------------------------------	------------------------------	--------------------------------	---------------------------------------

Do you live...	<input type="checkbox"/> alone	<input type="checkbox"/> with parents of relatives	<input type="checkbox"/> with partner	<input type="checkbox"/> with kids
	<input type="checkbox"/> Outros Qual? _____			

Do you live in...	<input type="checkbox"/> own home	<input type="checkbox"/> rented home	<input type="checkbox"/> given home	Mortgage? <input type="checkbox"/> yes <input type="checkbox"/> no *public policy	<input type="checkbox"/> others Which? _____
--------------------------	-----------------------------------	--------------------------------------	-------------------------------------	--	---

Please, check your educational level:

- None
- Incomplete Primary - what grade?** _____
- Complete Primary
- Incomplete Secondary
- Secondary
- Post-secondary
- Incomplete post-secondary

Have you ever had to quit your studies?

- No
- Yes.** What grade were you in when you had to quit? _____

If so, please check the reason why you had to quit your studies. Please, choose from the options below:

- Moved to another city
- Need to work
- Health problems
- Learning difficulties
- Others. Which? _____

Do you work?	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Contract FORMAL	<input type="checkbox"/> Yes <input type="checkbox"/> Self-employed. *What kind of job? _____ INFORMAL
---------------------	-----------------------------	---	--

How does your family depend on your income/work?

- Fully, I am the only one who works in my family.
- Partly, another member of my family works.
- Partly, more than one member of my family works.
- My family does not depend on my income

Do you have any special needs? no sim – which: _____

PART III – EMPLOYABILITY (employability capability) (Improved capabilities and knowledge in the area of study)

Please, check which impacts/results you believe were achieved/gained through the Mulheres Mil Program:

1. Development of new/improved knowledge that contributes to employability

2. Improved knowledge of the needs of the field gained through the program ()
3. Improved knowledge of the needs of the workforce ()
4. Improved job search techniques: resumé, communication during interviews, job search proactivity ()

Comments: ...

[Link this to interview](#)

Please, read the options above once again and list the abilities you already had and were improved:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Comments:

[see interview](#)

PART IV - Workforce – Access and sustainability:

Are you currently working/generating income?

YES () NO ()

If NOT - please, choose one of the options below that represents the reason why you are not working/generating income:

- () I am not working yet, but I feel I am better prepared to get a job.
- () I am not working because I do not feel I am better prepared to get a job.
- () I am not working because I did not get a job.
- () Others. Comment: _____

If YES - please, choose one of the options below that represents the reason why you are working/generating income:

- () I was working already and I keep working in the same field
- () I was working already, I keep working in the same field and I was promoted.
- () I was working already but now switched fields/areas.
- () Others. Comment : _____

Please, read the list below and check the results/impacts you believe were achieved/gained as a result of the program:

- a. Improved knowledge of employability opportunities
- b. Improved relations with potential employers
- c. Improved relations with professional associations
- d. Write any comments here:

In your opinion, were your job prospects improved as a result of the Mulheres Mil Program?

- Yes, very much.
- Yes, reasonably.
- Yes, a little.
- Not at all.

Issues – Life capabilities: personal abilities management, access to rights. Citizenship.

Please, read the list below and check the results/impacts you believe were achieved/gained directly or indirectly as a result of the program. Check as many as you wish:

- a. Work confidently ()
- b. Learn continuously ()
- c. Be flexible ()
- d. Be responsible ()
- e. Show positive attitudes and behaviours attitudes ()

Comments : _____

Please, check how your self-esteem has changed as a result of the Mulheres Mil Program:

- Improved significantly
- Improved
- Decresed
- Has not changed

Please, list the most significant benefits for being involved in the Mulheres Mil Program:

1) ...

Please, list the challenges you have faced to continue taking the program:

*** suggestion for interview**

1) ...

Please, list the challenges you have faced before taking the program:

*** suggestion for interview**

1) ...

WOMEN'S HEALTH

How would you describe your access to public health nowadays, after taking the Mulheres Mil Program? Please, choose from the options below:

- I access preventive public health and I am aware of my rights.
- I access public health easily whenever I need.
- I do not access health services, but I am aware of my rights.
- Others.

Comment _____

What was the most significant impact you experienced as a result of the Mulheres Mil program?

What recommendations do you have for MEC, IF's, Industry Partners, Staff, etc.? (In interview?)

**PESQUISA: AVALIAÇÃO
DE IMPACTO DO PROGRAMA
MULHERES MIL**

GT – ANÁLISE DOCUMENTAL

MULHERES MIL
Educação, Cidadania e Desenvolvimento Sustentável

Agosto de 2013.

Ministério da Educação

GOVERNO FEDERAL
BRASIL
PAIS RICO E PAIS SEM POBREZA

QUESTÕES CONSIDERADAS

- Quais documentos ?
 - Serão considerados documentos oficiais (relatórios, publicações, etc) e base técnica de dados (Medline, Scielo, etc).
- Qual frequência?
 - Trata-se de uma ação contínua pois relaciona-se com a pesquisa desde o embasamento teórico até a análise de resultados.
- Qual localização dos documentos?

GOVERNO FEDERAL
BRASIL
PAIS RICO E PAIS SEM POBREZA

EXEMPLO DE ANÁLISE DOCUMENTAL – MÓDULO CENTRAL

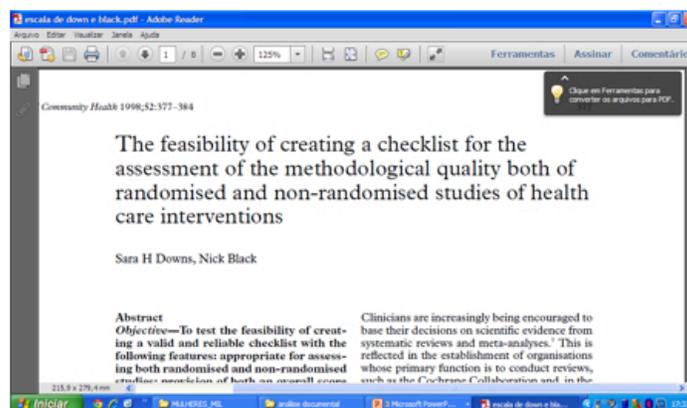
ANÁLISE DOS CONTEÚDOS DO MÓDULO EDUCACIONAL CENTRAL

	PO	MA	INF	IDI	SA	MEI	DIR	EM	CID	REL	ESP	EC
IFX	X		X		X	X	X	X	X		X	
IFY		X		X		X		X			X	
IFW			X	X	X	X	X	X	X	X		

- ESCALA DE VALORES, POR EXEMPLO: 1 PONTO PRA CADA DISCIPLINA E 3 FAIXAS DE PONTUAÇÃO (MENOS DE 50%, 50% E 50 A 100%)

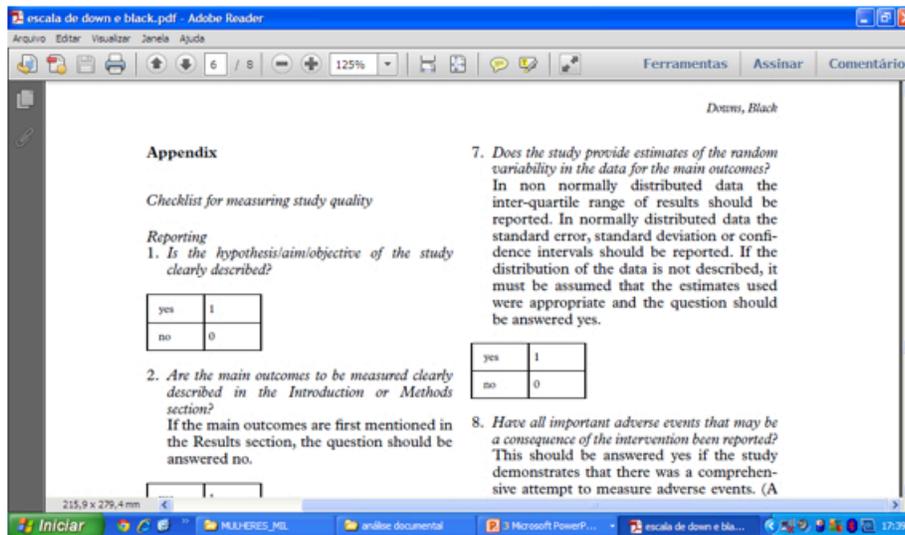
QUESTÕES CONSIDERADAS – REVISÃO SISTEMÁTICA

- Quais as etapas da análise de documentos?
 - Sugere-se a realização de revisão sistemática, sendo uma das possibilidades a utilização da escala de Down and Black.



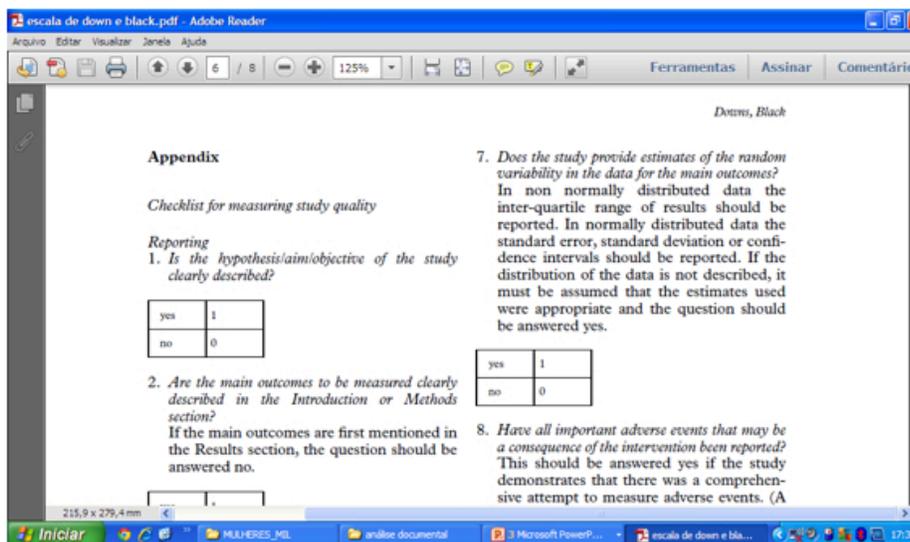
QUESTÕES CONSIDERADAS – REVISÃO SISTEMÁTICA

- Exemplo de check list do uso da escala Down and Black



QUESTÕES CONSIDERADAS – REVISÃO SISTEMÁTICA

- Exemplo de check list do uso da escala Down and Black



QUESTÕES CONSIDERADAS

- Quais pesquisadores serão os responsáveis?

The cover features a collage of people in a meeting at the top. Below is a green background with a yellow and orange wavy border. A dotted map of Brazil is on the right. The title is in bold yellow and white text. Logos for 'MULHERES MIL' and the Brazilian government are at the bottom.

**MULHERES MIL IMPACT
ASSESSMENT: RESEARCH**

GT – DOCUMENT ANALYSIS

MULHERES MIL
Educação, Cidadania e Desenvolvimento Sustentável
August, 2013

Ministério da Educação
GOVERNO FEDERAL
BRASIL
PAIS RICO É PAIS SEM POBREZA

The slide has a light green header with the title 'CONSIDERATIONS'. The main content is a bulleted list of three questions. The footer contains the Brazilian government logo.

CONSIDERATIONS

- Which documents?
 - Documents to be considered include: official (reports, publications, etc.) and database (Medline, Scielo, etc.).
- How often?
 - It is a continuous activity since the research includes both theoretical foundations as well as data analyses.
- Where are the documents located?

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SAMPLE OF DOCUMENT ANALYSIS – CENTRAL MODEL

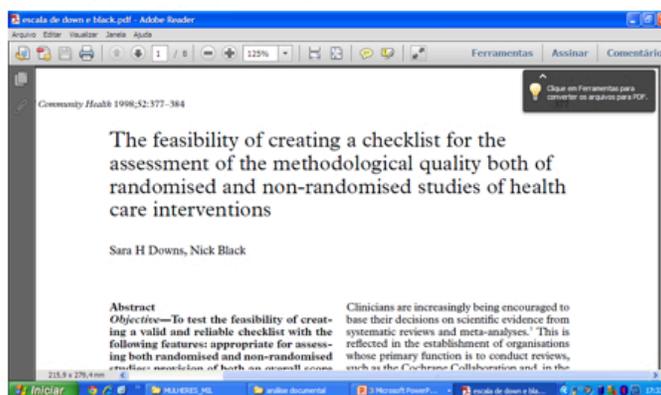
CONTENT ANALYSIS OF THE CENTRAL EDUCATIONAL MODEL

	PO	MA	INF	IDI	HE	MEI	DIR	EM	CIT	REL	ESP	EC
IFX	X		X		X	X	X	X	X		X	
IFY		X		X		X		X			X	
IFW			X	X	X	X	X	X	X	X		

- SCALE OF VALUES, FOR EXAMPLE: 1 POINT FOR EACH CONTENT ON A 3-POINT SCALE (LESS THAN 50%, 50%, AND 50% - 100%)

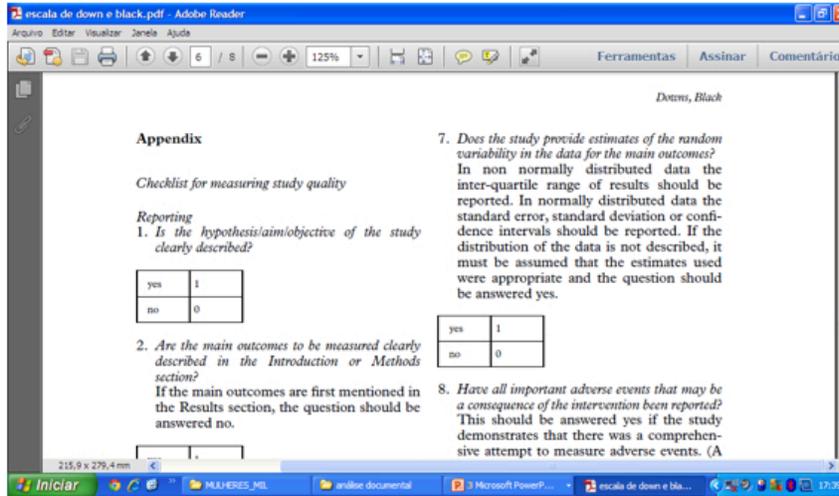
CONSIDERATIONS – SYSTEMATIC REVIEW

- WHAT ARE THE STEPS FOR DOCUMENT ANALYSIS?
 - It is suggested that researchers conduct a systematic review by possibly using the Down & Black scale.



CONSIDERATIONS – SYSTEMATIC REVIEW

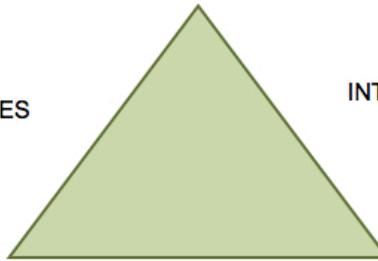
- Down & Black's checklist sample:



CONSIDERATIONS – DATA ANALYSES

SURVEYS/
QUESTIONNAIRES

INTERVIEWS



DOCUMENT ANALYSIS

CATEGORIES – LOGIC MODEL FRAMEWORK

CONSIDERATIONS

- Who will be the lead?

The cover features a collage of people in a classroom setting at the top. Below this, a green and yellow wavy banner separates the top image from the main text. The main text is in yellow and white on a dark green background. A dotted map of Brazil is on the right side. At the bottom left is the 'MULHERES MIL' logo with the tagline 'Educação, Cidadania e Desenvolvimento Sustentável'. At the bottom right are the logos for the 'Ministério da Educação' and 'GOVERNO FEDERAL BRASIL PAÍS RICO E PAÍS SEM POBREZA'.

**PESQUISA: AVALIAÇÃO
DE IMPACTO DO PROGRAMA
MULHERES MIL**

GRUPO FOCAL

MULHERES MIL
Educação, Cidadania e Desenvolvimento Sustentável

Ministério da Educação

GOVERNO FEDERAL
BRASIL
PAÍS RICO E PAÍS SEM POBREZA

Agosto de 2013.

The slide has a green and yellow wavy header. The title 'QUESTÕES CONSIDERADAS' is in bold black text. Below the title is a list of four questions, each preceded by a red square bullet point. At the bottom right is the 'GOVERNO FEDERAL BRASIL PAÍS RICO E PAÍS SEM POBREZA' logo.

QUESTÕES CONSIDERADAS

- O objetivo do grupo focal será de validar as outras ferramentas (questionários e entrevistas).
- Em quais localidades deverão ocorrer os encontros de Grupo Focal?
- Qual prazo para conclusão do Grupo Focal (Dez 2013)?
- Quando? Um por mês ?

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PAÍS RICO E PAÍS SEM POBREZA

QUESTÕES CONSIDERADAS

- Quais serão os critérios para seleção dos participantes dos grupos? (idade, diferentes níveis de escolaridade,...)
- Quantos participantes em cada grupo? (5/6 participantes para cada instrumento)
- Quais serão as etapas para refinar os instrumentos após o trabalho com os grupos focais?



**MULHERES MIL IMPACT
ASSESSMENT: RESEARCH**

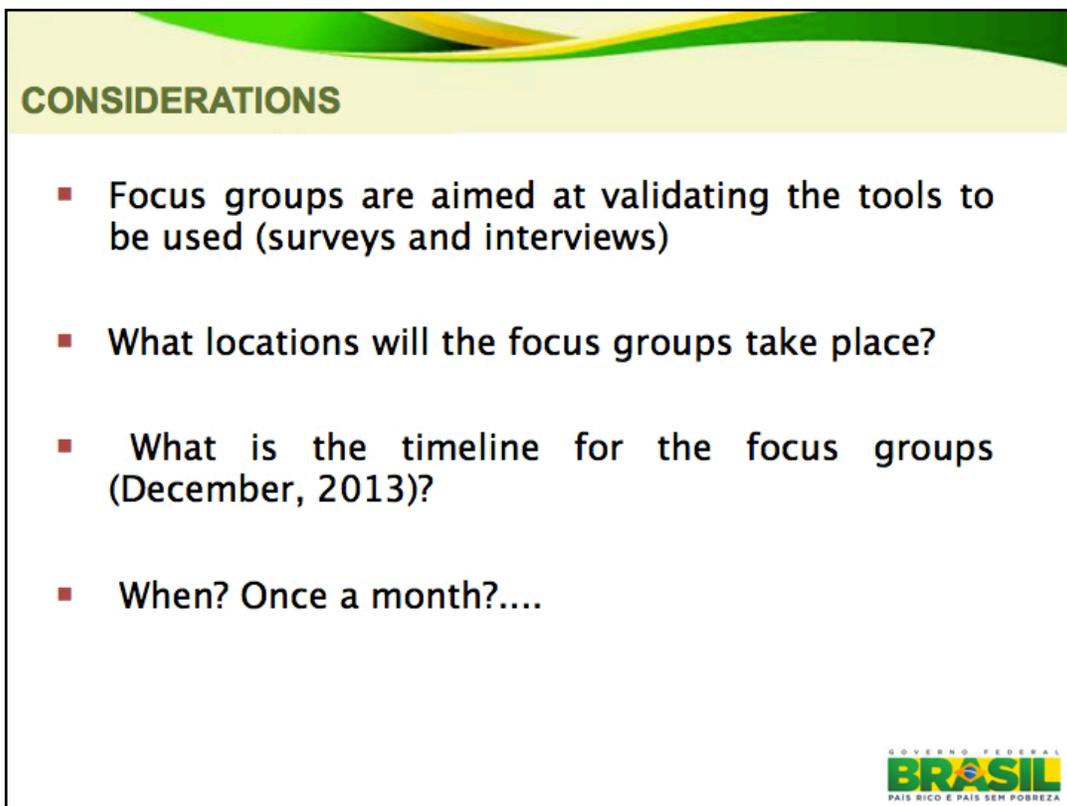
FOCUS GROUP

MULHERES MIL
Educação, Cidadania e Desenvolvimento Sustentável

August, 2013

Ministério da Educação

GOVERNO FEDERAL
BRASIL
PAIS RICO E PAIS SEM POBREZA



CONSIDERATIONS

- Focus groups are aimed at validating the tools to be used (surveys and interviews)
- What locations will the focus groups take place?
- What is the timeline for the focus groups (December, 2013)?
- When? Once a month?....

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CONSIDERATIONS

- What are the criteria to recruit participants for the focus groups? (age, educational level,...)
- How many participants per group? (5–6 participants for each tool?)
- What are the subsequent steps for refining the tools?

IDENTIFICAÇÃO DAS FUNÇÕES DOS PESQUISADORES DO PROJETO E SUAS ATIVIDADES

ATIVIDADE	PESQUISADOR	PRAZO PARA ENTREGA DOS RASCUNHOS – A SER ENTREGUE PELO PESQUISADOR	PRAZO PARA O RASCUNHO FINAL ESTAR COMPLETO	A SER ENTREGA PARA A STELA ROSA PARA ASSINATURA
Finalizar os roteiros das entrevistas semiestruturadas	Nara e Maria (Zezé)	6 de setembro, 2013	30 de setembro	30 de setembro
Questionários/Pesquisa	Maralise e Ania	6 de setembro, 2013	30 de setembro	30 de setembro
Processo dos Grupos Focais	Jussara e Clarice	O objetivo é de conduzir os grupos focais entre setembro e dezembro de 2013 para que as ferramentas finais possam ser implementadas em 2014.		
Revisão de Ética	Holly e Clarice	O objetivo é de ter a Revisão de Ética entregue até setembro de 2013. O andamento da Revisão de Ética dependerá dos Comitês de Revisão de Ética no Canadá e no Brasil.		

IDENTIFICATION OF PROJECT LEADS & DELIVERABLES

ACTIVITY	LEAD	DATE DRAFTS TO BE SUBMITTED TO LEADS	DATE FOR FINAL DRAFT TO BE COMPLETE	To be submitted to Stela Rosa for final sign off.
Finalize semi-structured interview guides	Nara & Maria (Zeze)	September 6 th , 2013	September 30 th	September 30th
Questionnaire/Survey	Maralise & Ania	September 6 th , 2013	September 30 th	September 30th
Focus Group Process	Jussara & Clarice	The goal will be for the focus groups to be conducted between September and December of 2013 so that the final tools can be implemented in 2014.		
Ethics Review	Holly & Clarice	The goal will be for the Ethics Reviews to be submitted by September 2013. The status of the Ethics Review will depend on the Ethics Review committees in Canada and Brasil.		

Metodologia - Rascunho

Entrevistas Semiestruturadas e Questionários

Entrevistas Semiestruturadas	
Entrevistadores: quem serão os entrevistadores?	<ul style="list-style-type: none">• Pesquisadores brasileiros dos IFs• Os institutos podem contratar pesquisadores• Eles devem ter mestrado ou doutorado e alguma experiência em pesquisa qualitativa
Gênero do entrevistador: é relevante?	<ul style="list-style-type: none">• O time de pesquisa (AIMM) determinou que somente mulheres devem coletar dados durante o processo de entrevistas
Quem serão os participantes?	<ul style="list-style-type: none">• Três grupos de participantes farão parte das entrevistas semiestruturadas: mulheres, membros da comunidade e representantes dos IFs
Quantos participantes?	<ul style="list-style-type: none">• Deve haver uma amostra estatística significativa
Quantas localidades?	<ul style="list-style-type: none">• Deverá haver localidades das 5 regiões do Brasil. Gestores de cada IF devem ser convidados a participar. Aqueles que concordarem em participar podem ser selecionados, embora a seleção em cada região será casual
Quando as entrevistas devem ser feitas?	<ul style="list-style-type: none">• As entrevistas devem acontecer no período de 3 meses da conclusão do curso• As entrevistas devem começar em 2014
Convite para participar?	<ul style="list-style-type: none">• Durante as aulas, as alunas assistirão um videoclipe que mostra o processo de entrevista completo, incluindo o papel de entrevistada, o direito de desistir de participar da pesquisa em

	<p>qualquer momento, e os direitos sobre confidencialidade. Caso queiram participar, elas serão selecionadas casualmente por sorteio entre as mulheres que expressaram interesse em participar das entrevistas</p> <ul style="list-style-type: none"> • As participantes não receberão nenhum incentivo financeiro ou qualquer outro incentivo para participar das entrevistas
Orçamento	<ul style="list-style-type: none"> • A determinar - recursos financeiros a serem considerados
Tecnologia	<ul style="list-style-type: none"> • SPSS/Atlas.TI
Formulário de Consentimento	<ul style="list-style-type: none"> • Será usado de acordo com os requerimentos dos comitês de ética no Brasil e no Canadá
Armazenamento dos dados	<ul style="list-style-type: none"> • Todos os dados serão armazenados em computadores protegidos por senhas
Treinamento dos entrevistadores	<ul style="list-style-type: none"> • Cada entrevistador receberá treinamento, informações sobre o projeto AIMM e sobre ética. Esse treinamento será consistente em todo o projeto de pesquisa

Questionários	
Como o questionário será respondido?	<ul style="list-style-type: none"> • Questionários online serão usados
Quem serão os participantes?	<ul style="list-style-type: none"> • Três grupos de participantes farão parte: mulheres, membros da comunidade e representantes dos IFs
Quantos participantes?	<ul style="list-style-type: none"> • Todas as participantes do programa MM terão a oportunidade de participar. • Deverá haver uma amostra relevante estatisticamente de membros da comunidade e representante dos IFs

Quantas localidades?	<ul style="list-style-type: none"> • Todas a localidades
Quando os questionários devem ser respondidos?	<ul style="list-style-type: none"> • Os questionários devem ser respondidos no período de 3 meses da conclusão do curso. • O processo deve começar em 2014
Convite para participar?	<p>Participantes do Mulheres Mil</p> <ul style="list-style-type: none"> • Durante as aulas, as alunas assistirão um videoclipe que mostra o processo de responder o questionário, incluindo o papel de participante, o direito de desistir de participar da pesquisa em qualquer momento, e os direitos sobre confidencialidade. Caso queiram participar, elas serão selecionadas casualmente por sorteio entre as mulheres que expressaram interesse em participar das entrevistas. • Laboratórios com computadores nos IFs serão usados • As participantes não receberão nenhum incentivo financeiro ou qualquer outro incentivo para participar dos questionários <p>IF's</p> <ul style="list-style-type: none"> • Um e-mail com um link para o questionário, convidando os funcionários a participar, será enviado <p>Parceiros da Comunidade</p> <ul style="list-style-type: none"> • Parceiros da comunidade serão convidados para uma reunião. O processo de participação na pesquisa será explicado e eles terão a oportunidade de completar o questionário online no laboratório do IF
Orçamento	<ul style="list-style-type: none"> • A determinar - recursos financeiros a serem considerados
Tecnologia	<ul style="list-style-type: none"> • SPSS/Atlas.TI
Formulário de Consentimento	<ul style="list-style-type: none"> • Será usado de acordo com os requerimentos dos comitês de ética

	no Brasil e no Canadá
Armazenamento dos dados	<ul style="list-style-type: none"> • Todos os dados serão armazenados em computadores protegidos por senhas
Treinamento dos funcionários do IF (funcionários da pesquisa ou coordenadores do MM)	<ul style="list-style-type: none"> • Um módulo online de treinamento será desenvolvido com informações sobre como completar o questionário, sobre o projeto AIMM e sobre ética. Esse treinamento será consistente em todo o projeto de pesquisa

- Foi sugerido que uma possibilidade é de criar um grupo de pesquisa em cada instituto que vai liderar o projeto. Pode ser alguém com pós-graduação (aluno de doutorado/mestrado) que tenha entusiasmo pelo MM e que trabalhe com assistentes de pesquisa para dar apoio.

Draft Methodology

Semi-structured Interviews & Questionnaires

Semi-structured Interviews	
Interviewers: who will be the interviewers?	<ul style="list-style-type: none">• Brazilian researchers from the IF's• The Institute may hire researchers• They should have their Master's or Doctorate and some experience in qualitative research
Gender of the interviewer: is it relevant?	<ul style="list-style-type: none">• The research team (MMIA) determined that only women interviewers should be gathering the data during the interview process.
Who will be the research subjects?	<ul style="list-style-type: none">• For the semi-structured qualitative interviews, there will be three types of interview subjects including participants, community subjects, and representatives from the IF's.
How many participants?	<ul style="list-style-type: none">• There should be a statistically relevant sample.
How many sites?	<ul style="list-style-type: none">• There should be sites from the 5 Regions of Brasil. Managers at each of the IF's should be invited to participate. Those who agree to participate may be selected although the selection will be random by each of the Regions.
When should the interviews take place?	<ul style="list-style-type: none">• The interviews should take place within 3 months of their completion of the program.• The interviews should begin in 2014.

Invitation to participate?	<ul style="list-style-type: none"> • During their classes, they will be shown a video clip that describes the interview process completely including: their role as an interview participant, their rights to withdraw at any time, their rights to confidentiality. If they decide that they would like to participate, they will be randomly selected from the pool of program participants who have indicated that they would like to participate in the interview. • Participants will not be provided a financial incentive or any other incentive to participate.
Budget	<ul style="list-style-type: none"> • To be determined - funding sources to be considered.
Technology	<ul style="list-style-type: none"> • SPSS/Atlas.TI
Informed Consent	<ul style="list-style-type: none"> • Will be used in accordance with the Brazilian and Canadian Ethics requirements.
Storage of Data	<ul style="list-style-type: none"> • All data will be stored on password protected computers.
Training of Interviewers	<ul style="list-style-type: none"> • Training on interviewing, the MMIA project and Ethics will be provided to each interviewer. This training will be consistent across the research project.

Questionnaires	
How will the questionnaire be completed?	<ul style="list-style-type: none"> • An online questionnaire will be used.

Who will be the research subjects?	<ul style="list-style-type: none"> • There will be three types of survey subjects including participants, community subjects, and representatives from the IF's.
How many participants?	<ul style="list-style-type: none"> • All participants in the MM program will be given the opportunity to participate. • For the community and IF stakeholder group, there should be a statistically relevant sample.
How many sites?	<ul style="list-style-type: none"> • All sites
When should the questionnaires take place?	<ul style="list-style-type: none"> • The questionnaires should be completed within 3 months of their completion of the MM program. • The process should begin in 2014.
Invitation to participate?	<p>Mulheres Mil Participants</p> <ul style="list-style-type: none"> • During their classes, they will be shown a video clip that describes the interview process completely including: their role as a questionnaire participant, their rights to withdraw at any time, their rights to confidentiality. • Computer labs at the IF will be used • Participants will not be provided a financial incentive or any other incentive to participate. <p>IF's</p> <ul style="list-style-type: none"> • Staff at IF's will be sent an email inviting them to participate with a link to an online questionnaire. <p>Community Partners</p> <ul style="list-style-type: none"> • Community partners will be invited to attend a meeting at which time the process will be explained and they will have the opportunity to complete an online questionnaire at a lab in the IF.

Budget	<ul style="list-style-type: none"> To be determined - funding sources to be considered.
Technology	<ul style="list-style-type: none"> SPSS/Atlas.TI
Informed Consent	<ul style="list-style-type: none"> Will be used in accordance with the Brazilian and Canadian Ethics requirements.
Storage of Data	<ul style="list-style-type: none"> All data will be stored on password protected computers.
Training of IF Staff (Research staff or MM Coordinators)	<ul style="list-style-type: none"> An online training module will be developed regarding questionnaire completion, the MMIA project and Ethics will be provided to each interviewer. This training will be consistent across the research project.

- It is suggested that one possibility will be the creation of a Research Team at each institute that will take the lead. This may be a graduate (doctoral/master's level student) with a passion for MM with undergraduate research assistants to provide support.

Discussão de Ética

Uma apresentação bem cuidadosa sobre o processo de Ética no Brasil foi feita pela Clarice, membro do grupo de pesquisa IAMM (por favor, ver apêndice). Uma discussão foi feita para comparar as semelhanças entre o processo de Ética no Brasil e no Canadá.

Foi determinado que a Holly e a Clarice trabalharão juntas no desenvolvimento dos documentos de Ética para que possam ser enviados nas respectivas instituições para aprovação.

Ethics – Discussion

A very thorough presentation of the Ethics process in Brasil was provided by Clarice from the MMIA Research Team (please see Appendix). A discussion took place that compared the similarities between the Canadian and Brazilian Ethics process.

It was determined that Holly and Clarice would work together to develop the Ethics documents to be submitted to their respective institutions for approval.



Mulheres Mil

Canadá, 12 de agosto 2013

Educação, Cidadania e Desenvolvimento Sustentável



Programa Nacional Mulheres Mil

PORTARIA Nº 1.015, DE 21 DE JULHO DE 2011, que orientará a disseminação do programa no país.

“Art. 1º Instituir o Programa Nacional Mulheres Mil que visa à formação profissional e tecnológica articulada com elevação de escolaridade de mulheres em situação de vulnerabilidade social.

Art. 2º O Programa Mulheres Mil constitui uma das ações do PLANO BRASIL SEM MISÉRIA e tem como principais diretrizes:

- I – Possibilitar o acesso à educação;
- II – Contribuir para a redução de desigualdades sociais e econômicas de mulheres;
- III – Promover a inclusão social;

Eixos Norteadores

- Oferta formação profissional e tecnológica
- Incremento do potencial produtivo
- Melhoria das condições de suas vidas, das famílias, das suas comunidades
- Crescimento econômico sustentável para a inclusão social e pleno exercício da cidadania.

Prioridades no âmbito internacional

- Alcance do projeto Metas Educativas 2021: a educação que queremos para geração do bicentenário, promovido Organização dos Estados Ibero-americanos (OEI) e aprovado pelos Chefes de Estados e Governos dos países membros em dezembro de 2010.
- Mulheres Mil contribuição:
 - **Meta 2ª** Obter igualdade educacional e superar toda forma de discriminação na educação
 - **Meta 6ª** Favorecer a conexão entre a educação e o emprego através da educação técnico profissional

Objetivos

- Estimular a inclusão educacional, produtiva e social de mulheres em situação de vulnerabilidade;
- Possibilitar o acesso à educação profissional e tecnológica de um alunado não-tradicional;
- Ofertar cursos e programas de educação profissional e tecnológica, com elevação de escolaridade e formação cidadã, sendo a carga horária mínima de 160 horas;
- Articular mecanismos e conexões para a inserção das egressas no mundo do trabalho, estimulando o empreendedorismo, as formas associativas solidárias e a empregabilidade;

Meta

- Entre 2011 a 2014, o Programa prevê a formação de 100 mil mulheres moradoras de comunidades com baixo índice de desenvolvimento humano e/ou integrantes do território da cidadania.

Expansão – Nacionalização

Rede Federal de Educação Profissional e Tecnológica

- Adesão de 100 novas unidades da Rede Federal (2011);
- Adesão de 100 novas unidades da Rede Federal (2012);
- Adesão de 89 novas unidades da Rede

Expansão – Nacionalização

Integração do Mulheres Mil ao Programa Nacional de Acesso ao Ensino Técnico e ao Emprego (Pronatec) em 2013

- Adesão das Escolas Técnicas vinculadas às Universidades; Federais
- Adesão de novas unidades dos Institutos Federais.

Metas Pronatec

CURSOS TÉCNICOS	2011	2012	2013	2014	Total 2011-2014
Bolsa Formação Estudante	9.415	99.149	151.313	151.313	411.190
Brasil Profissionalizado	33.295	90.563	172.321	233.781	529.960
E-TEC Brasil	74.000	150.000	200.000	250.000	674.000
Acordo de Gratuidade Sistema S	56.416	76.119	110.545	161.389	404.469
Rede Federal de EPCT	72.000	79.560	90.360	101.160	343.080
Total	245.126	495.391	724.539	897.643	2.362.699

CURSOS FORMAÇÃO INICIAL E CONTINUADA	2011	2012	2013	2014	Total 2011-2014
Bolsa Formação Trabalhador	226.421	590.937	743.717	1.013.027	2.574.102
Acordo de Gratuidade Sistema S	421.723	570.020	821.965	1.194.266	3.007.974
Total	648.144	1.160.957	1.565.682	2.207.293	5.582.076

TOTAL	893.270	1.656.348	2.290.221	3.104.936	7.944.775
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Metodologia do Programa – Nacionalização

- Consolidação das experiências desenvolvidas nos 13 projetos-piloto em parceria com os Colleges Canadenses (Cooperação Internacional 2008-2010);
- Publicação do Guia Metodológico do Sistema de Acesso, Permanência e Êxito;
- Publicação do Programa Nacional Mulheres Mil, com as diretrizes.

Gestão Setec – Metodologia

Disseminação da Metodologia com realização das Oficinas do Sistema de Acesso, Permanência e Êxito

- **Formação de gestores locais**
I Oficina: capacitação de 230 servidores da rede federal (2011)
II Oficina: capacitação de 200 servidores da rede federal (2012)
III Oficina: capacitação de 220 servidores da rede federal e multiplicadores (2013)
- **Formação de gestores institucionais**
I Encontro dos Gestores Institucionais – 38 servidores (2012)
II Encontro dos Gestores Institucionais – 38 servidores (2013)

Gestão Programa –

Secretaria de Educação Profissional e Tecnológica/MEC – Gestão Nacional

- Disseminação da metodologia do Sistema de Acesso, Permanência e Êxito
- Acompanhamento e monitoramento da meta
- Articulação com parceiros nacionais e internacionais (Conif, Ministérios e Organizações Internacionais)

Institutos Federais

- Gestor Institucional (Responsável pela estruturação e implantação do programa nos campus)
- Gestor Local (Responsável pela implantação e execução do programa no campus)

Gestão SETEC– Monitoramento

- Cumprimento da meta anual de 100 alunas por campus;
- Registro de turmas e matrículas no Sistema Nacional de Informações da Educação Profissional e Tecnológica (Sistec);
- Acompanhamento da Execução orçamentária;
- Acompanhamento da implantação da metodologia;

Gestão SETEC – Critérios de Avaliação 2012

- Implantação da metodologia de Acesso, Permanência e Êxito;
- Formação da equipe multidisciplinar;
- Implantação do Escritório de Acesso;
- Articulação com as redes de ensino para elevação da escolaridade;
- Articulação para inserção no mundo do trabalho;
- Execução financeira;
- Evasão.

Impactos Público–Alvo

- Elevação da autoestima, a qual reflete em cuidados com a saúde, higiene, apresentação pessoal e com os filhos;
- Melhoria na qualidade de vida;
- Elevação da escolaridade;
- Democratização do acesso a tecnologias e conhecimentos produzidos dentro dos institutos federais;
- Estímulo a reflexão sobre a situação de mulher,
- Contribuiu para diminuição da violência

Impactos Institucionais do Programa

- Ampliação da política de inclusão, prevista no documento de Concepção e Diretrizes dos Institutos Federais;
- Estímulo à oferta de cursos em consonância com as realidades locais e o desenvolvimento sustentável;
- Capacitação de corpo docente e equipe técnica na Metodologia de Acesso, Permanência e Êxito;
- Fomento à articulação das políticas públicas para atendimento das necessidades do

Mulheres Mil na voz das

- Rio Grande do Norte
<https://www.youtube.com/watch?v=nmhNFXsZ49Y>
- Santa Catarina
http://youtu.be/n6nTI_cx3Nw
http://youtu.be/ah7DiP_2NiM

Impacto nas Comunidades

- Divulgação da política educativa dos institutos federais junto à comunidade local;
- Acesso às políticas públicas;
- Envolvimento maior das mulheres nas questões políticas e sociais nas comunidade em que vivem.
- Organização de redes de solidariedade entre as alunas;
- Estímulo para o desenvolvimento de cooperativas e propostas de economia solidária;

Qualificação Profissional

Oferta de cursos de formação inicial e continuada para mais de 26 mil mulheres nas áreas:

- a) Alimentos: agroindústria, conservação e processamento de alimentos;
- b) Construção civil: pedreira, pintora e armadora, eletricitista predial, azulejista;
- c) Corte e costura: confecção industrial, moda, estamparia;
- d) Serviços: promoção de vendas, atendimento ao público;
- e) Informática: operadora de computador;
- f) Saúde e estética: cuidadoras de idosos e infantil, estética, cabeleireira;
- g) Artesanato: produção de bijóias;



Slides Fotos Modelos
Campus Manaus – Centro

Documentos

- Portaria MEC/SETEC – 1.015/2011
- Programa Nacional Mulheres Mil
- Guia Metodológico do Sistema de Acesso, Permanência e Êxito do Mulheres Mil

www.mec.gov.br – Setec – Programas e Ações – Programa Mulheres Mil

Pesquisa Brasil – Canadá

Objetivos

Investigar os impactos no público-alvo e nas comunidades

- Inserção socioprofissional das alunas;
- Impactos nas famílias.

Investigar os impactos institucionais

- Democratização o acesso de populações vulneráveis à educação profissional;
- Estímulo à oferta de cursos em consonância com as realidades locais e o desenvolvimento sustentável;
- Capacitação de corpo docente e equipe técnica na Metodologia de Acesso, Permanência e Êxito.

Pesquisadores Brasil – Canadá

Brasil

Annia – IFSC

Clarice Escott – IFRS

Jussara Campos – IFGO, atualmente em atuando na SETEC

Marilise Esteves – IFMT

Nara Vieira – IFS

Stela Rosa – SETEC

Canadá



Mulheres Mil

Canada, August 12, 2013

Education, Citizenship & Sustainable Development



Mulheres Mil National Program

ORDINANCE # 1.015, from July 21, 2011, will guide the dissemination of the program in the country.

“Clause 1: Establish the Mulheres Mil National Program, which aims at professional technological development leading to improved educational levels among women in vulnerable social situations.

Clause 2: The Mulheres Mil Program is part of the BRAZIL WITH NO POVERTY PLAN and has the following guidelines:

- I – Make access to education possible;
- II – Contribute to reduced levels of social and economic inequalities among women;
- III – Promote social inclusion;
- IV – Advocate gender equity;
- V – Battle violence against women”

Guiding Principles

- Offer professional and technological development
- Productive potential increase
- Improved life, family and community situations
- Sustainable economic development increase, aiming at social inclusion as well as citizenship.

Priorities from an International Scope

- Aim of the Education Goals Project 2021: the education we want for the bicentennial generation, promoted by the Organization of Ibero-American States (OEI) and has been approved by the heads of State and Governments of the OEI countries since December 2010.
- Mulheres Mil contribution:
 - **Goal # 2** Reach educational equality and overcome any type of educational discrimination
 - **Goal # 6** Facilitate the connection between education and employment through professional technical education
 - **Goal # 7** Offer all individuals the opportunity for education throughout their lives.

Goals

- Motivate educational, productive and social inclusion among vulnerable women;
- Facilitate access to professional technological education among non-traditional students;
- Offer professional and technological courses and programs, aiming at raising individuals' educational and citizenship levels, with a minimum of 160 hours;
- Facilitate connections between graduates and employability opportunities, advocating entrepreneurship as well as associations and co-ops;
- Implement Mulheres Mil Observatory in all locations where the Program takes place.

Target

- The Program foresees graduating 100 thousand community dwellers with low human development index and/or members of the citizenship territory between 2011 and 2014.

Expansion – Nationalization

Federal Professional and Technological Education

- 100 new Federal units (2011);
- 100 new Federal units (2012);
- 89 new Federal units (2013);
- Total – 289 Federal campuses, in 289 locations.

Expansion – Nationalization

Integration of the Mulheres Mil Program to the Access to Technical and Employment Education (Pronatec) in 2013.

- New Technical Schools linked to Universities; Federal
- New Federal Institute locations.

Pronatec Targets

TECHNICAL PROGRAMS	2011	2012	2013	2014	Total 2011-2014
Forming Student Scholarship	9.415	99.149	151.313	151.313	411.190
Professionalized Brazil	33.295	90.563	172.321	233.781	529.960
E-TEC Brazil	74.000	150.000	200.000	250.000	674.000
S System Award Agreement	56.416	76.119	110.545	161.389	404.469
Federal EPCT	72.000	79.560	90.360	101.160	343.080
Total	245.12	495.39	724.53	897.64	2.362.699

INITIAL AND CONTINUING PROGRAMS	2011	2012	2013	2014	Total 2011-2014
Forming Worker Scholarship	226.421	590.937	743.717	1.013.027	2.574.102
S System Award Agreement	421.723	570.020	821.965	1.194.266	3.007.974
Total	648.14	1.160.9	1.565.6	2.207.2	5.582.076

TOTAL	893.270	1.656.3	2.290.2	3.104.9	7.944.775
		48	21	36	

9

Program Methodology – Nationalization

- Consolidation of the experiences developed in the 13 pilot projects, with partnership with Canadian Colleges (International Cooperation 2008–2010);
- Publication of the Methodological Guide of Access System, Maintenance and Success;
- Publication of the Mulheres Mil National Program as well as its guidelines.

Program Management – Nationalization

Secretary of Professional and Technological Education/Ministry of Education (MEC) – National Management

- Dissemination of the Methodological Guide of Access System, Maintenance and Success
- Target follow-up and monitoring
- Connecting with national and international partners (Conif, Ministries and International Organizations)

Federal Institutes

- Institutional Manager (Responsible for the organization and implementation of the program on campus)
- Local Manager (Responsible for the implementation and execution of the program on campus)

Setec Management – Methodology

Dissemination of the Methodology through workshops on Access System, Maintenance and Success

- **Training local managers**
Workshop # 1: training of 230 federal staff members (2011)
Workshop # 2: training of 200 federal staff members (2012)
Workshop # 3: training of 220 federal staff member and multipliers (2013)
- **Training institutional managers**
First Meeting of Institutional Managers – 38 staff members (2012)
Second Meeting of Institutional Managers – 38 staff members (2013)

Setec Management – Monitoring

- Achieving the annual target of 100 students per campus;
- Record of programs and enrolments in the National Information System of Technological and Professional Education (Sistec);
- Follow-up of budget application;
- Follow-up of the implementation of the methodology;
- Evaluation in place 2012.

Gestão SETEC – Critérios de Avaliação 2012

- Implementation of the Access System, Maintenance and Success methodology;
- Training of the multidisciplinary staff;
- Implementation of the Access Office;
- Connection with educational systems to raise educational levels;
- Connection with the work force;
- Budget execution;
- Drop out rate.

Impact – Target Population

- Higher levels of self-esteem, leading to improved health, hygiene, personal and kids' presentation;
- Improved quality of life;
- Higher educational levels;
- Democratization of the access to technologies and the knowledge produced at the federal institutes;
- Incentive to reflection of the situation of the woman,
- Contribution to lower levels of domestic violence.

Institutional Impacts of the Program

- Expansion of the policy of inclusion, which is part of the Federal Institute's official Conceptualization and Guidelines documentation;
- Incentive to offer programs according to the local demand and sustainable development;
- Provide training on Access, Maintenance and Success Methodology to teaching and technical staff;
- Promote new public policies to address the needs of the target population;

*Results noticed during the evaluation process in place

Mulheres Mil – students' voices

- Rio Grande do Norte
<https://www.youtube.com/watch?v=nmhNFXsZ49Y>
- Santa Catarina
http://youtu.be/n6nTI_cx3Nw
http://youtu.be/ah7DiP_2NiM

Impact on the Communities

- Communicate the Federal Institute's educational policies to the local communities;
- Access to public policies;
- More engagement of the women in political and social issues of the communities where they live in;
- Organize a helpful and friendly network among the students;
- Incentive to the development of co-ops and plans for solidarity economy;
- Organize groups that request social services to responsible sectors (i.e., daycare).

Professional Qualification

Offer initial and continuing programs to more than 26 thousand women in the following areas:

- a) Food: agribusiness, food processing and conservation;
- b) Construction: quarrier, painter, building electrician, tile placement;
- c) Sewing: industrial manufacturing, fashion, stamping;
- d) Services: sales, customer service;
- e) Computers: computer operator;
- f) Health and Esthetics: child and elder care, esthetician, hair stylist;
- g) Handicraft: biojewellery production;
- h) Agriculture: family agriculture, among



Slide Photo Sample
Manaus Campus – Centre

Documents

- Ordinance MEC/SETEC – 1.015/2011
- Mulheres Mil National Program
- Mulheres Mil Methodological Guidelines of Access, Maintenance and Success
www.mec.gov.br – Setec – Programs and Actions –Mulheres Mil Program

Brazil – Canada Researchers

Goals

Study the impact of the program on the target population and communities

- Socio-professional student entrance;
- Impact on families.

Study the impact of the program on the institutions

- Democratizing the access of vulnerable population to professional education;
- Incentive to offer programs according to the local demand and sustainable development;
- Provide training on Access, Maintenance and Success Methodology to teaching and technical staff.

Brazil – Canada Researchers

Brazil

Annia – IFSC

Clarice Escott – IFRS

Jussara Campos – IFGO, currently at SETEC

Marilise Esteves – IFMT

Nara Vieira – IFS

Stela Rosa – SETEC

Canada

Ética em Pesquisa
Diretrizes e Orientações
Para a Pesquisa Envolvendo
Seres Humanos no Brasil

ALHERES AIL
 Educação, Cidadania e Desenvolvimento Sustentável

Agosto de 2013.

Ministério da Educação
BRASIL
 PAÍS RICO E PAÍS SEM POBREZA

ÉTICA EM PESQUISA NO BRASIL

- 1º Momento: Institucionalizar a pesquisa
- Registro do Projeto de pesquisa no Sistema de Gestão de Projeto do IF
 - Tema;
 - Objetivos;
 - Metodologia
 - Participantes do Projeto
- Quem cadastra? Coordenador do projeto

BRASIL
 PAÍS RICO E PAÍS SEM POBREZA

ÉTICA EM PESQUISA NO BRASIL

- 2º Momento: Encaminhar o Projeto de Pesquisa para o Comitê de Ética
- 3º Momento: Após aprovação do CEP, inicia a pesquisa

BRASIL
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ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

- Resolução CNS nº 196/96 (BRASIL, 1996)

↓

- Define as diretrizes e normas regulamentadoras de pesquisas envolvendo seres humanos.

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 PAÍS RICO E PAÍS SEM POBREZA

ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

- Resolução CNS nº 196/96 (BRASIL, 1996)

↓

- Incorpora, sob a ótica do indivíduo e das coletividades, quatro referenciais básicos da bioética:

- ✓ autonomia;
- ✓ Beneficência/não-maleficência;
- ✓ justiça.

Visa assegurar os direitos e deveres que dizem respeito à comunidade científica, aos sujeitos da pesquisa e ao Estado.

BRASIL
 PAÍS RICO E PAÍS SEM POBREZA

ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

- Resolução CNS nº 196/96 (BRASIL, 1996)

↓

Descreve quais devem ser os aspectos contemplados pelo, **Termo de Consentimento Livre e Esclarecido**

↓

Mecanismo pelo qual os sujeitos, indivíduos ou grupos que por si e/ou por seus representantes legais, manifestarão a sua anuência à participação na pesquisa.

BRASIL
 PAÍS RICO E PAÍS SEM POBREZA

ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

- Resolução CNS nº 196/96 (BRASIL, 1996)



Termo de Consentimento Livre e Esclarecido



Os atores da pesquisa declaram ter sido informados – de forma clara, detalhada e por escrito sobre:

- ✓ a justificativa;
- ✓ os objetivos; e,
- ✓ os procedimentos da pesquisa.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

- Resolução CNS nº 196/96 (BRASIL, 1996)



Termo de Consentimento Livre e Esclarecido



- Os sujeitos da pesquisa são informados sobre:
 - ✓ A liberdade de participar ou não da pesquisa, tendo assegurado essa liberdade sem quaisquer represálias atuais ou futuras, podendo retirar o consentimento em qualquer etapa do estudo sem nenhum tipo de penalização ou prejuízo.
 - ✓ A segurança de que não será identificado e que se manterá o caráter confidencial das informações relacionadas com a privacidade, a proteção da imagem e a não-estigmatização.
 - ✓ A liberdade de acesso aos dados do estudo em qualquer etapa da pesquisa.
 - ✓ A segurança de acesso aos resultados da pesquisa.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

Resolução CNS nº 196/96 (BRASIL, 1996)



O Termo de Consentimento Livre e Esclarecido deverá ser:



- ✓ a) Elaborado pelo pesquisador responsável, expressando o cumprimento de cada uma das solicitações acima.
- ✓ b) Aprovado pelo Comitê de Ética em Pesquisa que referenda a investigação.
- ✓ c) Rubricado em todas as suas páginas e assinado, ao seu término, pelo voluntário participante da pesquisa ou por seus responsáveis legais e pelo pesquisador responsável, ou seus representantes nomeados, não devendo as páginas de assinaturas constituírem um documento separado.
- ✓ d) Elaborado em duas vias, sendo que uma será retida pelo participante da pesquisa ou por seu representante legal e uma arquivada pelo pesquisador. Em ambas constará o endereço e contato dos responsáveis pela pesquisa e do comitê de ética local.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

Resolução CNS nº 196/96 (BRASIL, 1996)



O Termo de Autorização da Instituição



- ✓ a) Elaborado pelo pesquisador responsável, expressando o cumprimento de cada uma das solicitações acima.
- ✓ b) Aprovado pelo Comitê de Ética em Pesquisa que referenda a investigação.
- ✓ c) Rubricado em todas as suas páginas e assinado, ao seu término, pelo voluntário participante da pesquisa ou por seus responsáveis legais e pelo pesquisador responsável, ou seus representantes nomeados, não devendo as páginas de assinaturas constituírem um documento separado.
- ✓ d) Elaborado em duas vias, sendo que uma será retida pelo participante da pesquisa ou por seu representante legal e uma arquivada pelo pesquisador. Em ambas constará o endereço e contato dos responsáveis pela pesquisa e do comitê de ética local.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

SISTEMA CEP/CONEP

É composto pela Comissão Nacional da Ética em Pesquisa - CONEP/ CNS/MS do Conselho Nacional de Saúde e pelos Comitês de Ética em Pesquisa - CEP por ela registrados, compondo um sistema que utiliza mecanismos, ferramentas e instrumentos próprios de interação, num trabalho cooperativo a favor dos participantes de pesquisa do Brasil, de forma descentralizada.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

Procedimentos para Submissão dos Projetos de Pesquisa ao Comitê de Ética

- **Plataforma Brasil**

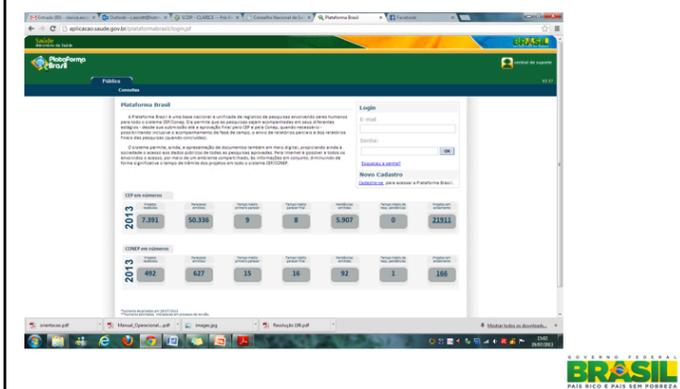


- Base nacional e unificada de registros de pesquisas envolvendo seres humanos para todo o sistema CEP/Concep.



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

Plataforma Brasil



ÉTICA EM PESQUISA NO BRASIL - MARCO LEGAL

Referências

- Brasil. Resolução CNS Nº 196/96. Aprova as diretrizes e normas regulamentadoras de pesquisas envolvendo seres humanos. Brasília: Conselho Nacional de Saúde, 1996.
- http://conselho.saude.gov.br/web_comissoes/conep/index.html
- <http://aplicacao.saude.gov.br/plataformabrasil/login.jsf>

Research Ethics Guidelines and Orientation for Research Involving Humans in Brazil

Ministério da Educação

BRASIL PAIS RICO E PAIS SEM FOMEÇA

Agosto de 2013.

Research Ethics in Brazil

- **First Step:** Institutionalize the research
- Register the research project involving IF's Systems Management Project
 - Theme;
 - Goals;
 - Methodology
 - Participants in the projects
- Who will register the project? The Project Coordinator

Research Ethics in Brazil

- **Second Step:** Submit the research project to the Ethics Committee
- **Third Step:** After approval, the research begins

Research Ethics in Brazil – Legal framework

- Resolution CNS # 196/96 (BRASIL, 1996)

↓

- Defines guidelines and rules for research involving humans.

Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)

↓

- From the individual perspective and its collectivity, it involves four basic references of bioethics:
 - ✓ autonomy;
 - ✓ Well-being/not bad intended;
 - ✓ justice.

It assures the rights and duties related to the scientific community towards the subjects of the research and the state.

Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)

↓

It describes the purpose of the research and through **Free and Informed Consent Form**

↓

Actions in which the subjects, person or group of people/legal guardian, will provide their consent to participate in the research

Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)



Free and Informed Consent Form



Participants state they have been clearly informed by a comprehensive written document that include

- ✓ The purpose;
- ✓ The goals; and,
- ✓ The research procedures.



Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)



Free and Informed Consent Form



- Participants are informed about:
 - ✓ The freedom to participate or not, having been assured there will be no future victimization, and that they can withdraw from participating at any time without being penalized.
 - ✓ The guarantee that they will not be identified and the information will remain anonymous and private in order to protect their reputation and non-stigmatization.
 - ✓ Free access to the data of the study at any stage of the research.
 - ✓ The guarantee to access to the results of the research.



Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)



Free and Informed Consent Form will be:



- ✓ a) Written by the principal investigator, explaining each stage previously mentioned.
- ✓ b) Approved by the Research Ethics Board.
- ✓ c) All pages signed by the volunteer participant of the research or by their legal guardians. These pages must not be separated.
- ✓ d) There will be two copies of the form, one to be kept by the participant and one to be archived by the researcher. The document must include the researcher's and the Research Board Ethics contact information.



Research Ethics in Brazil – Legal Framework

- Resolution CNS # 196/96 (BRASIL, 1996)



Institute Authorization Form



- ✓ a) a) Written by the principal investigator, explaining each stage previously mentioned.
- ✓ b) Approved by the Research Ethics Board.
- ✓ c) All pages signed by the volunteer participant of the research or by their legal guardians. These pages must not be separated.
- ✓ d) There will be two copies of the form, one to be kept by the participant and one to be archived by the researcher. The document must include the researcher's and the Research Board Ethics contact information.



Research Ethics in Brazil – Legal Framework

CEP/CONEP System

It includes National Research Ethics Committee (CONEP/CNS/MS), National Research Health, and Research Ethics Committee (CEP). This system makes use of their own tools, developed cooperatively, favouring the participants of the research.



Research Ethics in Brazil – Legal Framework

Procedures for Submission of Projects to the Ethics Committee

Brazil Platform

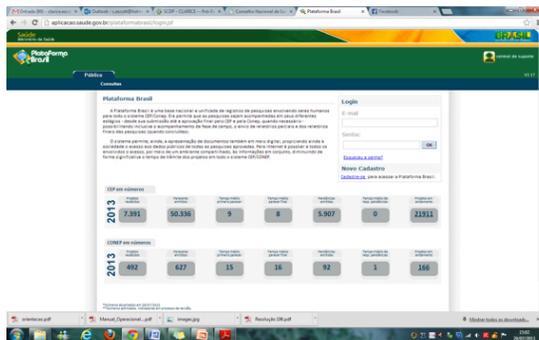


- National and unified base of research records involving humans through the CEP/ CONEP system.



Research Ethics in Brazil – Legal Framework

Brazil Platform



Research Ethics in Brazil – Legal Framework

References

- Brasil. Resolution CNS # 196/96. It approves guidelines and regulations regarding research with humans. Brasília: Conselho Nacional de Saúde, 1996.
- http://conselho.saude.gov.br/web_comissoes/conep/index.html
- <http://aplicacao.saude.gov.br/plataformabrasil/login.jsf>





An Impact Assessment of the Mulheres Mil Program

APPENDIX I

Research Methods Training Manual

Research Methods Training Manual – Powerpoint

Focus Group Training Manual – On-Line

Portfolio Training Materials



Avaliação de Impacto de Programa Mulheres Mil

Manual de Métodos de Investigação Formação (Draft)
março 2014



Mulheres Mil Impact Assessment

Research Methods Training Manual
(Draft)
March 2014

MULHERES MIL IMPACT ASSESSMENT – RESEARCH METHODS TRAINING MANUAL

TABLE OF CONTENTS

MODULE ONE:

AN INTROUCTION TO THE MULHERES MIL PROGRAM & THE MULHERES MIL IMPACT ASSESSMENT STUDY

MODULE TWO:

CONDUCTING RESEARCH WITH VULNERABLE PERSONS

MODULE THREE:

CONDUCTING QUALITATIVE RESEARCH

MODULE FOUR:

HOW TO CONDUCT A FOCUS GROUP

MODULE FIVE:

QUALITATIVE DATA ANALYSIS

MODULE SIX:

QUANTITATIVE RESEARCH

APPENDIX

WORKSHOP EVALUATIONS

Module One:
*An Introduction to the
Mulheres Mil Program & the
Mulheres Mil Impact
Assessment Study*



MODULE ONE:
**AN INTRODUCTION TO MULHERES MIL & THE
MULHERES MIL IMPACT ASSESSMENT PROJECT**

TABLE OF CONTENTS

LEARNING OBJECTIVES

PRE-TEST

AN INTRODUCTION TO THE MULHERES MIL PROGRAM

CASE INCIDENTS - THE WOMEN OF THE MULHERES MIL PROGRAM

POST-TEST

AN OVERVIEW OF THE MULHERES MIL IMPACT ASSESMENT STUDY

PRE-TEST

1. Which of the following is correct?
 - a) Municipal Mil Partners
 - b) Mulheres Mil Program
 - c) Mulheres Mille Program

2. What are problems experienced by some women in Brasil?
 - a) Lack of job vacancies
 - b) Lack of employment
 - c) Lack of education
 - d) All of the above

3. Who did the Brazilian government collaborate with to design the Mulheres Mil Program?
 - a) The Nigerian Government
 - b) The Columbian Government
 - c) (ACCC) Association of Canadian Community Colleges

4. What is the expectation after this training?
 - a) To be able to speak English
 - b) To be able to understand the Mulheres Mil program
 - c) To be able to conduct research with stakeholders in the Mulheres Mil program

An Introduction to the Mulheres Mil Program

The Mulheres Mil Program first began as a project in 2005. The project was designed, in collaboration with the Association of Canadian Community Colleges (ACCC) and Canadian colleges, to work with the specific marginalized population of young and mature women in Brasil, many who are poorly educated, socially and economically vulnerable, and excluded from the labor market. The initial goal of the Mulheres Mil project was to provide vocational training to 1000 women in the North and Northeast regions of Brasil in order to improve their quality of life and remove them from their position of vulnerability. Based on the success of the project, in 2011, it was extended into a nation-wide program which now aims at graduating 100,000 women by 2014. The program, thus far, appears to have had a significant impact on participants by helping them to discover their citizenship, restore their self-esteem, and improve family and community relationships.





The Canadian and Brazilian project partners have been working together to develop policies, procedures and services that would allow the Institutes Federales (IF's) to provide new educational access services (outreach, user-friendly intake processes, career counseling, assessments) to target disadvantaged women; customize the tools and techniques of Prior-Learning Assessment and Recognition (PLAR), including the development of individualized portfolios; help women identify the competencies that they possess and gain confidence in their capacity to learn more; develop and deliver essential employability skills, entrepreneurship and sector-specific training programs; and develop new mechanisms that would enhance the IF's capabilities to link to local employers and provide disadvantaged women with job opportunities.

To see the success and impact of the 1,000 Women Project, please watch the documentary produced by the project's participants. This documentary may be accessed at: <http://www.accc.ca/xp/index.php/en/programs/int-partnerships/brazil-mulheres#sthash.GvqGUO1R.dpuf>.

CASE INCIDENT – THE WOMEN OF THE MULHERES MIL PROGRAM

Maria Quiteria.

Maria Quiteria has three children and now separated from her husband. And she did not have the chance for an education.

“My childhood was kind of troubled. Until I was 12 I lived in downtown Marechal Deodoro. But then my parents separated and my mother moved so often I had to quit school to help raise my brothers and sisters. She would work in family houses, worked at a fast food restaurant, and I would help. Then she had an operation and I had to take her place and help even more. I had no more time to study. I made it to fourth grade. I was shy and the project helped me to find a job. Sometimes I work on weekends at a restaurant, as a kitchen assistant, and I am also given family benefits. I have learned to value myself. I have more courage to face the challenges of daily life, and there are many. But I believe things will get better.

At the course I learned to prepare chicken recipes, make refreshing drinks and to re-use leftover food. I learned how to wash my hands properly, that you need to wash up to the elbows and that if you go to the bathroom you need to take off your apron, take off your head covering, and that you can’t talk while handling food. I would ignore those things. I have to wash the greens and vegetables before putting them in salads or in casseroles. I am determined to finish the course and get my certificate.

I have good memories of the time when I went to Brasília. It was the first time I had been out of my state. It didn’t even cross my mind that one day I would leave Alagoas. When I’m watching TV and I see those places where I have been, I always say: “Look, I was there,” and it is really moving. I keep on saying that to my children. I had never been to such a chic hotel. I have already worked as a maid, a kitchen assistant at a restaurant, as a waitress, as a cleaner. What I like most is to work in the kitchen, because I don’t enjoy being in the crowd. I prefer peace and quiet. I want to complete the course and then to take my nursing course. I have dreamt of being a nurse ever since I was a child. I never shared it with anyone. I’m saying it now that I’m a grown-up; that my dream is to study nursing. Someone told me that to study nursing I have to at least have finished the first year of middle school. That is why I’m back in the classroom, because I want to take that course.”

POST-TEST

1. In what ways can the Mulheres Mil Program impact the lives of the women?
 - a) Provide education and training and empower them
 - b) Provide money to buy food
 - c) To provide transportation within their cities
2. Who are the people that are going through this program?
 - a) The Brazilian government
 - b) The Brazilian women
 - c) The Canadian women
3. The Mulheres Mil Program is going to have a high impact on the Brazilian women at the end of the program.
 - a) True
 - b) False
4. The Brazilian government is highly against the Mulheres Mil Program.
 - a) True
 - b) False
5. The money provided to invest in the Mulheres Mil Program comes from?
 - a) The Canadian women
 - b) The Brazilian government
 - c) The ACCC(Association of Canada Community Colleges)

AN OVERVIEW OF THE MULHERES MIL IMPACT ASSESSMENT STUDY

The Canadian International Development Research Centre (IDRC) has provided support for the development of research tools and methods between March 2012 and March 2014. The Mulheres Mil Impact Assessment project seeks to provide tools and techniques to help key stakeholders determine the impacts realized from the Mulheres Mil program.

The intended outcome of this project is to provide stakeholders with instruments that will permit the impact assessment of the Mulheres Mil program and further support the ongoing assessment of social inclusion programs in Brazil, and potentially beyond. In addition, through quantitative and qualitative analysis of this program, researchers will contribute to a body of literature that demonstrates the benefits and impact of social inclusion programs on participants, the community, and the institutions themselves.

By examining the impact of this program, researchers will gain a broader understanding of the value of government initiatives that seek to support individuals from an economically disadvantaged population, by providing access to vocational training and education according to the needs of each community and region. It will provide insights into the long-term economic and social value of social inclusion programs to communities, participants, and societies. By exploring the impact on the institutions participating in delivering the Mulheres Mil program, the research may reveal partnerships, processes, resources, tools, and services that could be considered as possible best practices. The research may also

reveal possible recommendations for program enhancements, which may provide meaningful data and insights that could promote future success of similar programs.

The key stakeholders identified thus far are the participants themselves, their families and their communities; the Institutes Federales (IFs) including management, faculty, administration, and support staff; government partners at federal, provincial and municipal levels; community agencies including associations, cooperatives, NGOs and syndicates; and the employers of graduated students.

Module Two:

Conducting Research with Vulnerable Persons



MODULE TWO:

CONDUCTING RESEARCH WITH VULNERABLE PERSONS

TABLE OF CONTENTS

LEARNING OBJECTIVES

INTRODUCTION - THE SHOCKING TRUTH

PRE-TEST

CONDUCTING RESEARCH WITH VULNERABLE WOMEN

BARRIERS AND SOLUTIONS

ACCOMMODATION FOR VULNERABLE WOMEN

OBTAINING INFORMED CONSENT

ROLE PLAY

INTRODUCTION

The Shocking Truth

Recent statistics show that every 15 seconds a women is assaulted, every 2 hours a woman is murdered, 59% of people know women who have been a victim of violence, and 65% of attacks on women happen behind closed doors. Brazil has the 7th highest rate of violence in the world, and within the last 3 decades 92,000 women have been killed inside their homes.

PRE-TEST

1. What is a vulnerable person?

- a) *Someone who is walking alone.*
- b) *A person who is scared of crowds.*
- c) *A person who is subject to violence and poverty.*

2. Why would some women in Brazil be considered vulnerable?

3. Identify one barrier found when researching vulnerable women in Brazil.

4. Why would home life present a challenge for some of these women?

LEARNING OBJECTIVES

By the end of this training session participants will be able to recognize what makes a woman vulnerable, as well as have working knowledge of the following:

- How to carry out research with vulnerable women,
- Potential barriers the research may come across during the research,
- How to obtain informed consent, and
- How to accommodate vulnerable women and their families.

Additional learning objectives include:

RESEARCHING VULNERABLE WOMEN

Factors to Consider

While carrying out research with the vulnerable women of the Mulheres Mil (MM) it would be beneficial to take the following into consideration:

- Social status,
- Economic status,
- Environmental factors,
- Educational background, and
- Biases/prejudices towards learning.

The five factors are important for the trainers and all involved in MM to understand and appreciate because of the challenges that many of the MM participants face.

Researchers will come across different barriers in any research they conduct. However, for the sake of this particular research of course, we are specifically focusing on barriers of the vulnerable women in Brasil. Following each barrier, the participants will also learn how to potentially overcome those barriers.

Social Status

It is important to consider the social status of these women and be able to comprehend and identify with them. It is also positive to reinforce and educate the impact that Mulheres Mil has on these Brazilian women and as a result it will improve and increase their social status within their communities. The program will also facilitate a healthy and safe environment for women to socialize with each other.

NOTES:

Economic Status

It is important to consider the economic status of the participants of Mulheres Mil because they may have many economic barriers to overcome that are associated with poverty. The following example of barriers could include: access to transportation, the cost of public transportation, and if they come from a single/dual household income.

NOTES:

Educational Background

It is important to consider that most of the participants will have little to no educational background. It would be beneficial to incorporate the appropriate vocabulary, cultural examples and definitions.

NOTES:

Environmental Factors

It is important to consider where these women live, shop, their culture and values, and where they go for school (both children & adults). It is important for the trainers to appreciate and acknowledge these differences to overcome the barriers without limitations.

NOTES:

Bias/Prejudice towards Learning

It would be beneficial for the trainers to conduct a pre-quiz before commencing the MM program to understand the women’s biases/prejudices towards learning. By receiving and understanding this information the trainers will appreciate why the participants hold these opinions towards learning and help them to overcome these barriers for a successful outcome.

NOTES:

It is important to take the following into consideration while conducting research with vulnerable women in Brasil: social status, economic status, environmental factors, educational background and bias/prejudices towards learning. By comprehending and acknowledging these vital components of their lives the researchers can get a real understanding of the participants and appreciate their ability to overcome the obstacles and actively participant in the Mulheres Mil Program.

BARRIERS WHEN RESEARCHING

Travel

It is important to understand that some women may not be able to travel to meet for discussion groups or interviews for many reasons. Women are already at times traveling long hours to work and to participate in the Mulheres Mil Program; it may be difficult for them to travel in order to meet with the researcher. Depending on where these women live, they may have to take multiple means of transportation just to get from point A to point B. Women must also be aware of their surroundings for their safety when traveling alone from one destination to another, therefore it would be important to take into consideration the environment in which you will be conducting your research and at what time you intend to do so.

NOTES:

Partner and Spousal Resistance

It is very common for the male in the household to be in charge of what women are allowed to do and what they are not allowed to do. Encyclopedia of Women's History states "Men were automatically heads of households, and their wives were legally subordinate to their husbands". Many men may be reluctant to allow their wives to participate in research,

and the Mulheres Mil Program altogether. This will mainly be because they are unsure of the program's content, what the women are learning, and what type of information the women will be providing the trainers.

With the rate of domestic violence being so high towards women in Brazil and understanding that domestic violence is essentially a form of dominance over the other person, spouses and partners may not be open to the idea of women speaking with researchers, becoming educated and potentially independent with the knowledge and skills they will gain from the Mulheres Mil Program. We need to understand that these women may find it extremely difficult to talk their spouses/partners into letting them participate.

NOTES:

Program Completion

Women living in the rural areas of Brasil, especially those who are impoverished may find it extremely difficult to finish the Mulheres Mil Program. Women are in high demand at home to take care of children and perform domestic duties. Some women may have husbands who have moved for work, and others may be single parents who have the responsibility of running the household.

In addition, if it is not a single parent household, and the spouse or partner is living in the house, it is generally still the responsibility of the women to perform domestic duties. The demanding home life of these women could make it hard for them to balance both, and therefore may choose their family and home life over the Mulheres Mil Program.

NOTES:

Trust

It is imperative to gain the trust of your participants in order to obtain accurate data collection. Issues of trust can stem anywhere from the researcher's communication style, intimidation from unequal power relations, confusion if the participant does not have an adequate understanding of why the research is being carried out, as well as the participants feeling that the researcher may have negative perceptions of the participants due to their quality of life. In addition to building trust with participants, researchers may also need to gain trust of spouses/partners in order for them to allow their wives/partners to participate.

NOTES:

ACOMMODATION FOR VULNERABLE WOMEN – POSSIBLE SOLUTIONS

Travel

Participants are coming from various locations, creating a barrier due to the location of the program or transportation to get to the facility. In order to overcome this barrier, the research should be conducted at an institution close to the participants making easier for them to attend. Transportation services should also be made available at specific access points to bring participants to the training center.

NOTES:

Seeking Spousal/Partner Consent

Spouses are very important and should be considered in accommodating these women. One of the main barriers is receiving the spousal/partner's consent. Strategies to fully involve the spouses/partners of these women should be applied. A brief orientation/visual documentary of the stories and status of previous participants could be created. This should include what their husbands have to say regarding the positive impact the Mulheres Mil Project had on their family. We can demonstrate that the intent of the program is to develop and educate women, and is geared towards women only. Opportunities should be

created for husbands to check on the progress of their wives during the program, and make it easy for them to visit the facility.

NOTES:

Child Care/Education for Children

Studies have shown that participants have dropped out of some programs due to parenting responsibilities, such as nursing a new born baby, nursing a sick child, and financial constraints. Free childcare services, as well as education for the older children would serve as incentives for women to not only join the Mulheres Mil Program, but to stay enrolled as well.

NOTES:

Health Care Services

Another challenge is how to improve the quality of health, prevention, and treatment of diseases. The idea is to fight the vicious circle: poverty leads to disease; disease requires

nursing and treatment, mothers drop out of the Mulheres Mil Program making the earning of income more difficult, which leads back to poverty, increasing the likelihood of the disease.

NOTES:

Trust and Comfort

Even if it is common knowledge that these women have been victims of domestic violence, they may still feel ashamed and have a hard time speaking about it. Poor self-esteem and low confidence can also be affecting these women, making them feel untrusting and uncomfortable, leading them to panic when asked to do a simple task. Creating an atmosphere/environment where they learn to feel comfortable and build trusting relationships can positively affect these women. In order to overcome this barrier, psychological counseling programs should be developed or combined with the training modules.

NOTES:

CASE INCIDENT – ELISANGELA DA SILVA

“My first marriage lasted five years. I started dating when I was 15 and got pregnant at 17. Then he would begin to argue: he would beat me and I would beat him. There was this Women’s Police Station, but there was no Maria da Penha law (the law on domestic and family violence) yet. Many people would say don’t denounce him because he will kill you. He would always say: “if you turn me in, as soon as I get out I’ll kill you”. The last time we fought, when we broke up, my mother came and said: “Let’s go to the police station!” I went there; I made a claim against him and asked the chief to make him sign a term of responsibility. From that day on I gained courage and until this day, if any man decides to slap me, I denounce him right away. He can threaten me as much as he can. So, by studying the law, I have made progress and now I know what women can do to stop abuse. I learned that learning is something that really helps us, because without it you won’t get anywhere. If you want to work for a business you need to have at least an elementary school education or even have completed high school. And this has an effect on the education of our children as well, because if we send a child to school but we cannot read nor write ourselves, how will we help them with their homework? I am finishing eighth grade. I expect to become a professional receptionist” - Elisangela da Silva

After reading the case incident above, discuss the challenges faced by Elisangela and possible solutions.

OBTAINING INFORMED CONSENT

What is an Informed Consent Form?

Participants have been clearly informed by a document that describes the studies purpose, goals and procedures for conducting research.

What Are Participants Informed About?

- Participants have the option to withdraw anytime without an issue.
- No further victimization during the participation.
- Participants understand they will not be identified and their information will remain confidential.
- Participants can access the data at any point and view results when complete.

Why Is It Important?

Women participating understand what they are doing and why, while also educating women about their rights that they may have previously been unaware of. It is important to ensure that the women are not taken advantage of during the research and provide the opportunity to empower the women and educate them on rights they have, such as the ability to withdraw anytime. Give these women the tools to understand they have the opportunity to change their lives for the good of themselves and the community.

ROLE PLAY ACTIVITY

Role play is one of the most effective training methods for teaching empathy. Empathy will be important for the researchers to demonstrate; however, there is a correct and incorrect way to display a reaction.

Ask participants to break into four groups. Each group will take on the responsibility of participating in a role play based on each of the case incidents on the following page. There should be one researcher, one participant and observers in each group. After the role play, observers will give feedback to the researcher and the group will discuss the questions below.

Questions:

What was the purpose of this activity?

Give an example of an inappropriate reaction displayed during role play.

Give an example of an appropriate reaction displayed during the role play.

Case Incident - Lucia Araújo Mendes

"I used to live in the country and I worked sowing and harvesting. I could give classes on that. We would plant beans, rice, corn and manioc. There were years when it produced enough for everyone to eat as much as they wanted, but others years we had a bad harvest and not enough to eat...My mother had quite a few children – she had 15, and she raised 13. I came second, so I had to help look after the ones who came after me. The first ones are the ones who suffer most; that is why I didn't grow very tall. When I was a girl, until I was 11, there was no school, it was really only farmland. I married very young, around 13, 14 years of age. I felt like I was a prisoner because my father wouldn't let me go out with my friends"- Lúcia Araújo Mendes

Case Incident - Simone Pires Lopes

"I fell in love; the so-called love bandit came into my life. I went to Boa Vista for 15 days, and stayed for two years. Then I started trafficking, but not because he encouraged me, but because I saw how quickly you could make money, easy money"- Simone Pires Lopes

Case Incident - Vera Lucia Francisca da Silva

"I didn't have a chance to study but it wasn't because I didn't want to. For some people, and for myself, life was very hard; I couldn't have everything I needed. Many dreams I had were crushed, dreams that never came true. My dad didn't have a regular job and we had to do whatever we could to help at home. I started to work when I was 12 in other people's kitchens, as a maid. Sometimes we would go to school feeling hungry and what helped us stick it out was the free school lunch. It was hard. There were days when we would eat some grated coconut, manioc flour and sugar"- Vera Lúcia Francisca da Silva

Case Incident - OsmariveTe Carolos De Souza E Silva

"I started working when I was seven, helping my mom. We lived in the country most of the time, so my mother did a lot of 'caieira1,' charcoal work. My mother had many children. She had 16: four of them died but 12 are still alive. So she had to do all kinds of things to help my father. When I was 10 she changed jobs and went to sell food on the streets. When we lived on the wetlands the postman almost never showed up. And in order to get any document you need to give an address. Even to be given a job you need to have an address. When it rains you don't sleep, you stay awake all night. You simply cannot know you'll be alright, that you'll be safe. Many times when someone asked me where I lived, they would look at me and say something like, "You don't exist, you have no fixed address, no known address!" – OsmariveTe Carlos De Souza E Silva

Module Three:

Conducting Qualitative Research



MODULE THREE:

AN INTRODUCTION TO QUALITATIVE RESEARCH – CONDUCTING QUALITATIVE INTERVIEWS

TABLE OF CONTENTS

INTRODUCTION & LEARNING OBJECTIVES

WHAT IS A QUALITATIVE INTERVIEW?

TYPES OF QUALITATIVE INTERVIEWS

QUALITIES OF A SKILLED INTERVIEWER

HOW TO CONDUCT A QUALITATIVE SEMI-STRUCTURED INTERVIEW

ETHICAL CONCERNS AND OTHER ISSUES

LEARNING OBJECTIVES

Upon the completion of the training course, participants will have acquired fundamental knowledge of qualitative research, the ability to demonstrate how to conduct qualitative interviews and to acquire meaningful data from the women of the Mulheres Mil Program.

By the end of the training course participants will be able to:

- Identify the key factors and behaviors critical to effective interview facilitation,
- Clearly and comprehensively deliver a debriefing for the interviewees that discusses the code of practice, instructions and the purpose of the interview,
- Exhibit appropriate interview etiquette while administering the interview session (with the women of the Mulheres Mil Program),
- Effectively conduct the interview session in the most objective and neutral manner-avoiding exhibition of social desirability and biases, and
- Record or accurately obtain qualitative and measurable responses to standardized interview questions from interviewees.

Additional Learning Objectives

Identify your own personal learning expectations and objectives upon the completion of this training.

WHAT IS A QUALITATIVE INTERVIEW?

A qualitative interview is used to conduct and explore a respondent's state of mind, to understand their point of view and conditions, and describe the central themes from an unbiased perspective (Segwell, 2013). Interviews executed by researchers, often ask open-ended questions creating a rapport between the interviewer and interviewee, while providing a specific rationale; based off the respondents emotional and mental disposition (Segwell, 2013). These interviews are useful in collecting data that can help improve future questionnaires for further studies (McNamara, 1999). A qualitative interview uses interpretive data and methodology to determine the worldly views of the subject (Kvale, 1996).

Question:

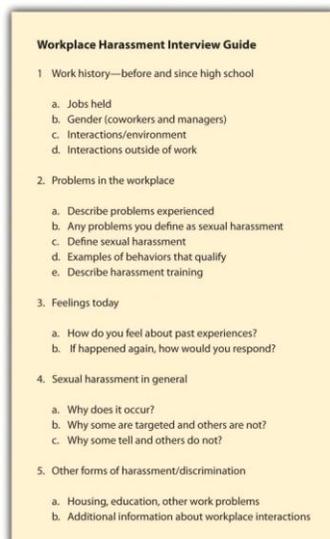
When would it be appropriate to collect data using qualitative interviews?

TYPES OF QUALITATIVE INTERVIEWS

Informal Conversational Interview:

- These interviews occur in which the respondent is unaware of the interview taking place. There are no pre-determined set of questions, and the interviewer must be knowledgeable and have strong interpersonal skills.
- Data is collected in a personalised and applicable manner. The tone of the interview is informal and still very conversational (Segwell 2013).

Interview Guide Approach:



- A more **systematic and structuralized approach**, the interviewer has an outline of questions and topics covered, but is able to change the wordings and order of the interview.
- The interviewer must again be experienced and competent in this field in order to further **obtain in-depth information on the subject** (Segwell, 2013).

Standardized Open-Ended Interview:

- A **highly scripted interview** with no discretion to change wording and format of conduct.
- Still considered a qualitative interview due to **open-ended questions** being asked.
- Evaluators can be less experienced in this field, and **can easily compare data** due to the structuralized layout (Segwell, 2013).

Question:

When interviewing the stakeholders in the Mulheres Mil Program (the women, staff at the Institutes or other community stakeholders), what type of interview would be most suitable and why?

STEPS TO CONDUCT A QUALITATIVE INTERVIEW

1. **Setting the location**
2. **Creating the right atmosphere**
3. **Preparing the interview**
4. **Conducting the interview**
5. **Follow-up after the interview**



Follow these steps!

I. Setting the Location

- Choose a location that is well-ventilated and comfortable.
- The room must withstand silence where a one-on-one communication can take place.
- Ensure that you face the participants and make eye contact.

2. Creating the Right Atmosphere

- Do not begin with asking questions right away.
- Create a good rapport by welcoming participants with a smile and an introduction of yourself.

- To make the interviewee feel more at ease, you can offer them coffee.
- Educate participant about the purpose of the interview and inform them about their right to withdraw from the interview whenever they want.
- Ensure them about the protection of their privacy (and allow the use of recorder).
- Present and explain the consent form.

3. Preparing the Interview

- Before you begin, inform participants that they can ask for clarification whenever necessary.
- Ask participant(s) if they have initial questions. Provide time to clear doubts about the interview
- Have an open mind and show interest in the subject
- Start with the basics. Ask less controversial questions first.

4. Conducting the Interview

- Prepare method for data recording. (Set recorder if given consent or a log book and pen)
- Use open ended questions
- Be observant of non-verbal cues from the research participant

- Avoid leading questions: Consider yourself as a mere instrument to record information.
- Lead the content flow.
- Occasionally check recorder to ensure it is operating.
- Use probing techniques to obtain more depth and information from the informant.
- Probing Techniques:
 - Silent probe: remain quiet, focus on your notes. Allow informant to further elaborate.
 - Use interjectory questions: “What do you mean by that?”
 - Echo Probe: reiterate the participant’s last statement into a question.

5. Follow-up after the Interview

- Thank interviewee for participating. Present contact information in case of future inquiry.
- Recording and Transcribing Data
 - Read over the notes,
 - Make additional notes regarding your notes for clarification, and
 - Record observations made during the interview.

ETHICAL CONCERNS AND OTHER ISSUES

Interviewer Bias: Recognize how your behaviour and personality can jeopardize or impact the quality of the results and the transcription process.

Question:

What can you do, as a researcher, to ensure that you are not biased during an interview?

To ensure neutrality:

- Avoid lead in questions,
- When writing notes, ensure your writing pace cannot be viewed by the informant,
- Do not approve or disapprove, and
- Be very aware of your non-verbal behaviour.



Module Four:

How to Conduct a Focus Group



MODULE FOUR: **HOW TO CONDUCT A FOCUS GROUP**

TABLE OF CONTENTS

LEARNING OBJECTIVES

FOCUS GROUP PREPARATION CHECKLIST

PARTICIPANT CONFIDENTIALITY FORM

STEPS FOR CONDUCTING A FOCUS GROUP

CASE INCIDENT

PROCEDURES FOR TAKING NOTES

MULHERES MILS PARTICIPANT – SAMPLE FOCUS GROUP QUESTIONS

FOCUS GROUP ROLE PLAY

BENEFITS/LIMITATIONS OF FOCUS GROUPS

FREQUENTLY ASKED QUESTIONS

POST-TEST

LEARNING OBJECTIVES

The following are the knowledge, skills and/or abilities each participant should possess upon the completion of the focus group training program. The learner will:

- Be able to create and promote a supportive environment that values each individual's ideas, thoughts and feelings,
- Be skilled in eliciting responses from the group, and fostering an open exchange of ideas,
- Be proficient at guiding the conversation, and managing challenging situations, and
- Be able to accurately document the responses of the participants to be used for later analysis.

What learning objectives would you like to achieve?

FOCUS GROUP PREPARATION CHECK-LIST

It is important to acquire all of these items prior to the meeting time. Many can be prepared a day or more in advance.

- Ensure there are enough seats (for participants, facilitator and note taker)
- Sign in sheet
- Participant confidentiality forms (enough for each participant and extras)
- Name tags for each participant and facilitator/note taker
- Supply of pens for each participant
- Role play participant cards (to distribute for the activity)
- Water/coffee/tea and snacks
- Flipchart (tape/markers as required)
- Voice recording device (extra tapes/batteries etc.)
- Supplies for the note taker (writing utensils/notepad or note summary form)
- Any materials required for the icebreaker

List any other items that you might require:

PARTICIPANT CONFIDENTIALITY FORM

The following provides a sample of a confidentiality form for use during focus groups.

Confidentiality Statement: A Declaration

- All information discussed during the focus group meeting will be kept private and confidential. This is especially binding to any information that may identify any of the participants in the research process.
- None of the information shall be communicated to any other individual or organization outside of this specific focus group.
- The information from this focus group will be made public in terms of a research publication, which will in no way identify any participants of this research.
- Participation in this group is NOT mandatory and participants may leave at any point with no repercussions.

Once this form has been read and agreed to, please sign and date below to acknowledge agreement.

Important note: this form is to be read and filled in by every member participating in the focus group, before the focus group meeting convenes.

Print Name:

Signature:

Date:

STEPS FOR CONDUCTING A FOCUS GROUP

One: Welcome the participants and formally thank them for agreeing to participate in the focus group.

Two: Introduce the moderator and assistant moderator. Maintain eye contact and introduce yourself in a friendly manner. Prepare an introductory sentence to create a trusting environment and alleviate any nerves within participants.

Three: Define the purpose of the Focus Group. Define the importance the information gathered will have on contributing to improving the benefits and limitations of the Mulheres Mil Program.

Four: Define rules of the focus group.

- **WE WANT YOU TO DO THE TALKING.**
- We would like everyone to participate.
- I may call on you if I haven't heard from you in a while.
- **THERE ARE NO RIGHT OR WRONG ANSWERS**
- Every person's experiences and opinions are important.
- Speak up whether you agree or disagree.
- We want to hear a wide range of opinions.
- **WHAT IS SAID IN THIS ROOM STAYS HERE**
- We want folks to feel comfortable sharing when sensitive issues come up.
- **WE WILL BE TAPE RECORDING THE GROUP**
- We want to capture everything you have to say.
- We don't identify anyone by name in our report. You will remain anonymous.

Encouraging Participant to Share

The facilitator will need to be skilled at asking questions and extracting as much valuable information as possible. Some helpful probing questions include:

- *Can you talk more about that?*
- *Can you give an example?*
- *How did that make you feel?*



During the meeting moderators will need to promote debate, perhaps by asking open questions. They may also need to challenge participants, especially to draw out people's differences, and tease out a diverse range of meanings on the topic under discussion. Sometimes moderators will need to probe for details, or move things forward when the conversation is drifting or has reached a minor conclusion. Moderators also have to keep the session focused and so sometimes they may deliberately have to steer the conversation back on course. Moderators also have to ensure everyone participates and gets a chance to speak. At the same time moderators are encouraged not to show too much approval, so as to avoid favouring particular participants. They must avoid giving personal opinions so as not to influence participants towards any particular position or opinion.

If participants give incomplete or irrelevant answers, the facilitator can probe for fuller, clearer responses. A few suggested techniques are:

- *Repeat the question* - repetition gives more time to think.
- *Pause for the answer* - a thoughtful nod or expectant look can convey that you want a fuller answer.
- *Repeat the reply* - hearing it again sometimes stimulates conversation
- *Ask when, what, where, which, and how questions* - they provoke more detailed information
- *Use neutral comments* - "Anything else?"

The closing section wraps up the focus group. This includes thanking the participants, giving them an opportunity and avenue for further input, telling them how the data will be used, and explaining when the larger process will be completed.

CASE INCIDENT – ANGELICA

Review the following case and discuss the questions below:

University researchers are conducting a focus group with 10 participants regarding the structure of the Mulheres Mil Program. The students are to meet in the research boardroom at 1 pm for the focus group, which will be moderated by Angelica. As the participants enter the boardroom, Angelica is on her phone shuffling through papers. After everyone is seated Angelica ends her phone call, says hello and thanks everyone for coming. She then proceeds to read the first question off of the focus group question script. A participant states that he feels the program could be improved. However, Angelica interrupts and reminds the group in an aggressive manner that the Mulheres Mil program is one of the best in Brasil and rarely ever receives poor feedback. This causes a break in conversation and Angelica to look through many papers to find the second question to be asked. A student provides rich information that could be expanded on but a student who has been dominating the discussion interrupts. Angelica does not interject because she is too busy writing down responses and knows this student has really enjoyed the program. After all the questions have been asked, Angelica stands up and says good-bye to everyone and leaves the room.

Question: What problems contributed to the ineffectiveness of this focus group?

Question: Provide some examples of how this focus group could be restructured and improved.

Procedures for Taking Notes

Note taking is the primary responsibility of the **Assistant Moderator.**

Clarity and consistency are important. Anticipate that others will use your notes days or weeks later when memory has faded.

Before conducting focus groups determine:

1. ***How thorough should the notes be?*** Is the moderator expecting near verbatim notes? What are cues from the moderator about important information to capture?
2. ***What demographic information should be recorded about participants?***
3. ***Should the note taker record the seating arrangements?***
4. ***Should the note taker track who said specific quotes?*** At minimum, note taker should flag if the same participant states an opinion multiple times to avoid over-emphasizing the view during analysis.
5. ***How, if at all, should the note taker communicate with the moderator during the session?***

Main Types of Information in Notes

1. **Quotes.** These are the well-said sentences or phrases that illustrate an important point of view because they are enlightening or eloquently expressed. Place name or initials of speaker next to quote as you will most likely not be able to write the quote in its entirety. The addition of initials will make it easier to find the statement in the tape recording.
2. **Non-verbal cues from participants.** Head nodding, laughter, discomfort, pauses. Remember during analysis that non-verbal cues can mean different things on different cultures. Make note of non-verbals but don't make assumptions about what they mean.
3. **Wording and timing of probes.** The language that the moderator uses as well. At what point in the questioning did the moderator ask a probe? Helps determine unaided responses and possible differences in how a question was asked.
4. **Key points and themes for each question.** These will likely be identified by several different participants. Or sometimes they are said only once, but in such a manner that deserves attention.
5. **Follow-up questions that could be asked.** The moderator is busy directing the discussion and may miss the importance of a particular follow-up.
6. **Big ideas, hunches or thoughts of the note-taker.** Occasionally, the assistant moderator will discover a new concept that will be helpful in later analysis. Jotting these down increases the likelihood they will be remembered during the analysis phase.

EXAMPLE: FOCUS GROUP NOTE-TAKING SUMMARY SHEET

Date of Focus Group:	
Location of Focus Group:	
Number of Participants:	
Moderator Name:	
Note taker :	

Responses to Questions:

Question 1. *Describe your role in the Mulheres Mil Program.*

Brief Summary/Key Points:	Notable Quotes:

Question 2. *How do you feel about your contribution?*

Brief Summary/Key Points	Notable Quotes

Mulheres Mil Participant Questions – Focus Groups

Community Stakeholder

- I. Describe your role in the Mulheres Mil Program.
- II. How do you feel about your contribution?
- III. What is your perception of the goal of the Program?
- IV. What is your perception of the impact of Mulheres Mil on the:
 - a. Lives of the women
 - b. Their families
 - c. Their communities
- V. What was the most significant impact of the program on the community?
- VI. How do you assess the impact of the program on your organization?
- VII. What impact do you think the program has on the local socioeconomic condition?
- VIII. Do you intend to continue your partnership with the Mulheres Mil Program?
- IX. How would you describe the program to people who are unfamiliar with it?
- X. Would you recommend the Mulheres Mil Program to others? Why?
- XI. What advice do you have to improve the Program?

Local Institute Federales Administrator

- I. In your local IF, was training for the MM Program provided to staff/members/teachers/partners? If so, what type?
- II. What type of assessment was carried out with staff members/teachers involved in the program? What were some of the issues raised?
- III. Describe the planning process and the implementation of the program?
- IV. What are the programs offered on the campuses of you IF? What were the documents/sources used to define these programs?
- V. What new facilities were needed to accommodate the program?
- VI. What technological innovations were created to accommodate the MM students?
- VII. How would you describe the visibility of your IF in the community/society after the MM Program?
- VIII. What is the most significant impact of the MM Program on your institution?

Focus Group - Role Play

Focus Group Roles – Role Play

Facilitator: Select 4-5 questions from the previous page. Ask the provided questions, guide participants through conversation as necessary.

Note taker: Use the *notes* section below to record the responses of the group.

Participant: Your job is, in this role play, to participate and contribute to the conversation as much as possible, answering the questions as if you were a Mulheres Mil participant to the best of your knowledge and ability.

Feedback Provider: Have one participant from the training program observe the facilitator and provide feedback regarding his/her strengths as a facilitator and learning opportunities.

Guiding/Probing Questions for the Facilitator:

- “Would someone be willing to build on that?”
- “Who has a different perspective on that?”
- “Can you give me an example please?”
- “Can you please explain what you mean by ...”
- “Can you add to that please ...?”

NOTES:

BENEFITS AND LIMITATIONS OF FOCUS GROUPS

Benefits

1. The context of a group discussion produces useful information, as participants' insight tends to remove the tension of complex topics through sharing personal experiences and perspectives. A 'trigger' effect occurs which is not present during individual interviews.
2. The information that is derived from a focus group is authentic from the participants being directly involved in the topic and experiencing the situations and conditions.
3. Provides the researchers with a diverse representation of opinions and ideas.
4. A cost effective interview method to generate a wide range of information.
5. The structure of the focus group allows the moderator to probe to receive additional information.
6. The opportunity to be involved in a decision making process, have your opinion valued, and work closely with researchers can be empowering for participants.

Limitations

1. Uncertainty about the accuracy of information provided.
2. Results may be biased due to opinionated participants who may cause more reserved participants with hesitancy to speak.
3. The facilitator has the potential to unknowingly or knowingly bias results by providing cues about desirable responses and directs the conversation in a certain way.
4. Data is more difficult to analyze. Comments must be interpreted within context. Care is required to avoid lifting comments out of context.
5. Focus group data may not be projectable onto a general population.

FREQUENTLY ASKED QUESTIONS

What do I do if someone is dominating the conversation?

Individuals tend to share personal experience that sometimes become lengthy. Remember it is the responsibility of the facilitator to manage time throughout the focus group. In a focus group it is also common for one or two individuals to dominate the conversation. These may lead to other participants not being given the chance to have their issues/concerns heard. The more individuals that participate in the focus group will result in more information gained by those conducting the focus group. More individuals participating means a broader and larger variety of information that is being expressed. In order to enhance the information gained, you want to hear a variety of perspectives on each issue. When the conversation is dominated by one or two people, the information received is very subjective.

If an individual is occupying much of the conversation, there are a number of ways the facilitator can respectfully transfer the conversation onto someone else:

- *"I really appreciate your comments...would anyone else like to add?"*
- *"I'm very interested in hearing how other people are feeling about this issue"*
- *"It's interesting to get a variety of perspectives, and I would like to hear from other people as well"*

It is common for participants to be shy during a focus group. The facilitator should try and encourage these individuals to share their thoughts.

Note: *Make eye contact and direct your question at those who are not participating*

What do you do if no one is responding to the question?

First you need to identify why the participants may not be answering the question. They may not understand the question; therefore the facilitator should do their best to re-word or give further explanation to the question. Another issue could be that the participants are not comfortable talking. If this is the issue the facilitator may want to take a step backwards and re-orientate everyone with each other or even include an icebreaker at this point.

An individual may not be comfortable answering a specific question. It should be made clear at the beginning of the session that participants have the right to withhold from answering any questions they do not wish to answer. These rights must be honoured according to research ethics and informed consent.

There may be a number of other reasons why individuals are not responding; remember to be patient as participants may just be formulating their answers.

POST-TEST

1. The facilitator should encourage one participant to dominate conversation to enhance participation.

True or False

2. What is the role of the moderator during a focus group?

- a) To dominate the discussion and direct the discussion toward certain topics
- b) To facilitate the discussion and to keep the conversation on track
- c) To observe the behaviour of the group
- d) All of the above

3. A successful focus group consists of:

- a) A skilled moderator
- b) Active participants
- c) An organized assistant moderator
- d) All of the above

4. Which of the following is not a benefit of the focus group interview?

- a) It is a cost effective way of conducting research
- b) Provides authentic information from participants
- c) Provides researchers with a diverse representation of opinion and ideas
- d) The moderator can create bias in the group

5. A participant provides a short response on a broad topic question. As a facilitator you should:

- a) Ask a question to the participant to encourage more thorough discussion
- b) Avoid this participant due to his/her reluctance to speak
- c) Hope a different participant will answer the question

Module Five:

Analyzing Qualitative Data



MODULE FIVE: **ANALYZING QUALITATIVE DATA**

TABLE OF CONTENTS

LEARNING OBJECTIVES

PRE-TEST

ICEBREAKER ACTIVITY

INTERVIEW ANALYSIS – EXAMPLE

QUALITATIVE DATA – REVIEW

TYPES OF QUALITATIVE ANALYSIS

BEST PRACTICES IN QUALITATIVE ANALYSIS

CASE INCIDENT

POST- TEST

PRE-TEST QUESTIONS

1. Qualitative data is information that is not in numeric form but rather is narrative and conversational.
 - a. True
 - b. False

2. Which of the following is not a characteristic of analyzing qualitative data?
 - a. It involves understanding the meanings and words of respondents
 - b. It involves understanding the meanings behind these words
 - c. It uses numeric data to gather similarities
 - d. It uses words as a form of data

3. An example of qualitative data is:
 - a. Interviews
 - b. Discussions
 - c. Questionnaires
 - d. A and B

4. Bias is never a concern when it comes to collecting qualitative data.
 - a. False
 - b. True

5. Interpretation involves:
 - a. Generating the meaning behind the data
 - b. Coming up with recurring themes in the data
 - c. Selecting codes to use before analyzing
 - d. Becoming familiar with the data as a whole

ICEBREAKER ACTIVITY

Participants will each be given a coloured card and be seated based on the corresponding coloured sheets hanging around the room to divide into even groups. Each station will have picture cards portraying a common theme.

Participants must:

- Work together as a team
- Analyze each picture on the picture cards
- Determine what the pictures have in common
- Share correct answers with the other groups after designated time



Common theme:



Common theme:

INTERVIEW ANALYSIS EXAMPLE

The following script is an excerpt from mock interview that will be portrayed through a video. After watching the video, two analysis options will be given and participants will choose the most effective one.

Interviewer: Hello, please take a seat and we will begin the interview. Can you start by stating your name and academic status at Mulheres Mil?

Interviewee: Hello there, my name is Sebastiana Consuelo. I graduated from the program four months ago.

Interviewer: Please tell me about some of your experience at Mulheres Mil. What did you learn about yourself?

Interviewee: I learned a lot about my strengths. I enjoy cooking, being productive and working with people. That is what I am best at. I have never really had any job in which I am a part of a group setting before and I'm glad I came here because it helped me see that I would be much happier surrounded by people.

Interviewer: That's great! What are your plans for the future? How have they shifted since being at Mulheres Mil?

Interviewee: I would love to start a business. My passion is cooking new recipes and teaching others how to cook as well. I can see myself working in a big kitchen with other chefs that also love what they do. Before Mulheres Mil, I was a very shy person. I don't think I would have ever tried working with people in a kitchen because I never thought I was good enough.

QUALITATIVE DATA OVERVIEW

What is Qualitative Data?

Qualitative data is information that presents itself in conversational and narrative form as opposed to in numerical form. Qualitative methods of collecting data are descriptive rather than drawing statistical conclusions. This type of data is concerned with understanding human behavior from the informant's perspective. Data can be collected through participant observation and interviews.

Data from qualitative studies describes the qualities or characteristics of something. Qualitative research studies can provide you with details about human behavior, emotion, and personality characteristics that quantitative studies cannot match (Madrigal & McClain, 2012). Qualitative data includes information about behaviors, needs, desires, routines and much more information that can be essential in the analysis process. Qualitative methods permit the surveyor to study selected issues, cases, or events in great depth and detail.

Steps of Qualitative Data Analysis

Step 1: Data Preparation

Step one of analyzing data deals with data collection and preparation. Once the information is processed and transcribed into a standardized form, notes should be taken to ensure all additional observations are recorded (Creswell, 2013). It is important to gather similar responses together and start the coding process during this stage to ensure the confidentiality amongst participants.

Taking additional notes during and after the interview could be helpful when transcribing the data because it captures supplementary data that could be valuable during the coding process.

The following should be observed during this process of analyzing:

- Things that stuck out during the interview,
- The time and date details, and
- Other observations/highlights from the interview.

Step 2: Familiarization

The second step of analyzing is becoming familiar with the data and its trends. During this stage it is important to look at all the information provided and reviewing common themes and categories of data. When doing this, looking at the overall picture helps gain a deeper understanding of the data and what the end results might be (Creswell, 2013). During this stage, it is important to try and capture a sense of the interviews as a whole. By first reflecting on the main thoughts presented within the data, categories can be easier to form. Also, finding familiarities between data and different patterns will make the coding process easier to understand.

Step 3: Coding

Coding is one of the most essential components when it comes to analyzing qualitative data. It is a technique that sets out to organize, summarize and interpret the data that is collected (Qualitative Data Analysis, n.d). A helpful tool when it comes to coding is developing a storyline. This means that as a researcher, you need to think about the overall purpose of your evaluation; before, during and after the data has been collected. Essentially, researchers are looking to answer the question “What is this evaluation about?” (Coding Qualitative Data, 2009) The quickest and most efficient way to answer this question is through writing down a short paragraph that describes a general idea what is being evaluated. This is important because it gives direction to themes, which will be useful once you begin coding.

There are two types of coding that are used in the process: **Pre-set and Emergent Codes**. **Pre-set codes** are a set of labels that the analyst creates beforehand based on background knowledge of the subject matter being examined. Emergent codes are the ideas, concepts, and relationships, which later develop once the data has been read through and analyzed (Coding Qualitative Data, 2009). Both of these steps are crucial to the entire process.

Another important aspect of coding is formulating appropriate questions, which will contribute to the overall success of qualitative data analysis. The following are examples of key questions:

- What is this saying?
- What does it represent?
- What is happening?
- What is being communicated?
- What could this be an example of?
- What is a possible issue here?

After the data has been coded and analyzed, there may be some minor adjustments that need to be made. This process is known as refining codes. Words and labels can be modified to narrow down or even broaden certain categories so that everything finds a place (Coding Qualitative Data, 2009).

An example of this would be if an analyst discovered a very important statement made in an interview that would be crucial to the overall results. The only issue is that it currently does not fit in any of the codes that were previously established. By modifying one of the codes accordingly, the analyst is able to include this valid piece of information.

Step 4: Interpretation

Interpreting the data involves the process of making sense of the data and understanding what the data means in the larger sense of the study. While examining the findings the answer to the research questions or the purpose of the study should be clear. Also, during this stage reasonable conclusions could be made about the coded data (Creswell, 2013). To ensure this is done properly the following steps should be completed before drawing conclusions:

- Interpret all of the findings and the meaning behind data
- Understand and determine how the findings support the purpose of the study (research question)
- Look at the “big picture”
- Implications that may arise from the

Before making any final conclusions, reexamining the data to confirm that the results are correct and valid is very important.

TYPES OF QUALITATIVE ANALYSIS

Deductive

Deductive Analysis involves using predetermined coding. Predetermined coding means that the interviewer is already somewhat aware of what potential responses will be from the interviewees. The interviewer begins analyzing by using predetermined structure/theory and fitting the new information in (Burnard, P., Stewart, K., Trespure, E., & Chadwick, B. 2008). The main benefit of using deductive analysis is that it can be quick. Due to the familiarity of the information, this type of analysis is inflexible which can present the opportunity for bias.

Inductive

As opposed to deductive, Inductive Analysis involves no use of predetermined coding. This means that the interviewer is likely unfamiliar with the information and must determine a new, original coding system based on the responses from interviewees (Burnard, P., Stewart, K., Trespure, E., & Chadwick, B. 2008). Since there is no predetermined coding, Inductive Analysis is more time consuming but can provide much less room for personal bias.

BEST PRACTICES IN QUALITATIVE ANALYSIS

Ensuring Consistency with Analysis

An essential part of analyzing qualitative data is ensuring it is consistent. This means it must be both reliable and valid. The coding and interpretation methods used must provide the same results time after time. A good way to measure this is to have different analyst utilize the same methods to analyze the same data (Responsible Conduct in data Management, n.d.). If the outcomes are the same or similar when tested multiple times, the methods are most likely reliable.

Another aspect to ensuring consistency among analysis is to keep personal bias out of the process. This can be done by utilizing the inductive method as to not involve any predetermined coding or insights and replacing respondents' names with letter or number representations (Responsible Conduct in data Management, n.d.). This is beneficial to deter the analyst from subconsciously using any personal information they know about interviewees or any personal discrimination that may affect the outcomes. It also works to protect the confidentiality of respondents. A third party analyst is also beneficial for this as it ensures they do not have any preconceived thoughts about any interviewees or interview questions (Responsible Conduct in data Management, n.d.).

Guidelines to Proper Analysis

Analysis guidelines fall under three categories:

1. Know your Bias
2. Know your Questions
3. Embrace Inconsistencies

Knowing your bias

In order to properly analyze qualitative data, the understanding of one's own bias is the first step towards successful analyzing qualitative data. The knowledge of bias creates a more valid measure of data outcomes.

Know your questions:

In order to effectively communicate the data results, it is important to be familiar with your questions and the answers you are actively seeking. By having a strong understanding, it allows the end objective to emulate a more comprehensive goal. A varied interpretation benefits the knowledge of questions as well, as it creates a new level of perception towards the knowledge being sought for

Embrace inconsistencies:

Similar to the reality of different people, no analysis method is going to be the same. Each method is subject to changing and these inconsistencies are completely normal. The positive spin to having different answers is the different themes and trends that can be discovered from each of these consistencies create stronger results.

CASE INCIDENT - GABRIELA

Read the following case incident and respond to the questions below.

For a classroom project, Gabriella, a second year undergraduate student was conducting qualitative interviews and the main question was to find out how woman deal with the stress of having to work and raise a family at the same time.

A sample size of 30 women was used and their interviews were recorded and transcribed by Gabriella. Once she had compiled all the data into categories and familiarized herself with possible trends of data she began the process of coding. To do this she had to use coding to distribute the information into separate sections, which would make analyzing the data easier. During this process Gabriella realized that the coding system that she had created did not work properly with the different types of information she had received. The major problem she ran into was that the coding system, the different categories she had created for the data was not elaborate enough to include all the different responses from the interviews. If she overlooked this mistake and continued the process of coding she would potentially lose valuable information and the end result might not be accurate,

Questions:

What steps could Gabriella have taken before starting to analyze the data to ensure proper results?

Should Gabriella start the coding process over once she realized her mistake? If so, what could she have done?

POST-TEST QUESTIONS

1. What is familiarization?
 - a. Collecting and organizing data
 - b. Generating the meaning behind the data
 - c. Gaining a deeper understanding of data
 - d. Coming up with themes to interpret what has been collected

2. Pre-Set Codes are ideas, concepts, and relationships that develop after reading and analyzing the data
 - a. True
 - b. False

3. In the coding stage, it is common to adjust some labels/words in order to broaden/narrow down certain categories.
 - a. True
 - b. False

4. Which of the following is not true when it comes to inductive analysis?
 - a. Inductive analysis uses no predetermined coding
 - b. Inductive analysis is time consuming
 - c. Inductive analysis is often used when little is known about the respondents
 - d. Inductive analysis is less time consuming and more biased

5. When it comes to analyzing qualitative data, it is always best to have one theme as it provides a stronger outcome.
 - a. True
 - b. False

Module Six:

Quantitative Research



MODULE SIX: QUANTITATIVE DATA ANALYSIS

TABLE OF CONTENTS

LEARNING OBJECTIVES

ACTIVITY - LET'S GEAR UP (PART ONE)

WHAT IS QUANTITATIVE DATA?

DIFFERENCES BETWEEN QUANTITATIVE AND QUALITATIVE DATA

ANALYZING QUANTITATIVE DATA

KNOWLEDGE ACTIVITY 1

SOURCES OF DATA

KNOWLEDGE ACTIVITY 2

TYPES OF DATA COLLECTED

ACTIVITY - LET'S GEAR UP (PART TWO)

PRESENTING DATA

ANALYZING CATEGORICAL AND CONTINUOUS DATA

LET'S GEAR UP - PART 1

Complete the sequence:

i. 1, 3, 5, __, 9, __, 13

ii. 1, 2, 3, 5, __, 13, __

iii. 1, 2, 4, 8, __, 32, __

iv.

A **B** **C** **D**

v.

A **B** **C** **D**



Always look for a story or trend in data.

WHAT IS QUANTITATIVE DATA?

Quantitative data is a type of information that can be counted or shown in numbers. Typically quantitative data is collected in experiments thus making it feasible for statistical analysis and interpretation.

Quantitative data can be visually presented in the form of:

- Tables
- Charts
- Histograms
- Graphs

Question:

Describe different the different types of research whereby quantitative data could be helpful.

What would be the possible uses of this data?

WHAT IS THE DIFFERENCE BETWEEN QUALITATIVE AND QUANTITATIVE DATA?

Qualitative data involves describing things to categorize them based on their qualities while quantitative data involves exact counts and numeric measurements.

Qualitative Data	Quantitative Data
<ul style="list-style-type: none">▪ Exploratory – hence allowing identification of new and untouched trend/phenomenon▪ Helps provide a deeper understanding of the research question▪ Gives one-on-one and anecdotal information▪ May reveal in-depth information that may not be identified through structured survey questions	<ul style="list-style-type: none">▪ Is useful for large number of participants▪ Can be conducted in a number of groups, thus allowing for comparison▪ Results can be used to project on total population▪ Provides number-based or rating information▪ Allows the use of statistical techniques to help determine relationships between variables
<p><u>Limitations</u></p> <ul style="list-style-type: none">▪ Cannot be generalized.▪ Challenges in applying statistical methods▪ Difficulty in assessing relations between characteristics	<p><u>Limitations</u></p> <ul style="list-style-type: none">▪ Difficulty in recognizing new and unexplored phenomena▪ Caution in interpretation without a control group

WHY DO WE ANALYZE QUANTITATIVE DATA?

Appropriately analyzing information involves examining it in ways that potentially reveal relationships, patterns, trends, etc. within it. Making sense is a critical step to any data collection initiative and its future success, and has a number of advantages.

- Helps you determine whether your program or initiative brought about the desired results.
- Can help discover unexpected influences:

For instance, it could depict that the Mulheres Mil intervention program was twice as impactful for those women who were also part of a support group.

- This can be used to identify key aspects of implementation and influence future programs.
- Can show connections between or among various factors that may have an effect on the results of your program evaluation.
- It helps shed light on the reasons that a program was effective or, perhaps, less effective.
- It provides credible evidence to show stakeholders that the program is successful, or that you've uncovered, and are addressing limitations – hence helping you with future funding.
- It shows others what is being learnt, and thus pave the way for others to implement successful methods and approaches.

KNOWLEDGE ACTIVITY 1

Choose the best response:

1. Quantitative data is information that can be shown in _____.
 - a. Alphabets
 - b. Signs
 - c. Numbers
 - d. Picture

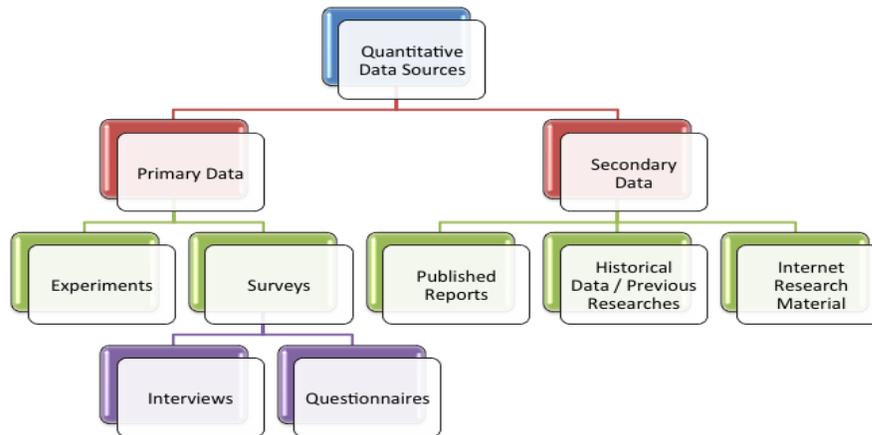
2. Qualitative data _____ things.
 - a. Counts
 - b. Labels
 - c. Describes
 - d. Measures

3. Quantitative data shows _____ amongst various factors.
 - a. Connections
 - b. Responses
 - c. Gaps
 - d. Spaces

4. _____ is an important step for analyzing quantitative data.
 - a. Baking
 - b. Sense making
 - c. Match making
 - d. Crafting

5. Data that allows the use of statistical techniques to show relationships is called _____.
 - a. Qualitative data
 - b. Null data
 - c. Quantitative data
 - d. Exponential data

WHAT ARE THE SOURCES OF QUANTITATIVE DATA?



What is Primary Data?

Data collected specifically for the study in hand. It is:

- Original data collected by the person conducting the research.
- More systematic in the collection process
- Expensive and time consuming.

Primary Data is collected by two main methods:

1. Experiments

Scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.

2. Surveys

Surveys are used to gather information about individuals. A survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers. A survey can be administered in two different ways:

i) Interviews:

Forms completed through an interview with the respondent. More expensive than questionnaires, but they are better for more complex questions, low literacy or less co-operation.

ii) Questionnaires:

Forms completed and returned by respondents themselves. This is an inexpensive method that is useful where literacy rates are high.

What is Secondary Data?

Information gathered **not** for the study in hand but for some other research. Secondary data:

- Lacks originality as the researcher makes use of the data collected by other companies.
- Is relatively cheaper.
- Should be used with great care and caution to ensure validity and reliability.

KNOWLEDGE ACTIVITY 2

Test your knowledge by selecting the correct response.

1. Interviews are completed by the respondent.
 - a. True
 - b. False
2. Secondary data is gathered for the study in hand.
 - a. True
 - b. False
3. Surveys focus on collecting factual information or opinions.
 - a. True
 - b. False
4. There are three main sources of quantitative data.
 - a. True
 - b. False
5. Questionnaires can be used when literacy rates are low.
 - a. True
 - b. False
6. There are four ways of collecting primary data.
 - a. True
 - b. False

Answers: 1) False; 2) False; 3) True; 4) False 5) False; 6) False

THE TWO TYPES OF DATA COLLECTED

Categorical Data

Categorical data is data, which can be divided into groups with no overlapping responses. For example:

- Gender,
- Age group,
- Eye colour, and
- Educational level.

Continuous Data

Continuous data includes values or observations that can be measured on a scale or continuum basis. For example:

- Height,
- Temperature,
- Test scores, and
- Weight.

ACTIVITY - LET'S GEAR UP – PART II

Below you will find some variables from the Mulheres Mil Impact Assessment Questionnaire and other sources. Check the correct box assessing whether the variable is categorical or continuous data point.

Variable	Categorical	Continuous
Age	<input type="checkbox"/>	<input type="checkbox"/>
Marital Status	<input type="checkbox"/>	<input type="checkbox"/>
Number of Children	<input type="checkbox"/>	<input type="checkbox"/>
Who do you live with	<input type="checkbox"/>	<input type="checkbox"/>
Educational Level	<input type="checkbox"/>	<input type="checkbox"/>
Employment Status	<input type="checkbox"/>	<input type="checkbox"/>
Height	<input type="checkbox"/>	<input type="checkbox"/>
Temperature	<input type="checkbox"/>	<input type="checkbox"/>
Language mostly spoken at home	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>
Travel time to school	<input type="checkbox"/>	<input type="checkbox"/>



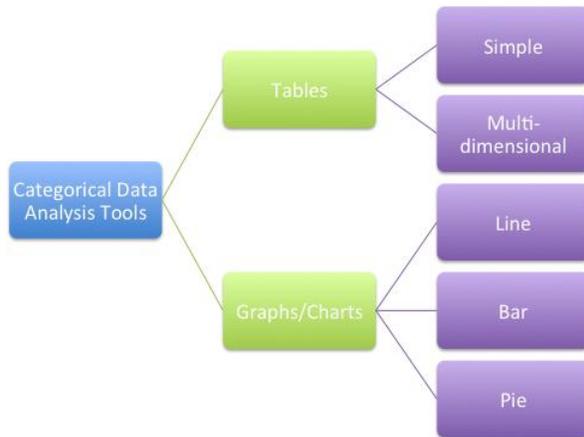
Continuous data typically includes a yes/no response.

PRESENTING DATA

- Data is generally presented using **visual representations**.
- Using visual representations to present information collected from surveys or other quantitative sources makes them **easier to understand**.
- Additionally graphs and charts condense large amounts of information into easy-to-understand formats that clearly and **effectively communicate important points**.
- **Key points to remember when making charts and graphs:**
 - *Keep it simple*
 - *Avoid flashy special effects.*
 - *Title your graph or chart clearly to convey the purpose.*
 - *Specify the units of measurement on the x- and y-axis.*
 - *Label each part of the chart or graph.*
 - *Use different colors or variations in patterns to help the reader distinguish categories and understand your graph or chart.*

ANALYZING CATEGORICAL AND CONTINUOUS DATA

There are two main categories of tools used to analyze categorical data with further sub-divisions: tables and graphs.



 In selecting how best to present your data, think about the purpose of your graph or chart and what you want to present, then decide which variables you want to include and whether they are categorical or continuous

A table is a means of displaying data or information in rows and columns. Rows are also called a record or vector, columns are also known as parameters, fields, or attributes. The point of intersection between a column and a row is called a cell. Tables can be simple, consisting only of a few columns and rows, or they can be multi-dimensional consisting of ordered hierarchies.

Ads Mailed	Response Before Predictive Model	Response After Predictive Model
10,000	1,000	3,000
20,000	2,000	4,900
30,000	3,000	6,500
40,000	4,000	7,250
50,000	5,000	8,000
60,000	6,000	8,450
70,000	7,000	9,000
80,000	8,000	9,400
90,000	9,000	9,800
100,000	10,000	10,000

Practice Activity 1:

The information below represents the percentage of home-schooled students between the years 1999 – 2004. Make a table to represent this information in a structured form, using the space provided below.

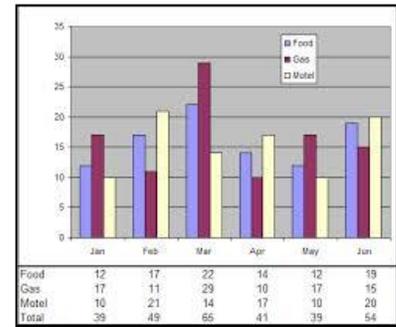
Information Data

- Kindergarten: 1999 (2.4%); 2000 (2.5%); 2001 (2.6%); 2002 (2.7%); 2003 (2.7%); 2004 (2.9%)
- Grades 1 & 2: 1999 (1.5%); 2000 (1.2%); 2001 (1.4%); 2002 (1.6%); 2003 (1.8%); 2004 (2.0%)
- Grades 3 & 4: 1999 (1.6 %); 2000 (1.5%); 2001 (2.1%); 2002 (2.3%); 2003 (1.7%); 2004 (1.9%)
- Grades 5 & 6: 1999 (1.5%); 2000 (1.3%); 2001 (1.3%); 2002 (1.6%); 2003 (2.1%); 2004 (2.2%)

Activity Space

Bar Graph

A bar graph is composed of discrete bars that represent different categories of data. The length or height of the bar is equal to the quantity within that category of data. Bar graphs are best used to compare values across categories.



Practice Activity 2:

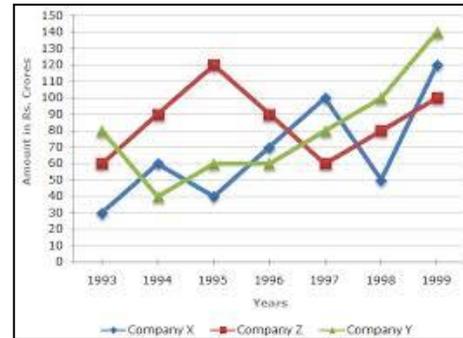
The table below illustrates how people invested their money during the years 2001 – 2006. Draw a bar chart with the information provided using the space provided below.

Year	Money Invested in Stocks	Money Invested in Bonds
2001	100	210
2002	123	216
2003	157	227
2004	162	289
2005	179	297
2006	188	311

Activity Space

Line Graph

A line graph displays the relationship between two types of information, such as number of school personnel trained by year. They are useful in illustrating trends over time.



Practice Activity 3:

The table below shows how prices in US\$ of high-tech gadgets changed between July 2004 and December 2006. Make a line graph depicting the provided information using the space provided below.

Year	GPS	Smartphone
Jul - Dec 2004	4000	3000
Jan - Jun 2005	3600	2500
Jul - Dec 2005	3000	3000
Jan - Jun 2006	3500	2000
Jul - Dec 2006	2800	2100

Activity Space

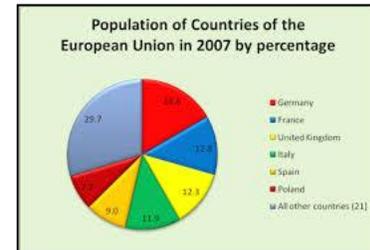
Pie Chart

A pie chart is a circular chart used to compare parts of the whole. It is divided into sectors that are equal in size to the quantity represented.

It resembles a pizza, which is cut into slices to represent the size of the data (mostly in percentages) being presented.

Steps to creating a pie chart:

1. Calculate a percentage.
 - a. Determine what percent of the data is represented by a given category.
 - b. Divide the number of elements in this category by the total number.
 - c. Then convert this decimal into a percentage.
2. Divide the circular pie as per the percentages determined



Practice Activity 4:

The information below shows the percentage of different categories of books sold at a store in July 2010. Construct a pie-chart to show the different categories using the space provided below.

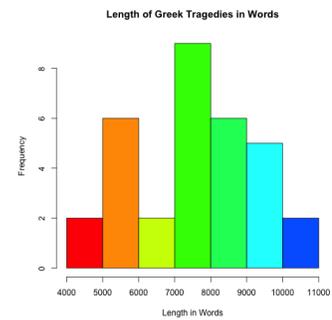
Cooking Books	20%
Education Books	25%
Fiction Books	40%
Gardening Books	15%

Activity Space

What is the method to analyze continuous data points?

Histogram

The prominent method for presenting continuous data is the use of histograms. Histograms have **connected** bars that display the frequency or proportion of cases that fall within defined intervals or columns. The bars on the histogram can be of varying width and typically display continuous data.

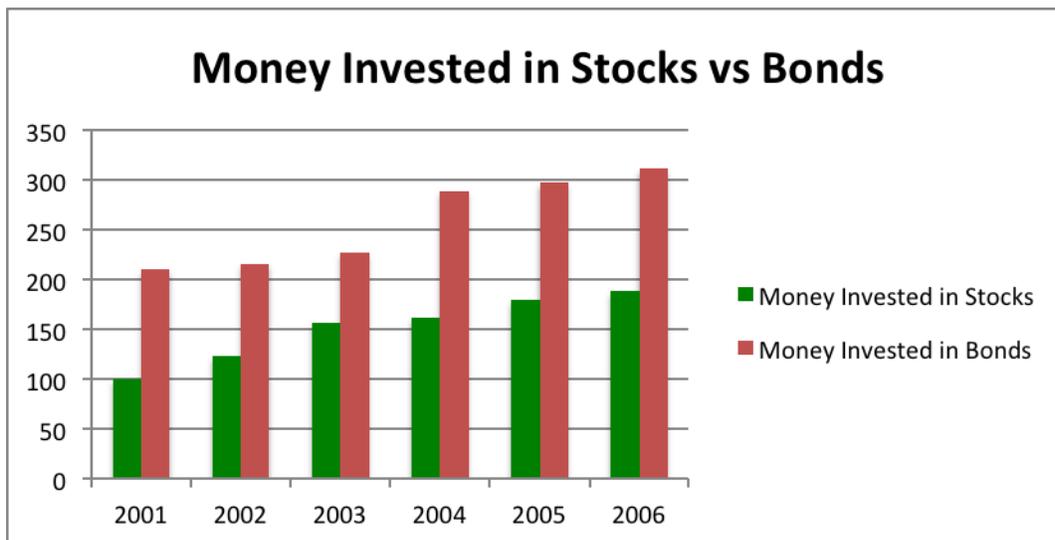


Answers to Practice Activities

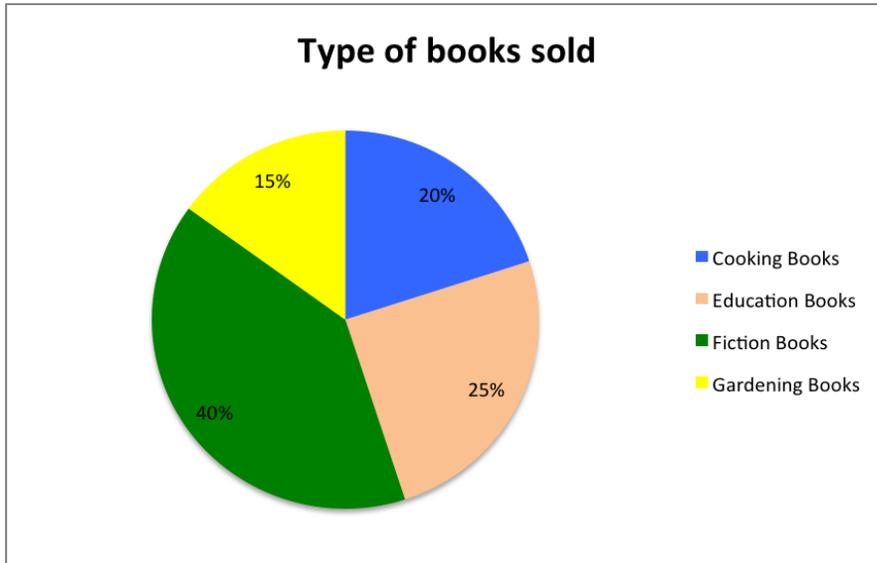
Practice Activity 1

	1999	2000	2001	2002	2003	2004
Kindergarten	2.4	2.5	2.6	2.7	2.7	2.9
Grades 1 & 2	1.5	1.2	1.4	1.6	1.8	2
Grades 3 & 4	1.6	1.5	2.1	2.3	1.7	1.9
Grades 5 & 6	1.5	1.3	1.3	1.6	2.1	2.2

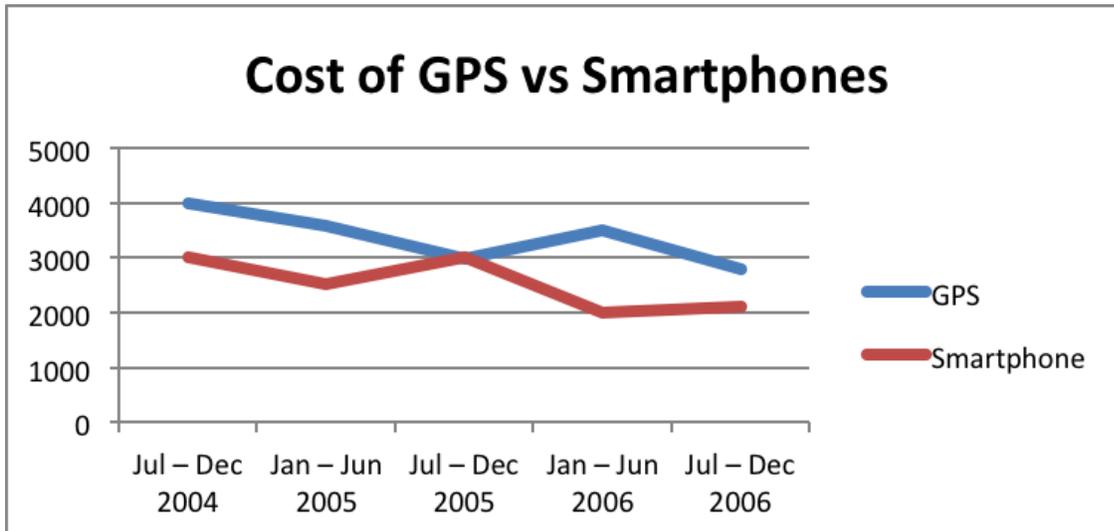
Practice Activity 2



Practice Activity 3



Practice Activity 4



Appendix

Training Evaluation Form

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met my expectations.	<input type="radio"/>				
2. I will be able to apply the knowledge learned.	<input type="radio"/>				
3. The training objectives for each topic were identified and followed.	<input type="radio"/>				
4. The content was organized and easy to follow.	<input type="radio"/>				
5. The materials distributed were useful.	<input type="radio"/>				
6. The trainer was knowledgeable.	<input type="radio"/>				
7. The quality of instruction was good.	<input type="radio"/>				
8. The trainer met the training objectives.	<input type="radio"/>				
9. Class participation and interaction were encouraged.	<input type="radio"/>				
10. Adequate time was provided for questions and discussion.	<input type="radio"/>				
11. How do you rate the training overall?					
Excellent	Good	Average	Poor	Very poor	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What aspects of the training could be improved?

13. Other comments.

THANK YOU FOR YOUR PARTICIPATION!



Educação, Cidadania e Desenvolvimento Sustentável

FOCUS GROUP TRAINING MANUAL

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TABLE OF CONTENTS

Introduction.....	3
Focus Group Preplanning.....	4
Goals and Objectives.....	4
Budgets.....	6
Timelines.....	7
Data Collection.....	7
Selecting and Inviting Participants.....	8
Selecting a Facilitator.....	10
Focus Group Questions.....	10
Questionnaire Questions.....	10
Focus Group vs. Questionnaire Data.....	11
Implementation.....	12
Introduction.....	12
Confidentiality.....	13
Begin Focus Group Discussion.....	13
Focus Group Questionnaire.....	14
Conclusion.....	14
Meal/Food.....	14
Analyzing Data.....	15
Reading Over The Data.....	15
Coding The Data.....	16
Generating The Report.....	18
Appendix.....	19
Example: Invitation.....	19
Example: Consent Form.....	20
Example: Questionnaire.....	21
Glossary.....	22
References.....	23

INTRODUCTION

This training manual has been designed to provide the educators of the Mulheres Mil program with the information and tools necessary to effectively facilitate and conduct a focus group.

A focus group is a group discussion guided by a trained leader. It is used to learn more about opinions on a designated topic, and then to guide future action.



This training manual focuses on two main **objectives**:

1. Training on how to plan, facilitate, and conduct a focus group
2. How to evaluate the information received and develop a report

The subject of this focus group is to obtain feedback from the employers of the Mulheres Mil program graduates. Information gathered will be analyzed to ensure the program is meeting stakeholder needs and to suggest and implement changes for future growth. This will also help us to accomplish those objectives as set out in the *Impact Assessment Report* for 2014.

FOCUS GROUP PREPLANNING

GOALS AND OBJECTIVES

The first step of a focus group is to determine the **goals** and **objectives**. It is important to determine the reasons for conducting the focus group and specifically, identify the area of interest. Some questions that should be considered when determining the goals and objectives are:

- Are there gaps/issues that need to be addressed?
- What improvements could be made?
- How can this be achieved?
- What are the current perceptions?
- Are current practices aligned with organizational goals and values?

Once the above questions have been given consideration, then goals can be specified. When writing a goal reference the SMART method, meaning that a goal should include all of these factors:

SPECIFIC:

- Who is involved?
- What is the goal to be accomplished?
- When is the established time-line?
- Where is this taking place?
- Why is this goal important?
- What are the reasons or purpose of this goal?

MEASURABLE:

- Determine how the goal will be measured or when it will be evident that it has been accomplished.
- This also includes how progress will be tracked.

ACHIEVABLE/ATTAINABLE:

- Must coordinate resources, attitudes, and supported needed to achieve this goal.
- This includes making sure you have all the necessary resources to accomplish the goal.
- Support from others may be required to contribute to successful completion of the goal.
- Lastly, it is important to adjust the attitudes of the individuals.

REALISTIC:

- The goal must be realistic and specific to the person or group involved in the goal.
- How high or low the goal is depends on the motivation level.
- All goals should represent some level of progress.

TIMELY:

- The timeline of the goal depending on what is reasonable.

Objectives, like goals, tell a reader what the desired outcome of conducting the focus group will be. The fundamental difference between a goal and an objective is a goal is a statement of what the overall purpose is, and objectives are a list of factors that must be accomplished for the goal to be successfully completed.

Example of a goal:

"Mulheres Mil seeks to promote the social and economic inclusion of 1,000 disadvantaged women in the north and north-east regions of Brazil. This enables them to improve their employability skills, and the lives of their families and communities by June 2011".

Example of a objectives:

"To implement training programs that provides the Mulheres Mil participants with the knowledge, skills and abilities to be successful employees".

"To provide resources to improve the lives of the families and communities in North-East and North Brazil".

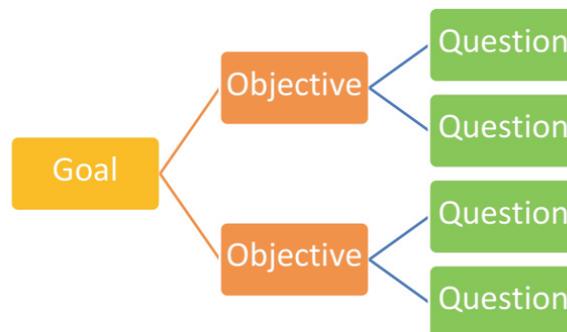


Figure 1: Flowchart to demonstrate how to plan the goal, objectives, and questions for a focus group.

BUDGETS

During the focus group planning stages, it's important to have a clear understanding of the budgetary requirements. The budget can be broken down into several categories such as:

- venue
- supplies
- printing costs
- miscellaneous

BUDGET GUIDELINES FOR A FOCUS GROUP			
Category	Estimated Cost	Estimated Subtotal	Notes
VENUE			
Room Rental	\$0.00	\$0.00	
Projection Screen	\$0.00	\$0.00	
Signage	\$0.00	\$0.00	
Table for Refreshments	\$0.00	\$0.00	
Venue Subtotal		\$0.00	
SUPPLIES			
Name Tags	\$0.00	\$0.00	
Clipboards	\$0.00	\$0.00	
Pens	\$0.00	\$0.00	
Beverages	\$0.00	\$0.00	
Food	\$0.00	\$0.00	
Plates	\$0.00	\$0.00	
Cups	\$0.00	\$0.00	
Napkins	\$0.00	\$0.00	
Cutlery	\$0.00	\$0.00	
Supplies Subtotal		\$0.00	
PRINTING COSTS			
Copies of Consent Form	\$0.00	\$0.00	
Copies of Questionnaire	\$0.00	\$0.00	
Printing Costs Subtotal		\$0.00	
MISCELLANEOUS			
Parking Passes	\$0.00	\$0.00	
Complimentary transportation	\$0.00	\$0.00	
Miscellaneous Subtotal		\$0.00	
FOCUS GROUP BUDGET GRAND TOTAL (EST)		\$0.00	

Figure 2: A sample of a focus group budget layout.

TIMELINES

The process of administering a focus group from the time that invitations are delivered to the time that the follow up emails are sent should be approximately two weeks.

Ensure that participants have enough time to arrange their schedules to attend the focus group. In addition, time needs to be allowed to plan a venue, co-ordinate food, and also plan objectives and questions.

Follow up emails should be sent to the participants within one week of the focus group.

DATA COLLECTION

The documentation of what is discussed during focus groups is the primary means of analyzing the results. There are typically two ways of recording focus group information:

Audio/Video Recording

- Accurately captures everything that is said
- Provides a permanent record
- May limit speculation and half-truths if attendees know their words are being recorded
- Communicates to participants that what they are saying is important and valued

Assigned Note Taker

- Captures key points during the meeting
- Note taker can also review and verify the key points at the end of the meeting
- The note taker may also make note of body language

It is important that someone is available to either operate the audio/video equipment and/or take notes. The importance of the information recorded also depends on the facilitator's ability to assure participants that all information is confidential.

SELECTING & INVITING PARTICIPANTS

The focus group is one of the most precious tools that will offer administrators and practitioners in Mulheres Mil rich information that provides a thorough understanding of issues and serves as a basis for action planning. Yet, the success of this practice depends on the presence of participants who are the employers or stakeholders in our case. Depending on the purpose of the focus group, facilitators should decide: Who should be invited to participate in the focus group? How do you find them? How do you get them to show up?

1. Deciding who will participate in the focus group. Defining your target population and setting the criteria for selecting them is the most important step that will allow you to know where and how to find them. For the purpose of gathering information and evaluating the success of Mulheres Mil program, the intended population are set to be stakeholders and employers who are currently hiring or have hired any of Mulheres Mil graduates in the past eight years. In order to reach the intended employers many ways can be chosen:

The program facilitators can nominate some of these employers based on their interaction with women in Mulheres Mil and their own knowledge of the market in the targeted areas.

A list can be prepared including names of all employers and their contacts in the cities where Mulheres Mil branches are located, then through contacting these employers and asking questions, facilitators or administrators from Mulheres Mil will be able to determine who among those employers is hiring or has hired a graduate from Mulheres Mil.

Another possibility of getting to these employers can be through direct contact with the graduates themselves and asking them where they work or considering to work.

2. Over-inviting participants is another key to guarantee success of the focus group. Limiting your list of participants to the targeted number only will fail your event considering the fact that many things or commitments may happen and prevent the participants from showing up, and the fact that some of these employers are not directly involved with Mulheres Mil practices and may not appreciate the value of supporting this program. So, if the ideal number to each focus group is 5-8, you should consider inviting 20-30 for that purpose.

3. Offering respectful incentives can motivate the participants to attend and show them that you appreciate their feedback and take it seriously. These incentives can be presented in many ways for example offering them a lunch break with their favourite drinks in that area of Brazil or securing their transportation to and from the location of the focus group. However, other presents or incentives can be offered depending on the available budget.

4. Inviting and screening the participants after determining whom they are is another process that has to be carried out carefully and respectfully. Contacting them can be done in many ways like mail and e-mail. However, contacting them over the phone or in person is more beneficial in many ways:

Gives the facilitator the chance to learn more about each participant before they meet them in the focus group, which allows facilitators to know if employers are genuinely interested in attending the focus group.

Offers facilitators the opportunity to make sure employers understand the goals of the study and are a good fit for that purpose.

Screening employers and contacting them a head of time provides facilitators with the chance to get a head start on relationship building. As a result both employers and facilitators will feel more comfortable when meeting at the focus group.

See appendix for an example of a focus group invitation.

SELECTING A FACILITATOR

Selecting an effective facilitator (or moderator) is a very critical step in ensuring the validity and accuracy of the focus group. When selecting a facilitator, some aspects to consider are (Redmond & Curtis, 2009):

- someone who is neutral to the issue
- someone who is professionally trained in facilitating educational focus groups
- someone who has a pleasing disposition as viewed by the participants
- someone with good listening skills
- someone who can read and respond to verbal and nonverbal cues

FOCUS GROUP QUESTIONS

Questions are open ended meaning they will require an explanation and cannot be answered by saying yes/no. The value of a focus group is that questions are posed and the facilitator and recorder can observe a discussion over the answer. Try and keep questions short so that participants do not become confused with what you are asking them. Remember, the questions are to find out the participants opinions so use words like “think” and “feel”. When participants answer, the facilitator may ask them to expand on what they said, or give an example.

Example of Questions:

- How do you feel about the current Mulheres Mil practices?
- What do you think can be improved?

QUESTIONNAIRE QUESTIONS

The questions in a questionnaire depend on the length of time that participants will have to complete it. It is important to not provide a questionnaire with too many questions so that the participants will not be overwhelmed. When using a questionnaire with the focus group, the goal is to obtain tangible quantitative data to support the qualitative data obtained in the focus group. If an objective of a focus group is to evaluate how effective the current programs are, you would pose a general question in the focus group and could conclude a theme of how participants feel. If you ask a more specific question in your questionnaire on the same topic and had participants rate the program on a scale of 1 to 5, you can support the theme with a statistical measurement.

Example of a Question:

- How would you rate your interactions with the Mulheres Mil program on a scale of 1 to 5, one being poor and five being exceptional?

See appendix for an example of a focus group questionnaire.

FOCUS GROUP VS. QUESTIONNAIRE DATA

QUESTIONNAIRE	FOCUS GROUP
Close-ended questions, with less ability to ask follow up questions or probe for more information.	Open-ended questions with common probes for more detailed information as the facilitator desires.
The same standard question are asked of all respondents in the same sequence.	The questions and the order in which they are asked are tailored to specific people and situations.
The questions are standardized and the respondent answers.	It is like a friendly conversations, but the interviewer asks more questions.
It is almost always with one respondent alone.	It can occur in a group setting.
It has a professional tone and businesslike focus, diversions are ignored.	It is interspersed with jokes, asides, stories, divisions and anecdotes, which are recorded
The pace is determined by the time limitations. The participant determines how much time is spent on each question.	The facilitator and participants jointly control the pace and direction of the interview.
The social context in which the questionnaire is completed and assumed to make little difference.	The social context of the focus group is noted and seen as important for interpreting the meaning of responses.
The questions are standardized and there is little opportunity for clarification.	The facilitator will gage the situation and adjust language, tone, and speed of speech accordingly.
Yields quantative data.	Yields qualitative data.

FOCUS GROUP IMPLEMENTATION

When participants arrive make sure that they are greeted as they come into the room. Ask them to collect a participant package and find a seat in the focus group area. The participant package is a clipboard with the following items:

- name badge
- questionnaire
- confidentiality consent form
- paper and pen for taking notes

INTRODUCTION

2 MINS

Thank participants for attending. It is important to extend gratitude from the beginning to the end of your focus group. Your participants are volunteering their time and knowledge to improve the Mulheres Mil program.

Introduce yourself and the recorder. The name tags are given to all participants, the facilitator and the recorder to ease participant's reservations and personalize the experience.

You should share with the group your name, how long you have been involved with the Mulheres Mil program, and your role in the organization. The recorder should provide the participants with the same information. It is important for the participants to know who is listening to the information they are sharing.

Ensure everybody is comfortable in the room. Ask if the temperature, light, noise, are satisfactory. Inform them about refreshments and bathrooms. Extend an offer to participants to help themselves to a beverage if they choose. Also ensure that all participants are aware of exits.

Provide parking pass validation information, if applicable. If parking is not free, ensure that participants understand that you will validate it when they leave at no cost to them. Reinforce the objectives. Briefly explain what information you are seeking to learn, why you are interested in this information, and how this information fits into the objectives of the organization.

Encourage open discussion. Ensure that all participants are comfortable to speak and that their opinions are valued.

CONFIDENTIALITY

2 MINS

Explain what **confidentiality** is and why it is important for the focus group.

Example:

Confidentiality is an agreement of trust between all participants to ensure that any information shared within remains secret between all participants here today. This is a practice to provide security to anyone who shares information. It is important because confidentiality leads to more reliable information being shared.

Discuss the guidelines for the focus group so everybody is clear what the expectations are.

Example of Guidelines:

- Encourage open discussion
- Participants are not required to raise their hands to participate
- Respect others' opinions
- Refrain from interruptions
- Do not need to ask to get a drink or use the washroom, please leave quietly.
- Please turn off mobile devices.

Hand out the confidentiality consent form and collect. Offer to answer any questions before anyone signs. It is essential that everyone understands what they are signing.

See appendix for an example of a focus group consent form.

BEGIN FOCUS GROUP DISCUSSION

45 MINS

Begin by asking the first question to begin the focus group. Guide the discussions with general questions and follow up with specific questions. Ensure that interactions within participants are respectful and everyone is following ground rules. Maintain a grasp on timing, do not spend too long on one question and try to keep discussions on topic. If the group appears to be on a tangent or not addressing the point, give a verbal prompt.

Example: “Those are all helpful points, now how can we relate this information to...”

Encourage everyone to communicate their own thoughts and not the groups. This can happen if everyone in the group appears to share the same opinion, someone may be afraid to say something contradictory. As the facilitator you can prevent this from happening by voicing an alternative opinion. Take the role of an unpopular stance and phase a question in opposition of the groups dominate argument. This will force differing opinions or will cause the group to defend their stance.

Example: “But do you think it would work better if...”

Lastly it is the hope in a focus group that everyone participate equally. If some people are dominating the conversation it is important to thank them for their feedback and ask others for their opinions. By doing so you are valuing their participation and giving others an opportunity to give input.

Example: “Great point (name), does anyone else agree or disagree with his/her opinion?”

Conclude the discussion by acknowledging the great participation and opinions. Then transition to the next phase, the questionnaire.

Example: “This has been very informative, thank you everyone!”

FOCUS GROUP QUESTIONNAIRE

10 MINS

The participants received their questionnaire as a part of their clipboard package. At this time you can ask everyone to give their thoughts and answer a few short questions. Give participants an idea of how much time they will have to complete it and take into account that people work at different paces. Collect the questionnaire and proceed to the conclusion.

CONCLUSION

2 MINS

Thank all participants for their time and participation. Share with the participants any plans for follow up. If you plan on sending a follow up email or a phone call you should inform participants so that they can prepare thoughts and are not surprised.

MEAL/FOOD

Provide a meal and/or snacks as a thanks for participating. What you choose to provide will depend on the time off day and budget.

ANALYZING FOCUS GROUP DATA

Once all the data has been collected, the next step is to analyze the data to finalize into a report. The data collected during the focus group was qualitative data. Analyzing this data involves categorizing data into different themes and groups, all while looking for patterns and contrasts. The act of reducing this data down to manageable pieces is the process of coding and analysis.

Point to remember:

Always think while analyzing, exploring, interpreting and explaining the data. (Green, 2006)

READING OVER THE DATA

Data collected during the focus group may include:

- notes taken on flip charts
- written notes from the recorder
- audio and video recordings (will need to be transcribed)
- partial or full transcripts of the discussions
- data from questionnaires

All of this data needs to be looked at and questions need to be “asked” of the data. For example, while reading over the data, consider these questions while reflecting on what the participants said:

- What are they trying to say about the world which they live?
- What assumptions do they make about their points?
- What recommendations do they have for moving forward?
- Does education, income, or occupation influence their perceptions?

(Green, 2006)

CODING THE DATA

There are three steps used in the coding process while analyzing the data (Green, 2006):

1. Read the data as a collection entirely.
2. Read the data line-by-line, assigning descriptive and meaningful labels or tags to the data.
3. Look at this data noting meaning and frequency of occurrences.

It would be helpful to go over the data a few times to ensure all the themes and meanings are accounted for.

Antoinette: If the opportunity for the job existed, do you think you could get the position?

#5: There is just a lack of opportunity.

#4: Every job I seem to get, they hire me to catch up. It is temporary.

#1: There are not a lot of job opportunities. Don't have the skills. Not much in opportunity. Don't know the people. **L. Skills**

#2: Few jobs. These require experience. How can you get experience if you cannot get the job? **N/F Jobs**

#3: Lack of employment. Lack of jobs. **N/F Jobs**

#5: Fifty folks will apply for one job. There is favoritism. They will pay to train others, even though I have the skills. **Fav.**

#4: You have to know someone. Sometimes you have to lie about experience. There is also lack of transportation. Now I have computer training. **L. Transp.**

#6: I do have a job, and I know a little. Trying to improve myself. Some of my opportunities come because I am white.

Group: Note – there was general agreement expressed by the group concerning this last statement. A few people had said that they did not want to come right out and say, but it was a very important issue.

#5: I agree, but I wasn't gonna come right out and say it. It is time for a change. Need to get the old leaders out and get some new ones. Can't get no worse than it is now.

Antoinette: Do you feel like job opportunities will be better for the next generation?

#5: Yes, maybe.

#4: We will have to be active in the community. Go to meetings and things like that.

#1: They will try to shut you down.

#2: Won't get better.

#6: Have to educate. Bring in industry.

Antoinette: If a Nissan plant were to come in here, could you do the job?

L. Skills Group: Yes. But, not enough skills.

RED = Barriers/ Challenges

(Green, 2006)

Figure 3: A sample of a marked up focus group transcript excerpt. It is then marked up with pen using different colors to mark different codes.

Once all the transcripts and data have been tagged and coded, the list of items is then categorized into various themes, for example:

EXCERPT CODES FROM FOCUS GROUP ANALYSIS

Code Family: Barriers/Challenges to Achieving Ideal Job

- [Barriers/Challenges: Businesses privilege education over experience]
- [Barriers/Challenges: Businesses show favoritism in hiring practices]
- [Barriers/Challenges: Cash flow/credit for small business development]
- [Barriers/Challenges: Competition with highly educated]
- [Barriers/Challenges: Daycare/supervision for children]
- [Barriers/Challenges: Feelings of discouragement/low self-esteem]
- [Barriers/Challenges: Feelings of disempowerment]
- [Barriers/Challenges: Having to travel out of area for work]
- [Barriers/Challenges: High proportion of applicants to available jobs]
- [Barriers/Challenges: Limited experience]
- [Barriers/Challenges: Limited skills]
- [Barriers/Challenges: Limited transportation]
- [Barriers/Challenges: Loss of factory jobs]
- [Barriers/Challenges: No jobs/few jobs]
- [Barriers/Challenges: Overqualification]

Code Family: Economic Barriers/Challenges

- [Barriers/Challenges: Businesses leaving after incentive programs end]
- [Barriers/Challenges: Businesses looking for cheap labor]
- [Barriers/Challenges: Businesses want government to put up some funds]
- [Barriers/Challenges: County government has no money]
- [Barriers/Challenges: Lack of benefits]
- [Barriers/Challenges: Limited customer base/spending power for small businesses]
- [Barriers/Challenges: Local businesses/farmers going under]
- [Barriers/Challenges: Local powerful people resist change]
- [Barriers/Challenges: Loss of factory jobs]
- [Barriers/Challenges: No jobs/few jobs]
- [Barriers/Challenges: People with money leaving community]
- [Barriers/Challenges: Traditional development path not working]

(Green, 2006)

Figure 4: A sample of themes and codes.

GENERATING THE REPORT

Using the above codes as categorized, it is now possible to break out these themes into different sub-sections/groups which can be displayed in a table format.

For example, for a Mulheres Mils focus group including two different groups of employers:

MM SMALL EMPLOYERS	MM LARGE EMPLOYERS
Barriers and Challenges to Integration	
<ul style="list-style-type: none"> - Often not able arrive to work on time - Lack of communication skills - Not able to work extra hours due to family - Have trouble finding transportation to/from 	<ul style="list-style-type: none"> - Lack of communication skills - Personal hygiene issues - Overwhelmed with size of company - Afraid of communicating with customers
Action Ideas to Make Improvements	
<ul style="list-style-type: none"> - Look into transportation issues - Language testing before entering workforce - Screening availability to work prior to entering workforce 	<ul style="list-style-type: none"> - Provide women with money to purchase required uniforms - More on-site visits from MM field co-ordinators - Provide basic customer service training

The above table breaks down all the common themes of both groups into subcategories for comparison sake.

APPENDIX: EXAMPLE OF AN INVITATION



Educação, Cidadania e Desenvolvimento Sustentável

Dear Mrs/Ms [name]:

We at Mulheres Mil are working together hand-in-hand to promote the social and economic inclusion of disadvantaged women in the north and north-east regions of Brazil. In order to continue this mission and make the dream come true, we need your support and attendance to help us evaluate our efforts and program offerings. We would be honored to meet with you and hear your valued feedback in a focus group at our location in [location].

The purpose of this focus group is to meet and develop relationships with parties like yourself who are involved with Mulheres Mil and our targeted group who are the women graduating from our program. A few questions will be asked about your experience with the graduates from Mulheres Mil.

Your presence will allow us to improve our services in order to qualify more women and help them make a difference in their lives. If you have any questions please do not hesitate to contact us at Mulheres Mil at any time.

Sincerely yours,

Nada Lolo
Office Supervisor, Mulheres Mil
555-123-4567

Kindly reply to this e-mail and check the space next to the convenient time to meet with you.

3-6 pm Monday, February 9, 2014

1-3 pm Friday, February 20, 2014

APPENDIX: EXAMPLE OF A CONSENT FORM



An Impact Analysis of the Mulheres Mil Program

Focus Group Consent Form

Purpose:
The Mulheres Mil program offered through the COLLEGE NAME, is conducting a Focus Group that will be conducted by the program educator. The purpose of this activity is to obtain stakeholder feedback to ensure the program is meeting your expectations and provide information that can be implemented for the future growth and development of the program.

Procedures:
If you participate in the focus group, the group will have approximately 6-8 participants. The focus group will be led by NAME. You will be asked 5 questions that will formulate the discussion. A short questionnaire will also be handed out at the end of the focus group. A second educator will also be present to record notes.

Your participation is voluntary. Please note your feedback is an important part of the future success of this program.

Benefits and Risks:
Your participation may benefit you by us improving the knowledge, skills, and abilities of your future employees. We want your business to grow. Your feedback will help us to further develop our joint partnership. We ask that you respect the privacy of the other group members. You may at any time choose not to answer or participate.

Payment for Participation:
There is no payment for participation.



An Impact Analysis of the Mulheres Mil Program

Focus Group Consent Form

Confidentiality:
The data collected from the focus group will be analyzed by NAME and TITLE, and reported to XXXXXXXX. No individual participant will be identified or linked to the results. Study records, including this consent form signed by you, may be inspected by the administrators. The results of this study may be presented at meetings, however, your identity will not be disclosed. All information discussed and recorded will be kept strictly confidential. All material will be stored in a secure location and access to files will be restricted to XXXXXX.

Consent:
By signing this consent form, you are indicating that you fully understand the above information and agree to participate in the focus group.

Participant's signature: _____

Printed name: _____

Date: _____

Please direct any questions or concerns to: NAME AND CONTACT INFO

APPENDIX: EXAMPLE OF A QUESTIONNAIRE

Participant Questionnaire

This questionnaire is anonymous and the information used will provide feedback conveying the effectiveness of the existing Mulheres Mil program. In addition, it will provide information about areas in which programs may be improved.

1. Have women been terminated through their own fault?

Yes No

2. Have any of the women been promoted?

Yes No

3. How would you rate their customer service skills?

Poor 1 2 3 4 5 Exceptional

4. How would you rate the effectiveness of Mulheres Mil?

Poor 1 2 3 4 5 Exceptional

5. Can you forecast how many graduates you can take in the next phase of our program?

Yes No

If yes, please provide an estimate of how many students you feel your organization could employ.

Thank you for your time and participation!

GLOSSARY

Goal: Something that you are trying to do or achieve.

Objective: Something toward which effort is directed: an aim, goal, or end of action.

Confidentiality: Trusted with secret or private information

Action planning: The act or process of making a plan to achieve or do something

Qualitative: Deals with descriptions. Data can be observed but not measured using exact statistics.

Quantitative: Deals with numbers. Data which can be measured and calculated.

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Educação, Cidadania e Desenvolvimento Sustentável

Mulheres Mil Focus Group

Agenda / Lesson Plan Template	
Course:	Mulheres Mil 1000 Strong Women
Unit:	Employer Focus Group
Date:	Date of focus group
Resources Required:	<ul style="list-style-type: none"> • <i>Room set up – arrangement of chairs</i> • <i>Clipboards with name badge, confidentiality consent form, questionnaire, paper, and pen</i> • <i>Food and Beverage – including mugs/glasses, plates, napkins, utensils</i> • <i>Parking passes</i>
Objectives:	<ul style="list-style-type: none"> • <i>To obtain feedback from our partners (employers) of the Mulheres Mill graduates.</i> • <i>To ensure the program is aligning with the needs of the employers.</i> • <i>To suggest and implement changes for future growth of the program.</i>
Ground Rules:	<ul style="list-style-type: none"> • <i>Encourage open discussion</i> • <i>No need to raise your hand to speak</i> • <i>Please respect opinions of other participants</i> • <i>Please refrain from interrupting others</i> • <i>Please turn off all cell phones</i> • <i>No need to ask to go to washroom</i>
Focus Group Steps:	<ol style="list-style-type: none"> 1) Introduction of facilitator and any other associates assisting with the focus group. 2) Go over above ground rules



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Mulheres Mil Focus Group

- 3) What is a focus group

- 4) Encourage participation and advise that all information is kept confidential. Have the participants read and sign the consent form on the clipboard.

- 5) Have the participants introduce themselves, company name, job position, and advise how many graduates are currently employed by them.

- 6) Do a short summary of the Mulheres Mil program. Let the participants know the importance of the program.

- 7) Start with the questions. Always ensure the questions are open-ended and encourage participation.



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Mulheres Mil Focus Group

8) Upon completion of the discussion ask if anyone has any questions.

9) Thank all participants for taking the time to be part of this important initiative.

10) Ask all participants to complete the short questionnaire.

11) Food/beverages are served!



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Focus Group Consent Form

Purpose:

The Mulheres Mil program offered through the COLLEGE NAME, is conducting a Focus Group that will be conducted by the program educator. The purpose of this activity is to obtain stakeholder feedback to ensure the program is meeting your expectations and provide information that can be implemented for the future growth and development of the program.

Procedures:

If you participate in the focus group, the group will have approximately 6-8 participants. The focus group will be led by NAME. You will be asked 5 questions that will formulate the discussion. A short questionnaire will also be handed out at the end of the focus group. A second educator will also be present to record notes.

Your participation is voluntary. Please note your feedback is an important part of the future success of this program.

Benefits and Risks:

Your participation may benefit you by us improving the knowledge, skills, and abilities of your future employees. We want your business to grow. Your feedback will help us to further develop our joint partnership. We ask that you respect the privacy of the other group members. You may at any time choose not to answer or participate.

Payment for Participation:

There is no payment for participation.

Confidentiality:

The data collected from the focus group will be analyzed by NAME and TITLE, and reported to XXXXXXXX. No individual participant will be identified or linked to the results. Study records, including this consent form signed by you, may be inspected by the administrators. The results of this study may be presented at meetings, however, your identity will not be disclosed. All information discussed and recorded will be kept strictly confidential. All material will be stored in a secure location and access to files will be restricted to XXXXXX.

Consent:

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in the focus group.

Participant's signature: _____

Printed name: _____

Date: _____

Please direct any questions or concerns to: NAME AND CONTACT INFO



Educação, Cidadania e Desenvolvimento Sustentável

Participant Questionnaire

This questionnaire is anonymous and the information used will provide feedback conveying the effectiveness of the existing Mulheres Mil program. In addition it will provide information about areas in which programs may be improved.

1. Have women been terminated through their own fault?

Yes

No

2. Have any of the women been promoted?

Yes

No

3. How would you rate their customer service skills?

Poor

1

2

3

4

5

Exceptional

4. How would you rate the effectiveness of Mulheres Mil?

Poor

1

2

3

4

5

Exceptional

5. Can you forecast how many graduates you can take in the next phase of our program?

If yes, please provide an estimate of how many students you feel your organization could employ.

Thank you for your time and participation!



Better Portfolio, Better Life

Training Manual

For

Holly Catalfamo

Training & Development

March 2014

By

Brittany Grant, Amanda Frisina, Christine Schuele,

Jennifer Siren, Song Sun

Better Portfolio, Better Life

Agenda

Introduction/Lecture	9:00 AM
- What is a Portfolio?	
- What is the Purpose of a Portfolio?	
- The Benefits of using a Portfolio.	
Self Assessment Exercise/Discussion	9:30 AM
Coffee Break (15 Minutes)	9:45 AM
Lecture	10:00 AM
- Developing Portfolio Content	
- Formatting Your Portfolio	
- Assembling Your Portfolio	
- Using Your Interview Portfolio	
Case Incident	10:30 AM
Summary	10:50 AM
Dismissal	11:00 AM

Introduction

With increasing pressure to find a job for individuals, job seekers all over the world try to highlight their knowledge, skills, experience and abilities. Although there are so many ways to communicate your abilities, a portfolio is a great option for many individuals. Most of the processes of job application start with creating a portfolio by the job seekers. The purposes of making a portfolio are to market your capabilities in job interviews, to negotiate promotions and raises, to apply for bonuses, scholarships, or grants, to document the quality and quantity of your professional development and to demonstrate prior work or learning experiences for educational credit. There are so many benefits for using the portfolio as well. The main reason to use the portfolio is to demonstrate the abilities and skills of the job seekers meet the job requirements. The well-constructed portfolio increases the opportunity to attain professional goals.

Activity

Written Accomplishments

What are some of your accomplishments? An accomplishment can be a past experience that has made you proud or something you have achieved. List two accomplishments that you are proud of. These can be based on education or activities you have done at Mulheres Mill, a personal goal such as developing a family, past employment or past skills such as cooking or sewing.

Accomplishments:

After writing your accomplishments, turn to the person beside you and share what you have chosen. Discuss the following questions:

- 1) What did you actually do?
- 2) What led to you being proud of the accomplishment?
- 3) Which skills did you acquire through this experience?

Ask a few of the participants to share their accomplishments and explain which skills they have taken away from their past experiences.

These accomplishments that you have written down demonstrate many skills that you have obtained in past experiences. These accomplishments are what employers look for when they are going to hire a new individual. The goal of the portfolio is to take the skills that you have learned in the past and express them to demonstrate to the potential employer. Using proven work will help the employer be able to see what you are capable of.

A Portfolio is...

A portfolio is a personalized collection of materials. Portfolios are often identified with people in the arts (photography, design, etc.) and conjure up images of large black cases or binders with samples of work. They are now widely used in many different fields (Simmons & Lumsden, 2009).

Simply stated, it is a way to highlight your accomplishments and skills to anyone who is interested to hire you. It also offers you the opportunity to express yourself about the things which you are most proud, and to include additional information about yourself that is relevant to the job for which you are applying ("Introduction to portfolio", n.d.).

What is the Purpose of a Portfolio?

Basically, the well-constructed portfolio is used to convince the recruiters that applicants have enough knowledge, skills, and abilities to perform their future jobs. It is also a persuasive method in the interview process when the recruiters request that you to demonstrate your skills and abilities.

The Benefits of Using a Portfolio

The benefits of creating a portfolio are to help job seekers have a better understanding about the specific job requirements. It provides an opportunity for applicants to think about their past experiences and accomplishments, and how they may be used in an interview to highlight the skills that you have acquired. Moreover, a well-crafted portfolio can help convince recruiters that you have the necessary skills to be successful in the role they are looking to fill and increase your chances to get an ideal job (Simmons & Lumsden, 2009).

Activity

Self-Assessment

Self- Assessment is a good tool to use when making a portfolio. While doing the self- assessment activity, reflect on your accomplishments that you have written down in the previous activity, what you have accomplished in the Mulheres Mills program? What other life or job experiences you have had in the past? You are obtaining many skills that will be able to contribute in your portfolio and in your future job. The Self- Assessment will help you pin point the skills you have and want to reflect in your portfolio. Explain skills and use demonstrations to help individuals understand.

Check the box below if this is a skill you acquire:

Service Skills

- | | | | | |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Advise | <input type="checkbox"/> Assist | <input type="checkbox"/> Collect | <input type="checkbox"/> Prepare | <input type="checkbox"/> Sell |
| <input type="checkbox"/> Wash | <input type="checkbox"/> Answer | <input type="checkbox"/> Change | <input type="checkbox"/> Deliver | <input type="checkbox"/> Receive |
| <input type="checkbox"/> Serve | <input type="checkbox"/> Arrange | <input type="checkbox"/> Clean | <input type="checkbox"/> Explain | <input type="checkbox"/> Remove |

Office Skills

- | | | | | |
|------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Approve | <input type="checkbox"/> Remove | <input type="checkbox"/> Monitor | <input type="checkbox"/> Record | <input type="checkbox"/> Clean |
| <input type="checkbox"/> Arrange | <input type="checkbox"/> File | <input type="checkbox"/> Organize | <input type="checkbox"/> Retrieve | <input type="checkbox"/> Type |
| <input type="checkbox"/> Catalogue | <input type="checkbox"/> Generate | <input type="checkbox"/> Process | <input type="checkbox"/> Send | <input type="checkbox"/> Classify |

Teaching Skills

- | | | | |
|----------------------------------|--------------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Adapt | <input type="checkbox"/> Communicate | <input type="checkbox"/> Encourage | <input type="checkbox"/> Guide |
| <input type="checkbox"/> Advise | <input type="checkbox"/> Coordinate | <input type="checkbox"/> Evaluate | <input type="checkbox"/> Inform |
| <input type="checkbox"/> Clarify | <input type="checkbox"/> Develop | <input type="checkbox"/> Explain | <input type="checkbox"/> Initiate |

Using the handout that will be provided, please check off all the skills you believe you have acquired in your life experiences and in this program. Through recognizing accomplishments and skills one is able to develop their portfolio. Many of the artifacts that will be used in your portfolios will be used to demonstrate these skills. Artifacts, such as an assignment that you completed in the classroom, can be used to demonstrate your writing or typing skills, a recipe that one has created to demonstrate cooking skills, or a drawing to demonstrate ones creativity skills.

Developing Portfolio Content

There are many items that can be incorporated to your portfolio. It is important to keep in mind that the purpose of a portfolio is to provide potential employers with reasons to hire you, therefore it is important to give examples that provide evidence of your skills and abilities.

Portfolios should include items from the following categories:

Career Goals - this should include a depiction of your organizational interests, work ethic and where you would like to be professionally in the next two to five years.

Personal Mission Statement – A personal mission statement is a brief description of the principles that motivate you. It should be clear and concise and should be limited to three to five sentences long. It should include behaviours and traits that you think are important and would like to enhance further. It should be positive and focused on what kind of person you want to become in the professional aspect of your life.

Resume - A summary of your achievements, education as well as your work experience.

Knowledge, Skills and Abilities - An examination of your skills and the experiences in which you acquired them. This portion should contain the type of skill that was gained and/or personal attributes that contribute to your success in that skill

Resume Tips

Tailor your resume. Include information on your resume associated with the job you are applying for.

Use action words. Focus on things you have accomplished, and avoid starting every sentence with "I".

Proofread. Even one misspelled word could put you in the "do not consider" pile.

Make it presentable. Make sure your resume looks clean and organized.

Keep it concise. Try to keep your resume as short as possible - ideally one page, two pages maximum

Be honest. Lying on your resume is never a good idea. Many people who lie on their application end up losing their jobs when their employers find out the truth.

Be professional. Remember, this is a business document.

(Government of Canada, Service for youth,2013)

area. Highlight experiences that display your ability to apply your skills.

Accomplishments - Provide a detailed list of any major accomplishments in your career to date.

Work Samples - Present samples of your work, including reports or papers you have prepared. Work samples may also consist of things you have made. For example, something you have sewn.

Reference Letters - Letters of gratitude or appreciation from previous employers, colleagues, teachers or professors can all serve to bolster the impression you make.

Awards - Include any honours, award certificates, and scholarships you may have received.

Workshops - Provide a list of any seminars or workshops you have attended or participated in.

Transcripts, Licenses, and Certifications - Certificates and licenses you have obtained through any training programs should be included in your portfolio. It is important to keep all of your original documents secure, thus it is suggested that all of the inclusions in your portfolio be copies of the originals.

Volunteering - Describing volunteer activities can be useful in demonstrating skills that may be transferrable to the workplace.

References - A list of people you are willing to attest to your character, strengths, and experiences. The list should include three to five people one of whom is a former manager. It should include their names, job titles, and contact information.

Tips for reflecting on an

Artifact:

1. Keep focused
2. Write your thoughts down
3. Talk with another person
4. Relax and follow your hunches
5. Be concrete
6. Don't jump to conclusions

(Satterthwaite F& D'Orsi G, 2003)

When incorporating artifacts, it is important to prepare a reflective statement to accompany them. Your reflective statement can be written as a paragraph or in bullet form. It should contain a description of the sample as well some background information about how it was created. It is especially important that the reflective statements incorporates a list of skills that were developed through the creation of the sample, as this will help demonstrate your ability to be successful in the job you are being interviewed for.(Simmons& Lumsden, 2009)

When reflecting on an artifact consider the following:

The Task:

- What were you asked to do?
- What were your duties

The Situation:

- What were the circumstances?

The Action

- What did you do?
- How did you do it?

The Result:

- What happened after?
- What was the impact?
- What feedback did you receive?

Formatting Your Portfolio

Using a format consistently throughout your portfolio is important to ensure it is well organized and professional looking. Be sure to include a title page and table of contents. There are two ways you can approach organizing your table of contents (Simmons& Lumsden, 2009).

- A) Chronologically: The sections in your portfolio are arranged based on the job description as well as the dates that are represented by the portfolio samples. The benefit of this method is that it helps to provide evidence of improvements

Personal Mission Statement Templates

"To ... [what you want to achieve, do or become] ... so that ... [reasons why it is important]. I will do this by ... [specific behaviours or actions you can use to get there]."

"I value ...[choose one to three values]... because ...[reasons why these values are important to you]. Accordingly, I will ...[what you can do to live by these values]."

"To develop and cultivate the qualities of ...[two to three values/character traits]... that I admire in ... [an influential person in your life]... so that ...[why you want to develop these qualities]."

(Writing a personal mission statement, n.d.)

over time in a particular field.

- B) Functionally: This method involves arranging sections according to the job description only. Organizing sections in this way can be beneficial when a person has a broad range of experiences that will need to be linked to provide evidence of ability in a specific area.

Assembling Your Portfolio

To assemble your interview portfolio you will need a number of items:

- A loose-leaf, 3-ring binder
- Plastic sheet protectors
- Index tabs
- Copies of any certificates, licences, or awards (Do not use original documents)

Ideally, your interview portfolio should range between five and ten pages long. It should be arranged into sections based on the job description provided. By not using page numbers it will make it easier to change the order of your items as well as omit any that are not relevant to the position you are trying for. It is also important to proofread your portfolio to ensure it is free from errors.

All efforts should be made to ensure your portfolio looks as professional as possible and that it accurately reflects your skills. Your interview portfolio should be quick to review and provide support to the information stated on your resume.

Interview Do's

Keep the focus on you, not on your portfolio

Take your portfolio out to make a point, then close it and put it aside.

Look for opportunities to use your portfolio in response to key questions.

Always explain the relevance of the documents you present.

Use portfolio items to demonstrate desirable personal characteristics.

Bring extra copies of items that your interviewer is likely to find particularly impressive.

Interview Portfolio

Portfolios can combine any of the listed items but inclusion of all objects is not required (Hansen, R.). As you gain new experiences, it is important to add to your portfolio and keep it up to date. Portfolios can potentially become quite large, therefore it may not be wise to have potential employers browse through each item. A more effective strategy is to choose items from your portfolio to include in a smaller, interview portfolio. You can present your interview portfolio during an interview to provide evidence of your

knowledge, skills and abilities that are relevant to the position you are trying to secure (Simmons, & Lumsden 2009).

The benefit of using an interview portfolio is that it serves as a reminder of information you would like to bring your potential employers attention to and insure you do not forget to mention key elements. (Hansen, n.d. & Satterthwaite F & D'Orsi G, 2003)

Using Your Interview Portfolio

Using an interview portfolio can have many advantages when used in an interview. A well-crafted, well-targeted interview portfolio can help differentiate you from other candidates who do not bring a portfolio. A professional looking interview portfolio can also help develop a favourable impression by suggesting that you are an organized, well prepared individual who is willing to make extra effort. An interview portfolio allows you to easily communicate your abilities that are relevant to your desired position and emphasizes you are interested in the job. Your interview portfolio can also help improve your confidence to talk about your own abilities by providing you with the opportunity to show clear evidence of your skills.

It is important to find the right time to introduce material from your interview portfolio. An example of a good opportunity to reference it would be as follows:

Interviewer: *“This position requires a person who has a strong work ethic and the organizational skills necessary to work on multiple projects at the same time. Can you describe a situation where you had to work on several projects at the same time and what you did to achieve success?”*

Job Candidate: *“Yes, last fall I was charged with creating a business plan for my division. This was a very comprehensive plan that detailed the potential of my division as well as set baseline goals to help the company make large profits. At the same time, I chaired a steering committee set up to recommend changes in the organizational structure of my division. Even though both projects were demanding and time-consuming, I was able to get both tasks completed successfully. In fact, I would like to show you some letters of commendation I received from my company that describe my work ethic and creativity on these projects.”*

Interview Don'ts

Do not let go of your portfolio. Instead, hand individual item to the interviewer.

Do not keep your portfolio continuously open.

Do not use it to fill awkward silences or to remind you what to say next.

Do not include original documents, always use high quality copies.

In addition to assisting you in the interview process, a portfolio may also be helpful in achieving a good performance review as well as demonstrating your value while negotiating a wage increase.

Case Incident
Sebastiana



Case Incident

Sebastiana

I had five children and raised four of them on my own. One of them was raised by the father. I made it only to third grade. I would work all day and at night I would go to a school called Mobral1. I would arrive tired. Sometimes I wouldn't even have had breakfast. The little I learned came through sacrifice, letter by letter, word by word. That was the life I lived until I got married when I was 17. My wedding was both religious and legal. I had my first child when I was 18. My former husband was a driver. I loved him but he drank too much. We separated 17 years ago.

I had a painful childhood, and my adolescence was even worse. My mother had no means to raise seven children. I was raised without a father, cutting sugarcane, cleaning sugarcane. At the age of 11, I began cutting sugarcane and I worked until I was 16 and then I got married. Now it wouldn't be like that because of the childhood protection agency, children are not allowed to work any longer, they must go to school.

Most people criticize the place where we live; some call it a slum and others call us slum dogs. Sometimes I catch a bus to Maceió and I see people who are filled with prejudice. I feel embarrassed because I'm poor and I only live in this place because I have nowhere else to live. It hurts, because being poor is not my fault.

I went back to school and discovered the Mulheres Mil project because my daughters persuaded me. I'm taking the EJA2 and am enjoying it. When I joined the class I learned things I had never learned during my childhood. And I'm learning them now that I'm old. I'm learning about cooking, woman's rights. I was a victim of domestic violence, but was not aware of my rights. I had no fear to try using the computer, I was actually curious about it; a dream come true.

I sell Avon, I sell clothes made by other people; I do a little bit of this and that to survive. I do lace and the family benefit (Bolsa Familia) also helps a lot as I have a handicapped son who lives with me. My dream is to be self-employed, have my own business and one day leave this place and stop being discriminated against. I would like to earn my daily bread without having to work for others, only for myself. And I have never given up dreaming and struggling for a better life.

Summary

This training package provides a structured plan for instructors to learn the skills necessary to teach the women of Muhleresmil in Brazil, how to prepare a portfolio and ultimately, allow them to gain employment. Based on what has previously been mentioned, we can easily figure out the benefits in making a well-constructed portfolio for those who want to find a job to change your own life in the future. There is no doubt if you are equipped with a portfolio, you can highlight your KSAOs to your potential employers and increase the possibilities to get the ideal job. It may help you to find an access to build an unbelievable job career. You can rest in me “better life, better portfolio”.

Reference

Simmons, A, Lumsden. J (2009), Prepare a portfolio, The Career Center website, Retrieved from: <http://www.career.fsu.edu/Images/PDFS/Guides/PortfolioPreparation.pdf>

Introduction to portfolio(n.d.), Retrieved from: <http://get2work.borderlink.org/page.php?book=yp>

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Satterthwaite F& D'Orsi G (2003), The Career Portfolio Workbook, Retrieved from: <http://cdn.preterhuman.net/texts/employment/The%20Career%20Portfolio%20Workbook>

Writing a personal mission statement (n.d.) Retrieved from: <http://www.timethoughts.com/goalsetting/mission-statements.htm>

Hansen, R. (n.d.). Your Job Skills Portfolio: Giving You an Edge in the Marketplace. Retrieved from: http://www.quintcareers.com/job_search_portfolio.html

MULHERES MILL: PORTFOLIO BUILDING WORKSHOP LESSON PLAN

Course:	Better Portfolio, Better Life
Unit:	Portfolio Building Workshop
Date:	March/2014
Resources Required:	PowerPoint presentation, Sample Resume Handout, Self Assessment Handout, Case Study Handout , Personal Mission Statements Handout, Instructor Training Manual
Learning Objectives:	<ul style="list-style-type: none"> • To provide the instructors of the MM project with a clear and structured learning plan to best teach woman how to create a working portfolio • To incorporate different theories and techniques into our lesson plan so that it can provide learning through the different learning styles • Provide the MM women with the skills and knowledge to turn real life experience into work related skill set. • Help MM women to understand the importance of a portfolio and how it can help them to obtain a job in the future.
Introduction:	With increasing pressure to find a job for individuals, the job seekers all over the world try to highlight themselves when they apply the job vacancy. A Portfolio can be used to market your capabilities in job interviews, to negotiate promotions and raises, to apply for bonuses, scholarships, or grants , to document the quality and quantity of your professional development ,to demonstrate prior work or learning experiences for educational credit .
Learning Activities:	<p>Self- Assessment Activity: This will be used as a tool for self reflection. Participants will further understand the variety of skills that they possess and can build up their skill set by acknowledging strengths and weaknesses. This activity is done individually and then debriefed.</p> <p>Case Study: This case study allows for a group discussion to take place about direct and indirect skills.</p>

	<p>The instructor will have the opportunity to further explain the concepts and the importance. The instructor , through group discussion, will be able to see the points that need clarification or better explanations.</p> <p>Personal Mission Statements: This activity is made for the participants to once again reflect and focus on the skills and traits that they do have. Encouraging self confidence and guiding them in a positive direction to have the best possible personal portfolio. The activity will also be debriefed by the instructor to get a sense of direction the participants are going in.</p>
<p>Summary/ Conclusion:</p>	<p>The portfolio training module is a way in which the participants can easily create a portfolio by making connections in their everyday lives. Using the talents and skills that they already posses and putting them into action. Using discussions and activities to help motivate and teach. The participants should have a clear understanding of why a portfolio is beneficial to them and what should be included in their own portfolios.</p>



SELF-ASSESSMENT

Self-Assessment is a good tool to use when making a portfolio. While doing the self-assessment activity reflect on your accomplishments that you have written down in the past activity, what you have accomplished in the Mulheres Mils program, and other life or job experiences you have had in the past. The Self-Assessment will help you pin point the skills you have and want to reflect in your portfolio.

Check the box below if this is a skill you acquire:

Service Skills

- | | | | | |
|--------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Clean | <input type="checkbox"/> Assist | <input type="checkbox"/> Collect | <input type="checkbox"/> Prepare | <input type="checkbox"/> Sell |
| <input type="checkbox"/> Carry | <input type="checkbox"/> Answer | <input type="checkbox"/> Change | <input type="checkbox"/> Deliver | <input type="checkbox"/> Receive |
| <input type="checkbox"/> Serve | <input type="checkbox"/> Arrange | <input type="checkbox"/> Wash | <input type="checkbox"/> Explain | <input type="checkbox"/> Remove |

Office Skills

- | | | | | |
|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Approve | <input type="checkbox"/> Remove | <input type="checkbox"/> Monitor | <input type="checkbox"/> Record | <input type="checkbox"/> Clean |
| <input type="checkbox"/> Arrange | <input type="checkbox"/> File | <input type="checkbox"/> Organize | <input type="checkbox"/> Retrieve | <input type="checkbox"/> Type |
| <input type="checkbox"/> Write | <input type="checkbox"/> Numeric | <input type="checkbox"/> Process | <input type="checkbox"/> Send | <input type="checkbox"/> Classify |

Teaching Skills

- | | | | |
|----------------------------------|-------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Adapt | <input type="checkbox"/> Guide | <input type="checkbox"/> Encourage | <input type="checkbox"/> Communicate |
| <input type="checkbox"/> Advise | <input type="checkbox"/> Coordinate | <input type="checkbox"/> Evaluate | <input type="checkbox"/> Inform |
| <input type="checkbox"/> Clarify | <input type="checkbox"/> Develop | <input type="checkbox"/> Explain | <input type="checkbox"/> Initiate |

Other

- _____
- _____
- _____
- _____
- _____



An Impact Analysis
of the Mulheres Mil
Program

Better Portfolio Better life

Prepared by: Brittany Grant, Amanda
Frisina, Christine Schuele, Jennifer Siren,
Song Sun



An Impact Analysis
of the Mulheres Mil
Program

Agenda

- Introduction
- Objectives
- Self-Assessment
- What is a portfolio
- What a portfolio is used for and how it can help in obtaining employment

Agenda

- Introduction
- Self-Assessment Activity
- Break
- Preparing and Using your Portfolio
- Case Incident
- Summary

Introduction

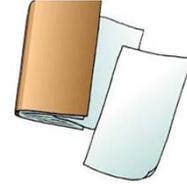
With increasing pressure to find a job for individuals, the job seekers all over the world try to highlight themselves when they apply the job vacancy. A Portfolio can be used to market your capabilities in job interviews, to negotiate promotions and raises, to apply for bonuses, scholarships, or grants , to document the quality and quantity of your professional development ,to demonstrate prior work or learning experiences for educational credit .

Remember , a portfolio can help job seekers to leave a deep impression to the recruiters!



An Impact Analysis
of the Mulheres Mil
Program

Objectives

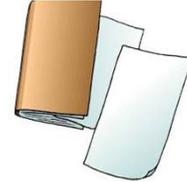


- To provide the instructors of the MM project with a clear and structured learning plan to best teach women how to create a working portfolio.
- To incorporate different theories and techniques into our lesson plan so that it can provide learning through the different learning styles.



An Impact Analysis
of the Mulheres Mil
Program

Objectives



- Provide the MM women with the skills and knowledge to turn real life experience into work related skill set.
- MM women to understand the importance of a portfolio and how it can help them to obtain a job in the future.

What is a Portfolio?

The definition of portfolio:

A portfolio is a personalized collection of materials. Portfolios are often identified with people in the arts (photography, design, etc.) and conjure up images of large black cases or binders with samples of work. They are now widely used in many different fields.

- From preparing a portfolio *Angela SimmonsJ ill Lumsden*

What is a Portfolio?

- A reflection of you as a professional
- A record of your professional development
- Proof of performance on the job or in class
- What you have accomplished (i.e., tangible artifacts/evidence)
- Evidence of your learning new skills
- Paper-, computer-, or web-based

From preparing a portfolio *Angela SimmonsJ ill Lumsden*





ACTIVITY



Written Accomplishments

What are some of your accomplishments? An accomplishment can be a past experience that has made you proud or something you have achieved. List two accomplishments that you are proud of. These can be based on education or activities you have done at Mulheres Mil, a personal goal such as developing a family, past employment or past skills such as cooking or sewing.

Accomplishments:

ACTIVITY

After writing your accomplishments, turn to the person beside you and share what you have chosen. Discuss the following questions:

- What did you actually do?
- What led to you being proud of the accomplishment?
- Which skills can you take away from this experience?

These accomplishments that you have written down demonstrate many skills that you have obtained in past experience. These accomplishments are what employers look for when they are going to hire a new individual. The goal of the portfolio is to take the skills that you have learned in past experience and express them to demonstrate to the employee. With proven work and written work the employee will be able to see what you are capable of.

What should be included in a portfolio?

Example for a teacher



Example portfolio additions

Education

- Statement of teaching philosophy (1-2 pages)
- Teaching honors/awards
- Evaluations (e.g., supervisor, student)
- Video of your teaching
- Evidence of student learning (e.g., graded exams, assignments [1 good/1 bad])
- Classroom innovations (e.g., new technology)
- Sample lesson plans
- Relevant photographs

The Arts • Performance or Design

- Actual work samples or photos of them
- Video/audio recording of work
- Course descriptions for classes/workshops
- List of competencies mastered



Benefits of using a portfolio

- Helps you have a better understanding about the specific job requirements
- Helps you have critical thinking about your past experiences and accomplishments that are linking to the interview
- Highlights the skills that you have acquired to allow you to have good job performance
- Makes your abilities, skills and experiences visible.



Developing Content

There are many items that can be incorporated to your portfolio. It is important to keep in mind that the purpose of a portfolio is to provide potential employers with reasons to hire you, therefore it is important to give examples that provide evidence of your skills and abilities.



Developing Content

- Portfolios should include items from the following categories:
 - Career Goals
 - Personal Mission Statement
 - Resume
 - Certifications and Licenses
 - Knowledge, Skills and Abilities
 - References
 - Accomplishments
 - Work Samples/ Artifacts
 - Reference Letters
 - Awards
 - Workshops
 - Transcripts,
 - Volunteering



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Artifacts

- The technical term for an item in a portfolio is an **'artifact.'** An 'artifact' is a any actual item that can provide 'evidence' to demonstrate who you are (e.g. personal qualities) or what you have accomplished.

Examples

Written text, pictures, documents, electronic presentations, web pages; artifacts may even include movies or sound files.

-Artifacts may include things you actually made or things you have done (eg. reports, graphics, etc.)

Resources Used: Careerscope: looking in, looking out, looking around by: Norman Amundson, Gray Peohnell , Mark Pattern The Career Portfolio Workbook by: Frank Satterthwaite and Gary D'Orsi, McGraw-Hill, Copyright 2003 Simon Fraser University Module Guide: The Master Portfolio)



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Formatting Portfolio

- **Title page and table of contents must be included**

There are two ways you can approach organizing your table of contents:

A.) Chronologically: The sections in your portfolio are arranged based on the job description as well as the dates that are represented by the portfolio samples. The benefit of this method is that it helps to provide evidence of improvements over time in a particular field.

B.) Functionally: This method involves arranging sections according to the job description only. Organizing sections this way can be beneficial when a person has a broad range of experiences that will need to be linked to provide evidence of ability in a specific area.



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Assembling Your Portfolio

You will need a number of items:

1. A loose-leaf, 3 ring binder
2. Plastic sheet protectors
3. Index tabs
4. Copies of any certificates, licenses, or awards



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Interview Portfolio

Portfolios can combine any of the listed items but inclusion of all objects is not required (Hansen, R.). As you gain new experiences, it is important to add to your portfolio and keep it up to date. Portfolios can potentially become quite large, therefore it may not be wise to have potential employers browse through each item. A more effective strategy is to choose items from your portfolio to include in a smaller, interview portfolio. You can present your interview portfolio during an interview to provide evidence of your knowledge, skills and abilities that are relevant to the position you are trying to secure (Simmons, A., & Lumsden, J. (2009, February).

The **benefit** of using an interview portfolio is that it serves as a reminder of information you would like to bring your potential employers attention to and insure you do not forget to mention key elements.

- Hansen, R. (n.d.). Your Job Skills Portfolio: Giving You an Edge in the Marketplace. Retrieved February 28, 2014, from Quintessential Careers: http://www.quintcareers.com/job_search_portfolio.html

Using Your Portfolio

- **ADVANTAGES :**
 - helps differentiate you from other candidates
 - helps develop a favourable impression
 - allows you to easily communicate
 - helps improve confidence



Do's and Don'ts

Interview Do's

- Keep the focus on you, not on your portfolio
- Take your portfolio out to make a point, then close it and put it aside.
- Look for opportunities to use your portfolio in response to key questions.
- Always explain the relevance of the documents you present.
- Use portfolio items to demonstrate desirable personal characteristics.
- Bring extra copies of items that your interviewer is likely to find particularly impressive.

Interview Don'ts

- Do not let go of your portfolio. Instead, hand individual item.
- Do not keep your portfolio continuously open.
- Do not use it to fill awkward silences or to remind you what to say next.
- Do not include original documents, always use high quality copies.

It is important to find the right time to introduce material from your interview portfolio. An example of a good opportunity to reference it would be as follows:

Interviewer: *"This position requires a person who has a strong work ethic and the organizational skills necessary to work on multiple projects at the same time. Can you describe a situation where you had to work on several projects at the same time and what you did to achieve success?"*

Using Your Portfolio

Job Candidate: *"Yes, last fall I was charged with creating a business plan for my division. This was a very comprehensive plan that detailed the potential of my division as well as set baseline goals to help the company make large profits. At the same time, I chaired a steering committee set up to recommend changes in the organizational structure of my division. Even though both projects were demanding and time-consuming, I was able to get both tasks completed successfully. In fact, I would like to show you some letters of commendation I received from my company that describe my work ethic and creativity on these projects."*

In addition to assisting you in the interview process, a portfolio may also be helpful in achieving a good performance review as well as demonstrating your value while negotiating a wage increase.



Case Incident *Sebastiana*

1. What are the direct skills Sebastiana acquired?
2. List some of the possible indirect skills Sebastiana may have learned through her educational and work experience?
3. What other professions could Sebastiana's new skills be relevant for?
4. What artifacts could be used to demonstrate the new abilities Sebastiana has acquired?



References

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Mulheres Mil Impact Assessment: Research Methods Training Manual

Prepared For: Mulheres Mil Research Team

By The : Human Resources Graduate Program, Niagara College Canada



An Impact Analysis of the Mulheres Mil Program

Training Modules

- One:** An Introduction to Mulheres Mil & the Mulheres Mil Impact Assessment Study
- Two:** Conducting Research With Vulnerable Persons
- Three:** Conducting Qualitative Research & Interviews
- Four:** How to Conduct a Focus Group
- Five:** Analyzing Qualitative Data
- Six:** Quantitative Data Analysis



Module One: *Introduction to Mulheres Mil & the Mulheres Mil Impact Assessment Study*

Agenda

- Learning Objectives
- Pre-test
- An Introduction to the Mulheres Mils Program
- Case Incidents – The Women of Mulheres Mil
- Post-test
- An Overview of the Mulheres Mil Impact Assessment Study



Learning Objectives

At the end of the training session, participants will:

- understand the historical overview of the Mulheres Mil Program.
- be able to understand the research project objectives.
- Other learning objectives:



Pre-test

Please complete the pre-test you will find in your training manual. We will take up the answers as a group when you are finished.



An Introduction to the Mulheres Mil Program

The Mulheres Mil Program has become a National Program in 2005 with a purpose to help women who live in poverty to achieve goals of education, citizenship and formal employment. This program is one action within the **Brazil without Poverty Plan**, which is part of the set of priorities concerning the Brazilian government public policies, especially under the following categories: promotion of equity, gender, fighting violence against women, and, women's access to education and the labor market.

The Mulheres Mil Program is based on beliefs of **Education, Citizenship Awareness, and Sustainable Development**. The program offers technological and vocational empowerment by creating the necessary bridges, so that women can enhance their productive potential, improve the life conditions of their lives, families and communities as well as their sustainable economic growth towards a fair social inclusion and full exercise of citizenship rights and duties.

7

Case Studies

Review each of the case studies provided. Discuss the challenges that these women, and so many more, have faced.

<http://www.accc.ca/xp/index.php/en/programs/int-partnerships/brazil-mulheres/video>



8



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Sebastiana Maria da Silva, 49



Life has always been tough for Sebastiana Maria da Silva, 49, from Alagoas. She has raised her four children and supported a nephew all by herself. In order to guarantee the family income, she collects shellfish in Mundaú Lagoon, makes lace handicraft, and sells clothes. She earns about \$ 80 a week. She attended literacy classes through MOBREAL (Brazilian Literacy Movement), but quit her studies to get married. With the Thousand Women Project, she went back to school along with her two daughters, who are already married. This time, despite of her poor eyesight, she says she will go on and hopes to have a better future. "I think the program is wonderful... the classes, teachers and classmates I have met."

9



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Maria Quitéria, 31



Maria Quitéria, age 31, had three children and was now separated from her husband. she didn't have the chance to get an education. her childhood was kind of troubled. Until she was 12, she lived in downtown Marechal Deodoro. But then her parents separated and her mother moved so often she had to quit school to help raise her brothers and sisters. Her sister would work in family houses, work at a fast food restaurant, and she would help. Then her sister had an operation and she had to take her place and help even more. she had no more time to study. She made it to fourth grade. She was shy and the project helped her to find a job. Sometimes she work on weekends at a restaurant, as a kitchen assistant, and she will also be given family benefits. She has learned to value herself. she has more courage to face the challenges of daily life, and there are many. But she believes things will get better .

10

Elisângela da Silva, 23

My name is Elisângela da Silva. I have three children, two from my first marriage and the youngest one from the second. I had an operation so I wouldn't have anymore children. My childhood was better than Quitéria's, who had to work to help to raise us. I stayed at home and was able to study. I learned a lot from the course Rights and Health, the importance of the rights we had in the past and nowadays. Before women didn't have the right to vote but now Dilma has been elected president. She is the first making dreams come true thousand Women 157 woman to be president of Brazil. So you can see how things are evolving!



11

Post-test

Please complete the post-test you will find in your training manual. We will take up the answers as a group when you are finished.



12

The Mulheres Mils Impact Assessment Study

- This study was funded by the **Canadian International Development Research Centre** (IDRC) to support the development of research tools and methods that will allow stakeholders to gain insight into the impact of this important economic and social policy initiative, the Mulheres Mil program.
- The goal of the research will allow stakeholders to **determine the impact and ongoing assessment** of social inclusion programs in Brasil and beyond.

13

The Research Team



14

Module Two:

Conducting Research with Vulnerable Persons

Agenda

- Learning Objectives
- Introduction & The Shocking Truth
- Pre-test
- Conducting Research with Vulnerable Women
- Barriers and Solutions
- Accommodation for Vulnerable Women
- Obtaining Informed Consent



Learning Objectives

At the end of the training session,
participants will:

- Recognize what makes a woman vulnerable,
- Know how to carry out research with vulnerable women,
- Identify potential barriers the researcher may encounter during the research,
- Learn how to obtain informed consent, and
- How to accommodate vulnerable women and their families.
- Other learning objectives:



17

Introduction

- Vulnerable populations include the **economically disadvantaged, racial and ethnic minorities, the uninsured, low-income children, the elderly, the homeless, those with a sexual disease, and those with other chronic health conditions, including severe mental illness.** It may also include **rural residents**, who often encounter barriers to accessing **healthcare** services.

The Shocking Truth

- Recent statistics show that every **15 seconds a woman is assaulted**, every **2 hours a woman is murdered**, 59% of people know women who have been a victim of violence, and **65% of attacks on women happen behind closed doors**. Brazil has **the 7th highest rate of violence** in the world, and within the last 3 decades **92,000 women have been killed inside their homes**.

The Independent, September 2013, Sandra Andrade

Pre-test

Please complete the pre-test you will find in your training manual. We will take up the answers as a group when you are finished.



Researching Vulnerable Women

While carrying out research with the vulnerable women of the Mulheres Mil it would be beneficial to take the following into consideration:

- **Social status,**
- **Economic status,**
- **Environmental factors,**
- **Educational background, and**
- **Biases/prejudices towards learning.**



Why is it important to understand the participants?

- It is important to take the following into consideration while conducting research with vulnerable women in Brazil: social status, economic status, environmental factors, educational background and bias/prejudices towards learning.
- By comprehending and acknowledging these vital components of their lives the researchers can get a real understanding of who these women are and appreciate their ability to overcome these obstacles and actively participant in the Mulheres Mil Project.

Barriers To Participation

What barriers might the Mulheres Mil participants experience in terms of participating in the program?



Introduction to Barriers

- It is important to recognize potential barriers when conducting research in order to be prepared to overcome those barriers should they arise. In regards to the women involved in this study, the biggest barriers you may come across include:
 - **Travel**
 - **Partner and Spousal Resistance**
 - **Program Completion**
 - **Trust**



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Case Incident:

Elisângela da Silva's Story

My first marriage lasted five years. I started dating when I was 15 and got pregnant at 17. And then he would begin to argue: he would beat me and I would beat him. There was this Woman's Police Station, but there was no Maria da Penha law (the law on domestic and family violence) yet. Many people would say don't denounce him because he will kill you. He would always say: "if you turn me in, as soon as I get out I'll kill you". The last time we fought, when we broke up, my mother came and said: "Let's go to the police station!" I went there, I made a claim against him and asked the chief to make him sign a term of responsibility. From that day on I gained courage and until this day,



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Program

if any man decides to slap me, I denounce him right away. He can threaten me as much as he can. So, by studying the law, I have made progress and now I know what women can do to stop abuse. I learned learning is something that really helps us, because without it you won't get anywhere. If you want to work for a business you need to have at least an elementary school education or even have completed high school. And this has an effect on the education of our children as well, because if we send a child to school but we cannot read nor write ourselves, how will we help them with their homework? I am finishing eighth grade. I expect to become a professional receptionist.

Obtaining Informed Consent



What is an Informed Consent Form?

- Participants have been clearly informed by a document that describes the studies purpose, goals and procedures for conducting research.



What are participants informed about?

- Participants have the option to withdraw anytime without an issue.
- No further victimization during the participation.
- Participants understand they will not be identified and their information will remain confidential.
- Participants can access the data at any point and view results when complete.

Why is it important?

- Women participating understand what they are doing and why.
- Ensure the women are not taken advantage of during the research.
- Opportunity to **empower** the women and educate them on **rights** they have such as the ability to withdraw anytime.





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What To Expect

- Participants may reveal **emotional and difficult situations** they have been or are currently experiencing that have led them to the MM program.
- For example, they may be **victims** of sexual assault, poverty, homelessness, starvation, domestic violence, physical abuse, or substance abuse.



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Role Play

- *Ask participants to break into **four** groups to conduct a role play.*
- *There should be **one researcher, one participant and observer** in each group*
- *After the role play, observers will give **feedback** to the researcher and the group.*



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Role Play an Interview with Lucia Araújo Mendes

“I used to live in the country and I worked sowing and harvesting. I could give classes on that. We would plant beans, rice, corn and manioc. There were years when it produced enough for everyone to eat as much as they wanted, but others years we had a bad harvest and not enough to eat...My mother had quite a few children – she had 15, and she raised 13. I came second, so I had to help look after the ones who came after me. The first ones are the ones who suffer most; that is why I didn't grow very tall. When I was a girl, until I was 11, there was no school, it was really only farmland. I married very young, around 13, 14 years of age. I felt like I was a prisoner because my father wouldn't let me go out with my friends”.



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Role Play an Interview with Simone Pires Lopes

“I fell in love; the so-called love bandit came into my life. I went to Boa Vista for 15 days, and stayed for two years. Then I started trafficking, but not because he encouraged me, but because I saw how quickly you could make money, easy money”.

Role Play an Interview with **Vera Lucia Francisca da Silva**

“I didn’t have a chance to study but it wasn’t because I didn’t want to. For some people, and for myself, life was very hard; I couldn’t have everything I needed. Many dreams I had were crushed, dreams that never came true. My dad didn’t have a regular job and we had to do whatever we could to help at home. I started to work when I was 12 in other people’s kitchens, as a maid. Sometimes we would go to school feeling hungry and what helped us stick it out was the free school lunch. It was hard. There were days when we would eat some grated coconut, manioc flour and sugar”.

Role Play an Interview with **Osmarive Te Carolos De Souza E Silva**

“I started working when I was seven, helping my mom. We lived in the country most of the time, so my mother did a lot of ‘caieira1,’ charcoal work. My mother had many children. She had 16: four of them died but 12 are still alive. So she had to do all kinds of things to help my father. When I was 10 she changed jobs and went to sell food on the streets. When we lived on the wetlands the postman almost never showed up. And in order to get any document you need to give an address. Even to be given a job you need to have an address. When it rains you don’t sleep, you stay awake all night. You simply cannot know you’ll be alright, that you’ll be safe. Many times when someone asked me where I lived, they would look at me and say something like, “You don’t exist, you have no fixed address, no known address!”.



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Conclusion

- It is important for the researchers to understand, appreciate as well as be able to **identify what a vulnerable person is**. This is important because the researchers have to be able to recognize what research methods would be most effective with the vulnerable women of Brazil.
- It is important for the researchers to **consider the potential barriers** the Brazilian women have to overcome and encounter during their research as well as the duration of the Mulheres Mil Project.



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Module Three: *How to Conduct a Qualitative Interview*

Agenda

- Introduction & Learning Objectives
- What is a Qualitative Interview
- The target population: Women of Mulheres Mil Program
- How to Conduct a Qualitative Semi Structured Interview
- Qualities of a Skilled Interviewer
- Ethical Concerns and Other Issues



Learning Objectives

At the end of the training session, participants will:

- Be familiar with the nature of qualitative research,
- Be able to conduct a semi-structured interview , and
- Identify the qualities of a skilled interviewer
- Other learning objectives:



What is a Qualitative Interview?

- A qualitative interview is used to conduct and explore a respondent's state of mind, to understand their point of view and conditions, and describe the central themes from an unbiased perspective (Segwell, 2013).
- Interviews executed by evaluators, often ask open-ended questions creating a rapport between the interviewer and interviewee, while providing a specific rationale; based off the respondents emotional and mental disposition (Segwell, 2013).
- These interviews are useful in collecting data that can help improve future questionnaires for further studies (McNamara, 1999).
- A qualitative interview uses interpretive data and methodology to determine the worldly views of the subject (Kvale, 1996).

TYPES OF QUALITATIVE INTERVIEWS

Informal Conversational Interview:

- These interviews occur in which the respondent is unaware of the interview taking place. There are no pre-determined set of questions, and the interviewer must be knowledgeable and have strong interpersonal skills.
- Data is collected in a personalised and applicable manner. The tone of the interview is informal and still very conversational (Segwell 2013).



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Interview Guide Approach:

- A more **systematic and structuralized approach**, the interviewer has an outline of questions and topics covered, but is able to change the wordings and order of the interview.
- The interviewer must again be experienced and competent in this field in order to further **obtain in-depth information on the subject** (Segwell, 2013).



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Standardized Open-Ended Interview

- A **highly scripted interview** with no wiggle room for wording and format of conduct.
- Still considered a qualitative interview due to **open ended questions** being asked.
- Evaluators can be less experienced in this field, and **can easily compare data** due to the structuralized layout (Segwell, 2013).

TARGET POPULATION

- The women of the Mulheres Mil Program
- Diverse in age, location, education, work, and experiences.
- Poor living conditions.
- Some are victims of domestic violence.
- Most are married with children.



Characteristics of a Good Interviewer

- Open minded
- A good listener
- Patient
- Observant
- Flexible and Responsive





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Steps to Conduct a Qualitative Interview

- I:** Setting the location
- II:** Creating the right atmosphere
- III:** Preparing the interview
- IV:** Conducting the interview
- V:** After the interview



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I: Setting the Location

- Choose a location that is well-ventilated and comfortable.
- The room must withstand silence where a one-on-one communication can take place.
- Ensure that you face the participants and make eye contact.



II: Creating the Atmosphere

- Do not begin with asking questions right away.
- Create a good rapport by welcoming participants with a smile and an introduction of yourself.
- To make the interviewee feel more at ease, you can offer them coffee.
- Educate participant about the purpose of the interview and inform them about their right to withdraw from the interview whenever they want.
- Ensure them about the protection of their privacy (and allow the use of recorder).
- Present and explain the consent form.

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III: Preparing the Interview

- Before you begin, inform participants that they can ask for clarification whenever necessary.
- Ask participant(s) if they have initial questions. Provide time to clear doubts about the interview
- Have an open mind and show interest in the subject
- Start with the basics. Ask less controversial questions first.

IV: Conducting the Interview

- Prepare method for data recording. (Set tape recorder if given consent or a log book and pen)
- Use open ended questions
- Be observant of non-verbal cues from the interviewee
- Avoid leading in questions : Consider yourself as a mere instrument to record information. Let interviewee
- lead the content flow
- Occasionally check tape recorder to ensure it is operating.

Continuation...

- Use probing techniques to obtain more depth and information from the informant.
- Probing Techniques:
 - **Silent probe:** remain quiet, focus on your notes. Allow informant to further elaborate.
 - **Use interjectory questions:** "What do you mean by that?"
 - **Echo Probe:** reiterate the participant's last statement into a question.

V: After the Interview

- Thank interviewee for participating. Present contact information in case of future inquiry.
- Recording and Transcribing Data
- read over the notes
- make additional notes regarding your notes for clarification
- Record observations made during the interview

ETHICAL ISSUES & CHALLENGES

Interviewer Bias: Recognize how your behaviour and personality can jeopardize or impact the quality of the results and the transcription process.

To ensure neutrality:

- Avoid lead in questions,
- When writing notes, ensure your writing pace cannot be viewed by the informant,
- Do not approve or disapprove, and
- Be wary of your non-verbal behaviour.

ETHICAL CONCERNS

- Confidentiality
- Informed Consent
- Risk Assessment
- Participants Mental Health



Module Four: *How to Conduct a Focus Group*

Agenda

- Learning Objectives
- Focus Group Preparation Checklist
- Participant Confidentiality Form
- Steps for Conducting a Focus Group
- Case Incident
- Note-taking Procedures
- Role Play
- Benefits of Focus Groups & Limitations
- Post-test



Learning Objectives

At the end of the training session, participants will:

- Be able to create and promote a supportive environment that values each individual's ideas, thoughts and feelings.
- Be skilled in eliciting responses from the group, and fostering an open exchange of ideas.
- Be proficient at guiding the conversation, and managing challenging situations
- Be able to accurately document the responses of the participants to be used for later analysis.
- Other learning objectives:



Focus Group Preparation Checklist



Focus Group Preparation Checklist

- Be sure to acquire all of these items prior to the meeting time. Many can be prepared a day or more in advance.
- Ensure there are enough seats (for participants, facilitator and note taker)
- Sign in sheet
- Participant confidentiality forms (enough for each participant and extras)
- Nametags for each participant and facilitator/note taker
- Supply of pens for each participant
- Role Play participant cards (to distribute for the activity)
- Water/Coffee/Tea and Snacks
- Flipchart (tape/markers as required)
- Voice recording device (extra tapes/batteries etc.)
- Supplies for the note taker (writing utensils/notepad or note summary form)
- Any materials required for the icebreaker

Participant Confidentiality Form

- Lets the participants know critical information about their participation and disclosure of information during the session
- Tells them who will have access to their information
- Reinforce their anonymity in the final reports
- Let them know participation is not mandatory and they are free to leave if they so choose

Steps for Conducting a Focus Group

1. Welcome participants
2. Introductions
3. Purpose or focus
4. Rules or Guidelines:
 - We want you to do the talking
 - There are no right or wrong answers
 - Your confidentiality will be maintained
 - We will be recoding the group

Steps Continued...

5. Use an icebreaker- to increase the comfort level and promote open communication within the room
6. Asking questions:
 - Begin asking questions provided in the question script
 - Listen carefully
 - Ask probing questions to get more detail

Case Incident – Angelica

- *Read the Case Incident – Angelica, found in your Training Manual.*
- *What problems contributed to the ineffectiveness of the focus group?*
- *Provide some examples of how this focus group could be improved.*

Procedures for Taking Notes

1. Use of quotes
2. Non-verbal cues
3. Wording and timing of probes
4. Key points and themes
5. Follow-up questions
6. Big ideas, hunches or thoughts



Role Play

- **Facilitator:** Select 4-5 questions from the Participant's Manual (Mulheres Mil Participant Questions – Focus Groups). Ask the provided questions, guide participants through conversation as necessary
- **Note taker:** Use the Notes Template provided in the Participant's Manual to record the response of the group
- **Participant:** Your job in this role play is to participate and contribute as much as possible, answering the questions as if you were a Mulheres Mil participant (to the best of your knowledge and ability).
- **Feedback Provider:** Have one participant from the training program observe the facilitator and provide feedback regarding his/her strengths as facilitator and learning opportunities.

Role Play Questions –Debrief

1. What challenges occurred during the focus group for the facilitator, the note-taker or for the participants?
2. Did anyone have trouble staying on topic or getting an opportunity to speak?
3. If yes, was anything done during the focus group to resolve this issue?
4. What could the facilitator have said to the participant causing the conflict?

Benefits of Focus Groups

1. Group discussion **puts people at ease** and can encourage a flow of ideas, build on each other's thoughts.
2. It is a **first hand account of information** from those who experienced it directly.
3. It provides **diversified opinions** and ideas.
4. It is **cost effective**.
5. It provides the **ability to probe** for more information/clarification.
6. Participants may **feel a sense of purpose and empowerment**.

Limitations of Focus Groups

1. There may be **uncertain of information accuracy**.
2. The results could be skewed by **a dominating participant**.
3. The facilitator may knowingly/unknowingly project their own **biases** onto the group.
4. Data is **more difficult to analyze**.
5. The results may not be **generalizable**.

Post-test

Please complete the post-test you will find in your Training Manual. We will take up the answers as a group when you are finished.



Module Five:

Methods of Analyzing Quantitative Data

Agenda

- Learning Objectives
- Pre-test
- Interview Analysis – Example
- Qualitative Data – Review
- Types of Qualitative Analysis
- Case Incident
- Post-test



Learning Objectives

At the end of the training session, participants will:

- Effectively analyze qualitative data, and
- Ensure consistency in all analysis including coding techniques.
- Other learning objectives:



75

Pre-test

Please complete the pre-test you will find in your training manual. We will take up the answers as a group when you are finished.



76

Icebreaker Activity

Please complete the icebreaker activity found in your Training Manual. Working as a team, analyze the pictures and determine what the pictures have in common.



77

Interview Analysis Example

- ***Review both interview examples provided in your training manual.***
- ***Which interview would be more appropriate and why?***

78

Qualitative Data – Review

- Qualitative data is information that presents itself in conversational and narrative form (as opposed to numerical form).
- This data relates to understanding human behaviour from the informant's perspective.

79

Steps of Qualitative Analysis

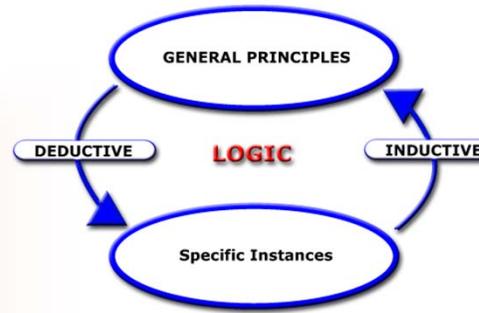
1. Data Preparation
2. Familiarization
3. Coding
4. Interpretation



80

Types of Analysis

- **Deductive:** predetermined coding
- **Inductive:** no use of predetermined coding



81

Ensuring Consistency

- Know your **bias**
- Know your **questions**
- Embrace **inconsistencies**



82

Case Incident – Gabriella

- *Read the case incident – Gabriella, found in your Training Manual.*
- *What steps should Gabriella have taken before starting to analyze the data?*
- *Should Gabriella start the coding process over once she realized her mistakes?*

83

Post-test

Please complete the post-test you will find in your training manual. We will take up the answers as a group when you are finished.



84

Module Six:

Quantitative Research

Agenda

- Learning Objectives
- Activity – Let’s Gear Up (Part One)
- What is Quantitative Data?
- Differences between Qualitative & Quantitative data
- Analyzing Quantitative Data
- Knowledge Activity
- Types of Data Collected
- Activity – Let’s Gear Up (Part Two)
- Presenting Data
- Analyzing Categorical Data and Continuous Data



Learning Objectives

- By the end of this training session, the participants will be able to:
 - Identify the sources of quantitative data.
 - Understand the importance of analyzing quantitative data.
 - Use simple categorization and classification methods of analyzing quantitative data.
 - Other learning objectives:



87

Activity – Lets Gear Up (Part One)

Please complete the activity found in your participant's manual. We will take the answers up as a group when finished.



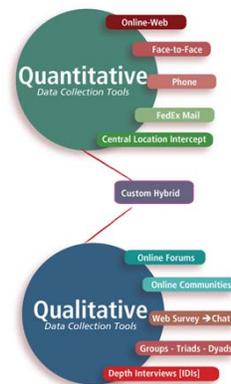
88

What is Quantitative Data?

- Information that can be counted or shown in numbers.
- Can be visually presented in the form of:
 - Tables
 - Charts
 - Histograms
 - Graphs

Qualitative Data vs. Quantitative Data

- Qualitative data describes things to categorize them based on their qualities.
- Quantitative data involves exact counts and numeric measurements.



Why do we analyze data?

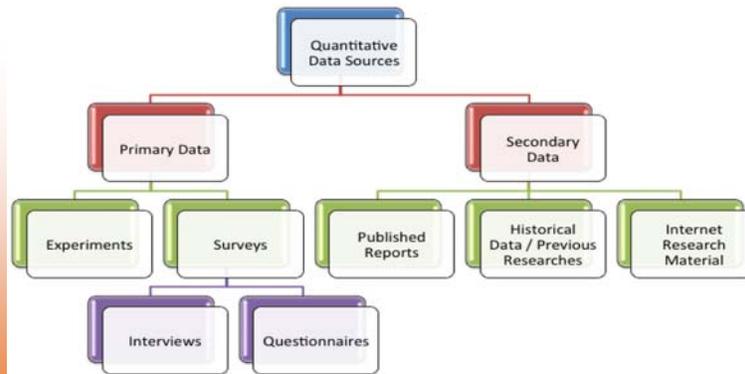
- Sense making is a critical step to any data collection initiative and has a number of advantages:
 - Helps you determine whether your program or initiative brought about the **desired results**.
 - Can help discover **unexpected influences**.
 - Can **show connections between or among various factors** that may have an effect on the results of your research.

Knowledge Activity 1

Please complete the Knowledge Activity 1 you will find in your training manual. We will take up the answers as a group when you are finished.



What are the sources of quantitative data?



Primary Data

- Data collected specifically for the study in hand. It is:
 - **Original data** collected by the person conducting the research.
 - More **systematic** in the collection process
 - **Expensive and time consuming.**
 - Note: there is a possibility of personal bias in primary data collection.

•

Primary Data Collection Methods

- Experiments
- Surveys (interviews and questionnaires)



Secondary Data

- Information gathered **not** for the study in hand but for some other research.
- Secondary data:
 - **Lacks originality** as the researcher makes use of the data collected by others.
 - Is relatively **cheaper**.
 - Should be **used with great care** and caution to ensure validity and reliability.

Knowledge Activity 2

Please complete the quiz - Knowledge Activity 2 you will find in your training manual. We will take up the answers as a group when you are finished.



97

Types of Data Collected

- **Categorical data**
 - Categorical data is data, which can be divided into groups with no overlapping responses.
- **Continuous data**
 - Values or observations that can be measured on a scale or continuum basis.

Activity – Lets Gear Up (Part Two)

Please complete the activity found in your participant's manual. We will take the answers up as a group when finished.



99

Presenting Data

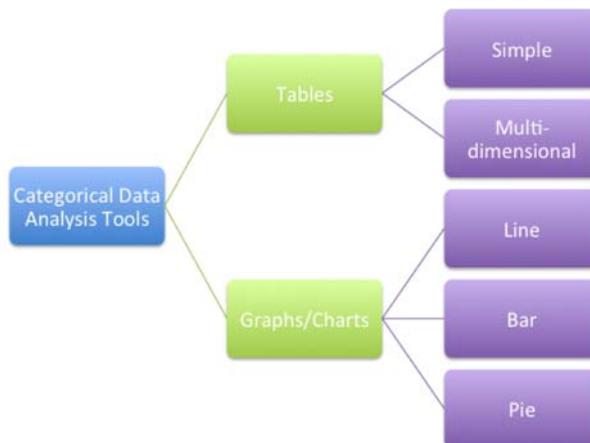
- Data is presented using **visual representations.**
- Using visual representations to present information collected from surveys or other quantitative sources:
 - Makes them **easier to understand.**
 - Helps to **clearly and effectively communicate important points.**



Key Points when Making Charts and Graphs

- Keep it **simple**
- **Avoid flashy** special effects
- **Title** your graph or chart **clearly**
- **Specify the units of measurement** on the x- and y-axis.
- **Label** each part of the chart or graph.
- **Use different colors** or variations in patterns

Methods of Analyzing Categorical Data



Tables

- A table is a means of displaying data or information in **rows and columns**.
 - Rows are also called a record or vector.
 - Columns are also known as parameters, fields, or attributes.
 - The point of intersection between a column and a row is called a cell.
- ***Complete Practice Activity found in your Participant's Manual.***

Bar Graph

- A bar graph is composed of discrete bars that represent different categories of data.
 - The length or height of the bar is equal to the quantity within that category of data.
- Bar graphs are best used to compare values across categories.
- ***Complete Practice Activity found in your Participant's Manual.***

Line Graph

- A line graph displays the **relationship between two types of information**, such as number of school personnel trained by year.
- They are useful in **illustrating trends** over time.
- ***Complete Practice Activity found in your Participant's Manual.***

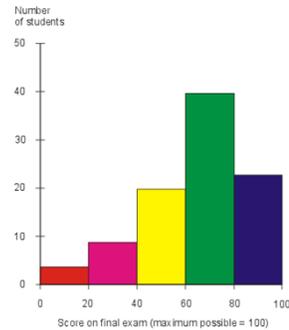
Pie Chart

- A pie chart is a **circular chart** used to compare parts of the whole.
 - It is divided into sectors that are equal in size to the quantity represented.
- It resembles a pizza, which is **cut into slices** to represent the size of the data (mostly in percentages).
- ***Complete Practice Activity found in your Participant's Manual.***

Methods of Analyzing Categorical Data

■ Histogram

- Histograms have **connected** bars that display the frequency or proportion of cases that fall within defined intervals or columns.
- The bars on the histogram can be of varying width and typically display continuous data.



Training Evaluation

- A training evaluation form is found at the conclusion of the Training Manual
- It can be used at the completion of each Module or as a final evaluation after the Modules are complete.





Special Thanks

- *We would like to communicate our special thanks to the thousands of women who have participated in the Mulheres Mil program. Your journeys are inspirational to women across Brasil and beyond.*
- *We would also like to thank the MMIA team, particularly our Brazilian partners for their dedication and enthusiasm.*
- *Finally, we would like to express our appreciation to the Human Resources Graduate class of 2014 for their creativity and commitment.*



An Impact Assessment of the Mulheres Mil Program

APPENDIX J

Presentations by Dr. Holly Catalfamo

Annual International Society for Educational Planning, in Niagara Falls, New York in October of 2014

ISEP Forum on Research Excellence at the Coady Institute in November of 2013.





Presented by:
Holly
Catalfamo
&
Agostino
Menna

Niagara College
Canada

ISEP Annual
Conference

October 2013

Niagara Falls,
New York, USA

Building Bridges – Building Lives: A Cross Cultural Comparison of School-to-Work Transition Programs

1

MULHERES MIL
THOUSAND WOMEN
MILLE FEMMES

DO SONHO É REALIDADE
MAKING DREAMS COME TRUE
DU RÊVE À LA RÉALITÉ

SECOND CAREER

Have you been
recently laid off
or know someone who has?

Second Career helps laid-off workers identify the needs and get the skills training they need for high-demand jobs in Ontario.

Each participant can receive assistance to help pay for tuition, travel, books and other training costs.

Please see us for details on this, and other, Employment Ontario programs.

We can help with all aspects of your job search and retraining needs. We will help you build a personalized training plan that is effective and timely.

SEE US NOW!

CCA **CANADIAN CAREER ACADEMY** **EMPLOYMENT ONTARIO**

92 Bridge Street • Carleton Place
613-257-3237

Overview of Presentation

- Introduction to the Comparative Analysis
- Research Objectives
- Research Questions
 - The Research Framework
 - Methodology
- Challenges & Impacts
 - Key Learnings as a Researcher
 - Implications
- Discussion Questions

2

Introduction to the Comparative Analysis



Research Objectives Second Career & Mulheres Mil



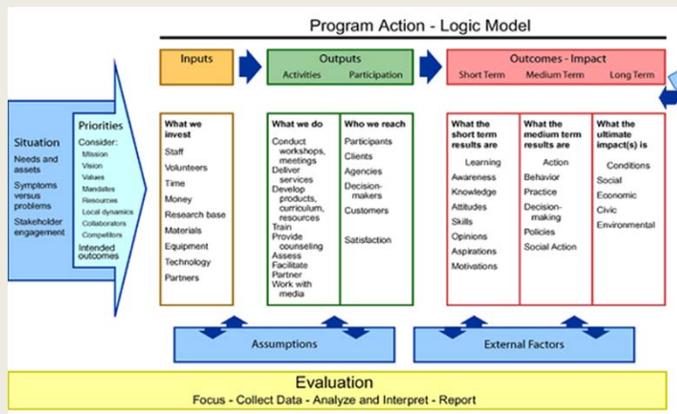
The objective of both projects is to examine and gain insight into the impact of government sponsored training programs on key stakeholders (participants & their families, the institution and the broader community).



- What are the **challenges** faced by program participants?
- What are the **benefits** realized by program participants?
- How can the **postsecondary** experience be **enhanced** for stakeholders?

The Research Questions

5

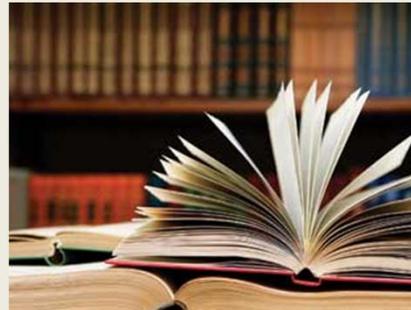


Research Framework: Logic Model

9

Methodology:

- ✓ Qualitative Interviews
- ✓ Quantitative Surveys
 - ✓ Focus Groups
- ✓ Documentary Analysis
- ✓ Literature Reviews



7

Comparative Analysis: Challenges Experienced by Participants

Mulheres Mil (preliminary data)

- Retention (early leaving)
- Family issues (role of women in society; domestic violence)
- Bridge to employment/employment supports (including stigma)
- Balancing school-life responsibilities*
- Financial challenges*
- Self-esteem issues/anxiety*
- Academic upgrading*

Second Career

- Dealing with bureaucracy
- Transition to a NEW postsecondary environment
- Relearning HOW to learn
- Classroom related generational-diversity
- Balancing school-life responsibilities*
- Financial challenges*
- Anxiety regarding return-to-school*
- Need for academic upgrading*

*common themes in both research projects

8

Comparative Analysis: Impacts on Participants

Mulheres Mil (preliminary data)

- Improved family relationships
- Role modeling for their children
- Human rights awareness
- Inclusion
- Quality of life (socioeconomic)
- Ongoing access to more education
- Certification*
- Improved confidence and self-esteem*
- Skill development (including computer competencies)*
- HOPE*

Second Career

- Determination NOT to fail
- Preparation for and connection to employment
- Developing new relationships
- Establishing a community of learners
- Academic success – obtaining the credential*
- Renewed confidence and self-esteem*
- Skill development*
- HOPE*

*common themes in both research projects

9

Comparative Analysis: Impacts on Institutions & Community

Mulheres Mil (preliminary data)

- Development of relationships between staff
- Sharing best practices/mentoring
- Professional development
- New curriculum* & transferability of curriculum
- Improved expertise of staff*
- New relationships/partners with stakeholders*
- Enhanced reputation of IF's *

- Internationalization of the program

Second Career

- New/modified teaching methodologies
- Increased demand on College staff
- New/modified processes & programs*
- Improved teaching & learning environment*
- New relationships with external stakeholders*
- Enhanced reputation of the College*

- An increase in the skill of the workforce
- A decrease in reliance on government assistance

*common themes in both research projects

10

“Being here – I am treated like an equal. I am a much happier person now – this has changed my life.”



Participants' Comments

“When you're unemployed, people kind of forget you. They don't think about you, they don't respect you. Now people respect me again; they see me in a different way.”



“This program has given me a renewed sense of purpose – it has given me hope...”



“I can say today that I have a future. Is it still a challenge? Yes, I know it is hard, but I'll get there.”



11

Stakeholder Recommendations

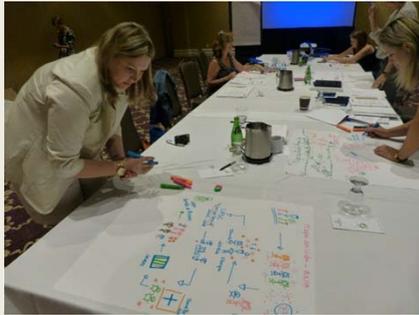
Second Career

- Provide ongoing continuance of the program
- Communicate effectively
- Educate staff
- Offer academic and skill upgrading
- Create learning communities
- Demonstrate compassion
- Carefully research programs, labour market, and career suitability

Mulheres Mil



12



Key Learnings as a Researcher

- ✓ The foundation of planning
- ✓ Embracing collaboration
- ✓ Awareness & sensitivity to cultural differences
- ✓ The importance of celebration

13

Implications & Opportunities

- These projects will provide a scholarly contribution to understanding the **experience of marginalized adult learners participating in government-sponsored retraining in a postsecondary environment**
- It reveals the **challenges faced and benefits realized by stakeholders**
- The implications for **professional practice are relevant**
- The possible impact on **policy development is also significant**
- This examination provides **impetus for future research opportunities in other developing nations**

14



Discussion Questions



- Do postsecondary institutions in developed nations have a **role in supporting institutions in developing nations to support school-to-work transition programs for non-traditional, marginalized student populations?**
- **What lessons can be learned with respect to planning, implementation, and evaluation?**

15



Discussion Questions



- **What specific strategies should stakeholders use to support non-traditional students? What supports and processes are needed to ensure that non-traditional students achieve academic success and transition successfully into the workforce?**
- **What additional research in this area would be helpful to educational planners?**

16



thank
you!





An Impact Assessment of the Mulheres Mil Program

APPENDIX K

Reflective Paper by Dr. Holly Catalfamo

***Mulheres Mils* Impact Assessment:
Building research capacity across nations**



***Mulheres Mils* Impact Assessment: Building research capacity across nations**

Name(s) of Researchers Holly Catalfamo & Marti Jurmain
Niagara College Canada

Organization Niagara College Canada

Contact Details hcatalfamo@niagaracollege.ca

Biography **Professor/Coordinator – HR Programs
Niagara College Canada**

Expertise: human resources management, leadership and leadership development, school-to-work transition programs.

Based in: Niagara-on-the-Lake, Ontario, Canada

Holly holds an Ed D from the Department of Theory and Policy Studies at the University of Toronto where she focused on leadership and leadership development in postsecondary education. Holly has been a faculty member at Niagara College Canada in the School of Business and Management for ten years and has coordinated the graduate and undergraduate programs in Human Resources for eight years. She is an adjunct faculty member at Brock University's Goodman School of Business in St. Catharines. Holly has been leading course-based research projects in applied research since 2006. Her research projects have included examining the benefits of applied research and the impact of school-to-work transition programs in Ontario. Most recently, Holly leads an international research project that is studying the impact of the Mulheres Mil program in Brasil which provides vocational training to women who are poorly educated, socially, and economically vulnerable.

Location of research Brasil

Dates research conducted April 2012-March 2014

Partner(s) Brasil – Ministry of Education

Funder(s) IDRC

Abstract The Mulheres Mils Impact Assessment (MMIA) project is in the process of developing research tools and methodology to allow Brazilian stakeholders to measure the impact of the Mulheres Mil program. The Mulheres Mil program (meaning a thousand strong women) began as a collaboration between Canada and Brasil to support marginalized women in Brasil, many of who are poorly educated, socially and economically vulnerable.

The intent of the program is to remove these women from their position of vulnerability by providing them with life skills, education, and vocational training. The long term goals of the Mulheres Mil program include: to improve participants' lives, regional and national economic development and greater participation from disadvantaged women in the political

process.

By designing impact assessment tools and a research methodology, the project will provide Brazilian stakeholders with an opportunity to examine the impact of this program on the women and their families, the educational institutions and their staff, and the broader community.

Types of research methods used

Qualitative and quantitative research methods including surveys; semi-structured interviews; focus groups; and document analysis.

E-Links to the report

Not available at this time.

Did or will your research project lead to a second phase?

It is our hope that this project will lead to a second phase of the project.

***Mulheres Mils* Impact Assessment: Building Research Capacity across Nations**

Holly Catalfamo, Niagara College Canada

A Reflection Paper for the 2013 IDRC / Coady Canadian Learning Forum

As the world economy continues to struggle, the role of education in building lives has never been more important. This is particularly true in developing nations where the disparities continue to grow between those with wealth and those who are socially and economically disadvantaged.

In the last 15 years, Brazil has engaged in a more persistent strategy of development and social inclusion through labour and, as such, has realized an overall increase in formal employment rates (Cardoso Jr., 2009). *Mulheres Mil* means a thousand strong women and, in 2005, it began as a collaborative project between the Association of Canadian Community Colleges (ACCC), Canadian colleges, and the federal government of Brazil.

The project was designed to provide marginalized women with access to postsecondary education, thereby offering participants life skills, in addition to educational, and vocational qualifications to help them to enter the formal labour market. The initial goal of the project was to provide training to 1,000 women to improve their quality of life and diminish their vulnerability. Based on the project's early successes, in 2011 the program was extended nation-wide with a goal of reaching 100,000 women by 2014.

In 2012, Niagara College Canada, in partnership with the government of Brazil, received a two-year research grant through the International Development Research Centre (IDRC) to research the *Mulheres Mil Impact Assessment* (MMIA). The objective of the research was to collaborate with Brazilian partners in developing tools and methodologies that would allow stakeholders to measure the impact of the *Mulheres Mil* (MM) program.

The Collaboration Process

Niagara College Canada has worked with the Brazilian government and *Institutes Federales* (IF) since 2005. When discussing the potential partnership to design impact assessment tools for the *Mulheres Mil* program, there was great enthusiasm both within Brazil and at the College.

Upon receipt of the funding, it was decided that the lead researcher would travel with members of the Canadian research team to Brazil in the spring of 2012 to meet with the national coordinator of the *Mulheres Mil* program, the program coordinators from 14 *Mulheres Mil* sites, the Ministry of Education in Brazil, and representatives from the *Institutes Federales*. During this visit, they planned the early stages of the project, and the lead researcher observed the program in four different cities and met with some participants at each location. This provided insight into the program's structure and about the existing evaluative tools in place in different areas of Brazil.

Upon return to Canada, the Canadian and Brazilian teams planned the key milestones and deliverables, and strategized how to use video conferencing, teleconferencing and the internet to continue the momentum of the project.

In 2013, the Brazilian researchers came to Canada for a week, to participate in a *Research Development Forum* to collaborate, share best practices in research methodologies and evaluative frameworks, identify and develop impact indicators as well as draft tools and methodologies that will be piloted in Brazil in the fall of 2013. It is important to note that early work had taken place during the 2012 workshops to identify impact indicators in a collaborative manner drawing on the expertise of the *Mulheres Mil* program coordinators.

Reflections on Research Excellence

Research excellence is fundamental to the success of the MMIA and will have an important impact on the MM program as well. Our experience confirms that research must be grounded in a scholarly process and employ a careful, methodological approach that adheres to high standards of academic rigour. Data analysis should be comprehensive, and, perhaps most importantly, the research process must adhere to ethical requirements in every possible way. A rigorous ethics process serves as the foundation upon which research excellence must be built.

The project also demonstrated five other aspects of research excellence:

Contribution to Knowledge:

Neuman & Robson (2009) recommend, when conducting social research, investigators should look to *learn something new about the social world*. They observe that people combine a set of principles, outlooks, and methodologies, with a method of inquiry to produce knowledge and that “it requires persistence, personal integrity, tolerance for ambiguity, interaction with others, and pride in doing quality work” (p. 2).

Relevance to needs of the communities:

Brazil is developing at a rapid pace, but there remains considerable economic and social disparity among its citizens, particularly women. For this project to be successful, full consideration must be given to the needs of the women and their families, the *Institutes Federales* that provide the programming, and the broader communities in which the participants live. The project will provide the Brazilian government with tools to assess the *Mulheres Mil* program in a comprehensive and consistent manner and to determine to what extent it is realizing its objectives. It will also assess the impact the program is having on key stakeholders. The perspective of those researched, in particular the women of the *Mulheres Mil* program, must be given full consideration. They must be provided a real voice in the process.

Impact on Policy:

This bi-national research project will have a significant **impact on policy** in Brazil as it relates to the *Mulheres Mil* program. The Ministry of Education in Brazil had identified a research gap in

the capacity to collect statistically relevant data on the impact of the program which now has a goal of reaching 100,000 women. By collaboratively developing a solid research framework and appropriate methods to analyze the impacts of the Mulheres Mil program, policy-makers will have access to more comprehensive data as they expand the program nation-wide. Identification of key communication strategies will be essential to ensure that policy-makers review the data and fully understand its implications.

Impact on Practice:

The MMIA project will reveal significant data related to the implementation of the Mulheres Mils program and, as such, best practices will be developed through careful data analysis. In addition, the data will identify potential gaps within the program where modifications may be advisable. As the program is expanded to institutions across the country, it is important to examine the program with a view to improving its day-to-day operations. Ongoing data analysis will be critical to program monitoring in the future. Developing systematic methodologies in order to collect, communicate, and act upon the data will be critical in order to impact practice.

Collaboration

During the planning of this project, great care was taken to ensure that there was full collaboration between the Brazilian and Canadian research teams and that key stakeholders in the project were consulted on an ongoing basis, for example, through comprehensive interviews with program-delivery staff throughout Brazil. These initial workshops were co-facilitated with project team members from Canada and 14 front-line Mulheres Mil program coordinators from 14 sites across Brazil. In addition, the lead researcher and members of the project team met with program staff, community partners, participants, graduates and members of their families to gain insight into their experiences.

Each phase of the project was collaboratively planned with the bi-national research team and project roles were clearly defined. In addition, both Brazilian and Canadian researchers completed a comprehensive review of relevant scholarly work that informed the research design and analysis. Stakeholders from different government agencies provided insight into the program's current and future goals. During each step of the research project, ongoing collaboration among key stakeholders who fully understand the *Mulheres Mil* program has ensured that the project maintains its relevance and provides a solid foundation to influence both policy and practice. Finally, the collaborative process during this project has been extremely positive with no instances of conflict. Despite cultural and institutional differences, the Canadian and Brazilian team members have been sensitive to one another's roles throughout the project without having to compromise the overall project goals or commitment to academic standards. The Canadian and Brazilian ethical review process is equally rigorous and all researchers are dedicated to a process that is respectful of research excellence.

Despite very strong collaboration, in retrospect, an opportunity existed to include Mulheres Mil participants as an ongoing and active part of the project team. This may have provided an opportunity to give more significant voice to the women of the program and also help shape the research methodology. It would remind the researchers to consistently re-evaluate their position of privilege and be conscientious of the needs of the participants at all times.

Challenges

The project faced several challenges that required both patience and resilience to overcome, including:

- **Scheduling Meetings:** Meeting dates in Brazil and Canada were periodically out of synch due to differences in vacation periods.
- **Communication technology:** Once dates for videoconferences were established, the videoconferencing equipment did not always work. Teleconferencing became the inevitable back-up plan; however, the loss of the face-to-face engagement should be noted.
- **Delays in obtaining visas:** While both the Brazilian and Canadian teams planned actively for the Brazilian visit to Canada, unanticipated delays occurred with visa approvals. This delayed the travel dates for some of the Brazilian research team and potentially threatened the ability to complete the development of the research tools. However, upon arrival the entire research team worked long hours to ensure that all members were up-to-date on the progress made and team members worked tirelessly to ensure that the tools and methodologies were completed within the scheduled timelines.
- **Language & cultural differences:** The issue of language should also be discussed. Workshops in 2012 and the Research Development Forum in 2013 required significant investment in time and energy in translation services. Such translation services were absolutely essential to the ultimate success of the project; however, it is important to recognize that the translation of documents between English and Portuguese takes considerable time. It was critical to find skilled translators who capture the subtleties of the translation in terms of cultural meaning and context. In addition, the recognition of cultural differences between Canadians and Brazilians is important. The project team was fortunate from the onset to have team members who had lived and/or travelled extensively in Brazil and had briefed the Canadian project team extensively on cultural differences and the importance of taking time to establish trust among the research partners. Facilitation tools and activities at each workshop were used to provide researchers the opportunity to get to know one another on a personal level in order to build strong interpersonal connections. Once these relationships had formed, Brazilian partners were extremely forthcoming by sharing their knowledge and experiences. Some of the Brazilian program coordinators provided electronic copies of documents and statistical tracking data for Mulheres Mil that they may not have been willing to share with the Canadian team if not for the trust that had been fostered between the Canadian and Brazilian partners. This clearly enhanced the research design experience by providing a more comprehensive understanding of the broader research context critical to research excellence.

- **Changes in Team Members:** Unforeseen circumstances resulted in team members changing in both Brazil and Canada. In Canada, although the lead researcher has stayed with the project, one of the research partners left Niagara College to pursue another role in international work; another left for a personal leave. These leaves were unpreventable and consistency was maintained with the lead researcher in Canada. In Brazil, the national program coordinator provided leadership for the Brazilian team throughout the project, although the original group brought together in the spring of 2012 was different than the final research team that came to Canada in the summer of 2013. It was important to be respectful of our partner's need to identify the individuals with the appropriate research expertise to follow the research through to completion. However, these changes required taking the time necessary to establish new relationships and allow everyone 'catch up' on the project's progress. In retrospect, the final team that has come together has the appropriate balance of project management, research and program expertise which has provided a very solid foundation for the development of the research tools and methodology.

Key Learning

As the project is moving into its final phases, the importance of collaboration has emerged as a key theme, which reflects a significant trend towards increased collaboration in international research (Adams, Gurney, & Marshall, 2007; Association of Universities and Colleges of Canada, 2009). Although this was not an explicit research criterion at the onset of the project, in retrospect, it is a criterion that should be given greater consideration in international research.

Successful collaboration requires equality and understanding. As Canadian researchers, it would be presumptuous to impose a Canadian approach to the process and assume that we have a full understanding of the Brazilian context. The success of this research has been dependent upon a full and equal partnership, thoughtful collaboration, and sensitivity to cultural, institutional, and political differences. Throughout the project, reciprocity in learning has been abundant and provides a significant learning which will enhance capacity building in research excellence across nations. Greater access to frameworks detailing the process of collaboration would be useful for researchers. International research, particularly development research, should increasingly give consideration to the criterion of collaboration. In order to develop tools and processes that will appropriately inform policy and practice, authentic collaboration is critical. Lessons learned should be shared among researchers, best practices celebrated, and potential challenges explored.

Epilogue

This researcher had a very valuable experience in Antigonish at the Coady Institute by having the opportunity to learn and grow through rich dialogue and a well facilitated learning exchange. It has helped to raise new questions, and perhaps shape a new understanding of research

excellence recognizing the complexities of our dynamic research environments that involve many diverse stakeholders. One question that emerged for this researcher throughout our days together was whether there are, or should be, different definitions of research excellence depending on the nature of the research, particularly for community-based research. Given that there is a distinction between knowledge for understanding and knowledge for action, it is arguable that additional criteria should be considered in defining and promoting research excellence in development contexts. Research excellence for development is, or should be, rigorous, adhering to the foundational standards of ethics that are reflective of our training and values as researchers. However, the Learning Forum inspired me to see knowledge for action as enhancing capacity building and helping communities create the capacity to act. Identifying and defining criteria that reflect these concepts will be a valuable support to development researchers. The Learning Forum provided an excellent opportunity to discuss and debate this important consideration when defining and striving for research excellence.

Another significant theme emerging for this researcher was related to the notion of effective communication. At the beginning of the project, it would have been helpful to clearly identify the different audiences for this research. Although assumptions were made, the MMIA project would have definitely have benefited from project partners having a thorough conversation with all stakeholders in order to identify each of the different audiences in Canada and Brazil and then to develop, and follow, a systematic communication strategy. This strategy should have included a multitude of communication channels that embraced creativity and reflected the needs of each audience. Dedicating specific project partners to these roles is essential. Moving forward, future research activities will include this specific approach ensuring that all stakeholders, including research participants, are engaged in this communication plan from the onset.

In closing, it is important to state that the Learning Forum experience has indeed been invaluable to me as a relatively new researcher working on my first development project. I have learned so much from my new colleagues at IDRC and the Learning Forum and will ensure that these learnings are applied as this project comes to conclusion and in all my future research pursuits.

It is also essential to acknowledge my partners at Niagara College, Marti Jurmain, Niagara Research and Niagara International, who have been instrumental throughout this journey. Our project partners in Brasil, the MMIA Brazilian project team, have been inspirational. They work tirelessly to change the lives of so many women living in poverty and, most importantly, provide the gift of hope to the women of the Mulheres Mil program for a better tomorrow.

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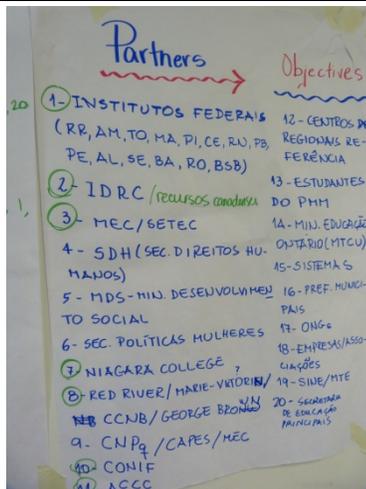
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Photos for Consideration:



This photo was taking in Brasilia, Brasil in May of 2012 at one of the Mulheres Mil campuses. Included in the photo are Natalie Tokar and Holly Catalfamo, Mulheres Mil Impact Assessment Team – Canada, Program Coordinators of the Mulheres Mil program in Brasilia and program participants. During our meeting they shared with us how important the program was to them in changing their lives and sang us a local song to thank us for our interest. All participants are proud to be wearing their Mulheres Mil T-shirts.



During our first session in Brasil in May of 2012, we meet with 14 Program Coordinators of the Mulheres Mil program, the National Program Coordinator and other Ministry representatives. During our workshops, we identified a number of key stakeholders and partners in the process. This collaborative process provided the foundation for the remainder of the research partnership.



During our trip to Manous in May of 2012, Canadian Project Team members, Holly Catalfamo and Jos Nolle, met with Ana Celia, the Program Coordinator, and staff and graduates from the Mulheres Mil program. They shared the programming from their program and stories of how their lives have progressed since graduating from the program. One individual was excited to share her new home that had been transformed from a Favelo to a townhome style apartment that she and her family take great pride in.



The Brazilian – Canadian MMIA Research Team shared a collaborative and productive week in August of 2013 in Niagara-on-the-Lake Canada. Included in the photo are: Kirsten Kennedy, Ania Tampilis da Silva, Jussara Maysa Silva Campos, Lyn Ogryzlo, Holly Catalfamo, Marilise Esteves, Nara Souza, Clarice Monteiro Escott, Maria Jose Resende de Ferreira, and Marti Jurmain. This picture illustrates a highlight of their trip to Canada which was a chance to meet highly regarded author, Lyn Ogryzlo.



The development of the framework for analysis. Many interactive and collaborative activities involving the entire team (August 2013).



Canadian and Brazilian team members, hard at work. Kirsten Kennedy, Ania Tampilis da Silva and Marilise Esteves (August 2013).

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APPENDIX L

Presentations by Brazilian Research Team

March, 2014

Research Project: "Mulheres Mil National Program Impact Assessment - MEC / SETEC – Brazil": Research Tools

Research Project: "Impact Assessment of the National Thousand Women Program - MEC / SETEC - Brazil"

Presentation on Instituto Federal Rondonia

Presentation on IFRO, March 2014

Presentation on Instituto Federal Santa Catarina



Research Project: "Impact Assessment of the National Thousand Women Program - MEC / SETEC - Brazil"

MEC/SETEC

Niagara College

Interagency Group for Education Research and
Innovation



Identification of project participants:

- Dra. Clarice Monteiro Escott (IFRS, researcher, Brazilian group leader);
- Dr. Agostino Menna (Niagara College, contributor)
- Ania Tamily da Silva (IFSC, researcher)
- Esp. Carolina Fontoura Cartana (IFRS, technical on educational topics)
- Kirsten Kennedy (Niagara College, Research Assistant)
- Ms. Jussara Maysa Silva Campos (SETEC/MEC, researcher)
- Malcom Howe (Niagara College, colaborador)
- Ms. Maria José de Resende Ferreira (IFES, researcher)
- Ms. Marilise Doege Esteves (IFMT, researcher)
- Ms. Nara Vieira de Souza (IFS, researcher)
- Stela Marcia Moreira Rosa (SETEC/MEC, researcher)
- Dra. Holly Catalfamo (Niagara College, researcher, Canadian group leader)
- Dra. Marti Jurmain (Niagara College, researcher)
- Dra. Violeta Maria de Siqueira Holanda (UNILAB, researcher)

Partner institutions:

Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS)

Instituto Federal de Educação, Ciência e Tecnologia do Espírito Santo (IFES)

Instituto Federal de Educação, Ciência e Tecnologia do Mato Grosso (IFMT)

Instituto Federal de Educação, Ciência e Tecnologia de Sergipe (IFS)

Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina (IFSC)

Niagara College (Canadá)

SETEC/MEC

Universidade da Integração Internacional da Lusofonia Afro-Brasileira (UNILAB)

General Purpose

Investigate the social, professional and educational impact of the Thousand Women National Program in Brazil.

Specific Objectives

- Verify the inclusion of the alumni in the world work and its relation to financial independence and empowerment;
- Identify the improvement of educational levels by raising the educational level of women;
- Check the impact of elevated maternal education in improving rates of home schooling;
- Investigate institutional impacts as well as the consolidation of partnerships from the deployment of the Thousand Women Program.
- Identify the difficulties faced by women participating in the Thousand Women Program, as well as ways of overcoming them.

Specific Objectives

- Identify the pedagogical practices provided in the methodology of access, retention and success, consolidated from the Thousand Women Program.
- Identify influences on social, cultural and economic dynamics of the community, including gender relations and processes of empowerment of women.
- To analyze the influence of the Thousand Women Program to improve access to public health and safety, among others that can contribute to improving the quality of life.
- Develop an assessment tool to be incorporated into the evaluation processes of the Thousand Women Program.

Methodology

- Applied Research: Evaluative case study, exploratory, qualitative and quantitative.
 - Analysis of primary facts - documentary analysis (Thousand Women Program Documents, publications, reports and existing databases - Medline, SciELO)
 - Analysis of secondary facts - questionnaires and semi-structured interviews with women who were the Thousand Women Program from 2011 to 2013, in each of the FIs involved.

Data Analysis

- Analytical categorization of the main points arising from data collection contributes to the development of the reference frame (FIGARI, 1996).
 - Central categories: evaluation, citizenship, work, gender, education of youth and adults.

Validation of Instruments for Research

- Whereas research has national reach, the research instruments - questionnaire and interviews, will be validated through focus groups in different regions of the country.

Ethical questions

- Platform Brazil and analysis of the Ethics Committee.
 - Institutional Authorization
 - Statement of Informed Consent

GOALS AND INDICATORS

- Realization of three (3) workshops with the participation of research groups and their end data Brazilian and Canadian researchers for analysis and partial;
- Deepening international cooperation of members of research institutions, aiming to build a tool for impact assessment of the Thousand Women Program;
- Publication (1) interagency book (institutions involved in the project) with international placement;

GOALS AND INDICATORS

- Publication of at least two (2) chapters in books;
- Publication of at least 3 (two) articles in scientific journal - one (1) national and two (2) International;
- Presentation of partial and / or final in at least four (4) scientific events (national and international), with results published in the proceedings;
- Construction of two reports - with the partial and final results of the research in order to support the public and government managers for decision making.

PRODUCT

Assessment instrument:

Analysis and production evaluation indicators with a view to contributing to the improvement of the Thousand Women Program and public policies.



Research Project:
"Mulheres Mil National Program Impact
Assessment - MEC / SETEC - Brazil"
Research Tools

MEC/SETEC
Niagara College
Interagency Group for Education Research and
Innovation



Research Tools

- **SEMISTRUCTURED INTERVIEW FOR WOMEN PARTICIPANTS:**
 - 14 questions about:
 - Motives for joining the Mulheres Mil Program
 - Access, retention and success
 - work
 - education
 - family

Research Tools

- **SEMISTRUCTURED INTERVIEW FOR COMMUNITIES:**
- 11 questions about:
 - Contribution to the program
 - Perception has on the Program
 - Impact of the program in the community
 - Suggestions for improvement

Research Tools

- **SEMISTRUCTURED INTERVIEW FOR INSTITUTIONAL MANAGERS AND LOCAL :**
- 08 questions about:
 - Training for the Program
 - Planning processes and implementation of the classes of Program
 - Courses offered
 - Infrastructure
 - Institutional image
 - Significant impact on the institution

Research Tools

- **SEMISTRUCTURED INTERVIEW FOR TEACHERS:**
- 03 questions about:
 - Experience Program
 - Pedagogical practices
 - Suggestions

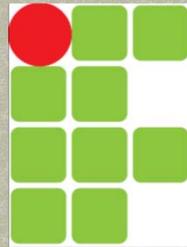
Research Tools

- **SEMISTRUCTURED INTERVIEW WITH THE DEANS AND EXTENSION AND EDUCATION:**
- 03 questions about:
 - Contribution to the program
 - Contribution to the articulation of public policies

Partner institutions:

- **SURVEY STUDENTS:**

- BLOCK I - INSTITUTIONAL IDENTIFICATION
- BLOCK II – EDUCATION
- BLOCK III - INCLUSION IN THE WORLD OF WORK
- BLOCK IV – CITIZENSHIP



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A HISTORY OF LABOUR AND DEDICATION

IFRO

1909

- A century of history on vocational education in the country: 1909 to 2009.





-
- Objective: to promote a good quality education through teaching and research, aiming to form a critical citizen.
 - Encourage critical thinking, and a scientific, social and technological development



CRITICAL LEARNERS

- Students are expected to reflect, analyse, interpret, examine, motivate, reason and draw conclusions to a much greater extent than previous curricula have stipulated.
- A matter of forming opinions and deciding about different alternatives.



STRUCTURE

- Technical and Professional Education: xxx students
- Integrated Studies for Environment - High School level
- Technical Chemistry
- Technical Gastronomy/Food
- Environmental Management
- Chemistry: Distance Learning



We offer our students

- Organic Chemistry Labs
- Analytical Chemistry Labs...
- Water Analysis Lab
- Water Microbiology Lab
- Library



LABS

- Soil Chemistry Labs
- Environmental Monitoring Lab
- Bromathology Lab
- General Microbiology Lab
- All them new...40 Hectares campus



THEME WEEKS

- TECHNOLOGY WEEKS - seminars, poster sessions, debates, lectures
- Visits to workplaces and factories
- Science centers
- "Eco" farms
- E.g. ENVIRONMENT WEEK - FAIR



THEME WEEKS

- E.g The Environment Week -
- Generate questions and an understanding of the connection between technology/ science and environment and what effects one or other decision/practice have on people



COMMUNITY RECOGNITION

- Meaningful motivating work
- Community knowledge exchange-
- Life-cycle analysis
- Awareness of pupils own possibilities and contributions to their communities



EXCHANGING EXPERIENCES

- LEARNING PROCESS
- Learn in a way that everybody will be able to participate and be included in social development
- Sustainable development - knowledge to handle future situations - what capacities and attitudes sts need to develop?



DILEMMA OF LEARNING

- What is the nature of knowledge that will equip us all, and the next generation, so that we can guarantee sustainable development in an effective and ethical manner?!



THANK YOU

BE ALWAYS WELCOME TO OUR
LEARNING SPACE!

Thank you for sharing your
experiences with us

IFRO TEAM!!

www.ifro.edu.br



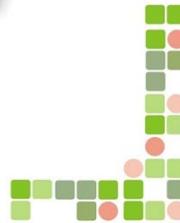
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Mulheres Mil

IFRO

March 2014

Ministério da
Educação



INSTITUTO
FEDERAL

Mulheres Mil - IFRO



Câmpus:
Porto Velho Calama
Porto Velho Zona Norte
Ariquemes
Ji-paraná
Vilhena
Colorado do Oeste

Ministério da
Educação





Mulheres Mil - IFRO

1. History:

- ✓ Instituto Federal de Rondônia launched the **Mulheres Mil Program in 2010**, at Câmpus Ji-paraná, centre of the state of Rondônia. Only 40 women had the opportunity of joining the course – Biojewelry. New Brunswick College and Cègép Marie Victorin were the Canadian partners.
- ✓ In **2011, the IFRO offer increased - 300** places for women in Porto Velho – capital of the State, Câmpus Porto Velho Calama , in Colorado, in the southwest of the State RO, Câmpus Colorado do Oeste, and in Ji-paraná.
- ✓ In **2012, opportunity for 500 women were offered**, and new campi were included: Câmpus Ariquemes (200km far from Porto Velho) and Vilhena (South of the State).
- ✓ In **2013, other 500 women were included into the Program.**
- ✓ In **2014 the Institute will offer 470 new opportunities - Pronatec/Mulheres Mil.**

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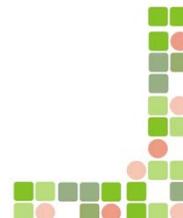


Mulheres Mil - IFRO

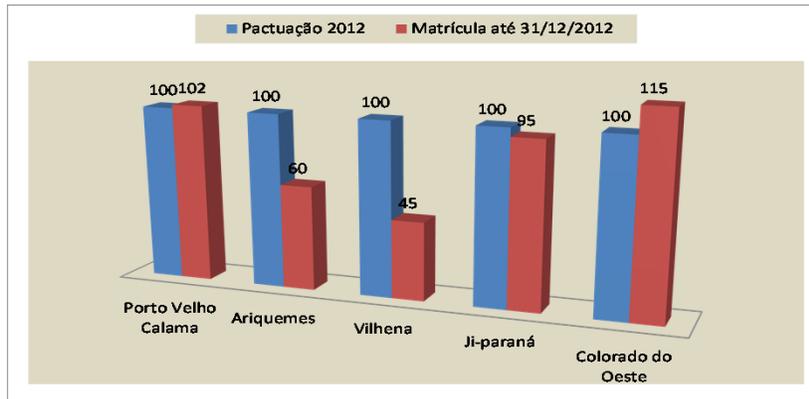
2. Courses offered between 2010-2013:

- ✓ Cursos de Formação Inicial e Continuada -FIC / **FIC Courses**
 - Biojewelry
 - Fashion;
 - Beauty and Stylist;
 - Food processing – Dairy;
 - Food processing – Cacau;
 - Range Chicken farming;
 - Entrepreneurship;
 - Digital Technical Inclusion;
 - Fishing Processing.

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3. GOAL 2012/2013:



IFRO offer - 2012/2013.

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PAÍS RICO E PAÍS SEM POBREZA



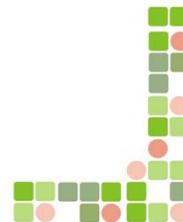
4. 2014 GOAL:

✓ MULHERES MIL /PRONATEC:

1. *Mulheres Mil* methodology will be preserved;
2. Select course supervisors - Mulheres Mil/Pronatec;
3. Select teachers;
4. Stablish/develop partnership MDS – Ministry of Social Development.

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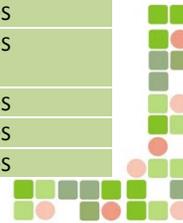
GOVERNO FEDERAL
BRASIL
PAÍS RICO E PAÍS SEM POBREZA



5. 2014 offer:

Course	Câmpus	How many	Demanding
Child Care/Baby sitter	Ariquemes	30	MDS
Accountancy operator	Ariquemes	30	MDS
Computing operator	Ariquemes	30	MDS
Cookery/snacks	Ariquemes	30	MDS
Receptionist	Vilhena	40	MDS
Massage Therapist	Ji-paraná	40	MDS
Child Care/Baby sitter	Ji-paraná	40	MDS
English – Basic level	Ji-paraná	40	MDS
Cosmetic and Beauty	Ji-paraná	40	MDS
Manicure / pedicure/Cosmetic	Ji-paraná	40	MDS
Computing operator	Porto Velho Calama	30	MDS
Elder Care	Porto Velho Zona Norte	40	MDS
Jewelry	Porto Velho Zona Norte	40	MDS

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Mulheres Mil - IFRO



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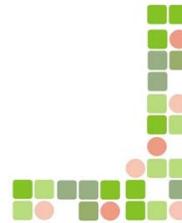


Thank you!!!!

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Tel.: (69) 2182-9629

PROEX – IFRO
www.ifro.edu.br

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PROGRAMA MULHERES MIL INSTITUTO FEDERAL DE SANTA CATARINA



Educação, Cidadania e Desenvolvimento Sustentável



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O Programa Mulheres Mil no IFSC Araranguá

- Início: 2012
- Curso FIC Reciclador- 160 horas
- Matricular 100 mulheres por campus – meta anual: Nos anos de 2012 e 2013 foram ofertadas 200 vagas, com 215 matrículas e 180 formandas (16% de evasão).
- 02 Gestores locais – Atual: Jaqueline e Rosabel
- Escritório de Acesso
- Recurso R\$100.000,00 (auxílio financeiro, material de consumo e permanente)
- Parcerias – Clubes de mães, Associações de Bairro e Centro de Referência e Assistência Social
- Aulas diferenciadas (multi e transdisciplinar)



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QUEM SÃO OS PROFISSIONAIS ENVOLVIDOS COM O PROGRAMA?

- Sensibilização – Como ocorreu?
- Importantíssimo: profissionais com perfil característico para trabalhar com esse público – postura solidária e colaborativa, disponibilidade, **sensibilidade**, generosidade, **empatia**
- Em Araranguá: 25 profissionais internos envolvidos – (espanhol, artes, matemática, educação física, informática, entre outros).
- Parceria com instituições externas: Polícia Civil (Delegacia de Proteção à mulher), Rede feminina de Combate ao Câncer, profissionais da saúde, Universidade Federal, entre outros.
- O IFSC Araranguá como um todo abraçou o Programa, acolheu as alunas e tentou fazer da escola uma segunda casa para elas, onde elas pudessem se sentir bem vindas, respeitadas e acolhidas.



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A BUSCA ATIVA E A SENSIBILIZAÇÃO DO PÚBLICO A SER ATENDIDO

MULHERES maiores de 18 anos em situação de **vulnerabilidade social**, sem pleno acesso a serviços básicos (educação, moradia, emprego, saúde).

Como atingir o público pretendido?

- Ação conjunta de “porta em porta”
- Panfletagem nos postos de saúde
- Encontros de Clubes de mães
- Visitas às associações de moradores
- Visitas as entidades que trabalham com mulheres carentes.



COMUNIDADES ATENDIDAS: Residencial Flor do Campo, Favela do UCCA, Vila Samaria, Cidade Alta, Vila Verde e Coloninha.

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O Mapa da Vida

É uma ferramenta no processo de construção do Programa Mulheres Mil e objetiva criar oportunidade e ambiente para a troca de experiências de vida das mulheres, para que elas possam ser compartilhadas e então devidamente registradas, validadas e valorizadas.



A construção do mapa da vida estimula as mulheres a organizar sua própria história numa cronologia que possibilite que cada uma visualize e apresente sua história de vida.



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O Mapa da Vida

O fato de colocar a mulher diante da perspectiva de fazer escolhas e selecionar o que quer contar e registrar, revelando os fatos marcantes, as rupturas e as pessoas significativas pode ter diversas consequências, por isso a necessidade de a equipe multidisciplinar estar preparada para os mais variados tipos de emoções e posteriores encaminhamentos.



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O Portifólio

O que é o portfólio?

É um processo e um produto, que visa o atendimento, o acompanhamento e a avaliação dos conhecimentos e habilidades percebidos inclusive no processo, proporcionando a comprovação e a documentação do aprendizado reconhecido:

Objetivos:

- Identificar conhecimentos de saberes e habilidades prévias trazidas;
- Apoiar o aprendizado, unindo o conhecimento anterior com o atual, evidenciando suas relações e contrastes;
- Facilitar o pensamento sistêmico.
- Acessar o conhecimento ou diagnosticar o desconhecimento;

















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Obrigada!

 EXTENSÃO IFSC
Um caminho aberto a todos

 QUILOMBOS VIVOS
Educação, Cidadania e Desenvolvimento Sustentável

Ministério da Educação 



An Impact Assessment of the Mulheres Mil Program

APPENDIX M

Communiqués

June, 2013

November, 2013



MULHERES MIL

An Impact Analysis of the Mulheres Mil Program

Communication Update: June 2013

INTRODUCTION

The Mulheres Mil Program first began as a project in 2005. The project was designed, in participation with ACCC and Canadian colleges, to work with the specific marginalized population of young and mature women in Northern Brasil, many who are poorly educated, socially and economically vulnerable, and excluded from the labour market. The initial goal of the Mulheres Mil project was to provide vocational training to 1000 women in the North and Northeast regions of Brasil in order to improve their quality of life and remove them from their position of vulnerability. Based on the success of the project, in 2011 it was extended into a nation-wide program which now aims at graduating 10,000 women by 2014. The program, thus far, appears to have had a significant impact on participants by helping them to discover their citizenship, restore their self-esteem, and improve family and community relations. To date, the level of impact has not been thoroughly documented this and the Mulheres Mil Impact Assessment project aims to fill that gap.

This summary provides an overview of an ongoing study that, throughout various stages, will provide an impact analysis of Brasil's Mulheres Mil program. It begins with a brief overview of the program and describes the Mulheres Mil program participants throughout the country. The ultimate goal of the research will be described and an overview of the community and institutional stakeholders will be highlighted. Finally, the research team will be introduced and their roles outlined.

AN OVERVIEW OF THE STUDY

This research project is funded by the Canadian development agency International Development Research Centre (IDRC). IDRC has provided two years of support for the development of research tools that will allow stakeholders to gain insight into the impact of this important economic and social policy initiative that, since its launch in 2005, has influenced the lives of so many marginalized women in Brasil. The tools will be designed in a way that will facilitate an impact analysis including the perspectives of the multiple stakeholders involved with the program.

GOALS OF THE RESEARCH

The intended outcome of this project is to provide stakeholders with instruments that will permit the impact assessment of the Mulheres Mil program and further support the ongoing assessment of social inclusion programs in Brazil, and potentially beyond. In addition, through quantitative and qualitative analysis of this program, researchers will contribute to a body of literature that demonstrates the benefits and impact of social inclusion programs on participants, the community, and the institutions themselves.

By examining the impact of this program, researchers will gain a broader understanding of the value of government initiatives that seek to support individuals from an economically disadvantaged population, by providing access to vocational training and education according to the needs of each community and region. It will provide insights into the long-term economic and social value of social inclusion programs to communities, participants, and societies. By exploring the impact on the institutions participating in delivering the Mulheres Mil program, the research may reveal partnerships, processes, resources, tools, and services that could be considered as possible best practices. The research may also reveal possible recommendations for program enhancements, which may provide meaningful data and insights that could promote future success of similar programs.

“ I can say that today I have a future. Is it still a challenge? Yes, I know it is hard, but I'll get there.”

—Mulheres Mil Participant

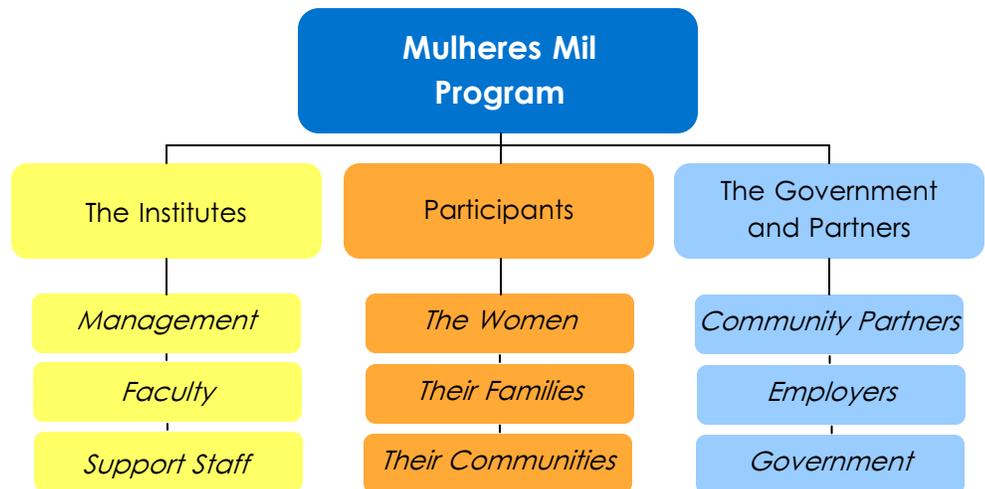
PARTICIPANT PROFILE

The women involved in this program have a number of different characteristics. They may be young or mature, however most have limited education and are socially and economically vulnerable, and often excluded from the labour market.

By becoming involved with the Mulheres Mil program, participants are given the opportunity to be trained in basic educational components such as Reading, Writing, Math, and Technology as well as a in-demand trade to assist them in finding employment in their region. All students are provided with some kind of financial assistance, with additional assistance provided to those demonstrating a certain level of need.

STAKEHOLDERS

The key stakeholders identified thus far are the participants themselves, their families and their communities; the Federal Institutes (IF's) including management, faculty, administration, and support staff; government partners at federal, provincial and municipal levels; community agencies including associations, cooperatives, NGO's and syndicates; and finally, the employers of graduated students.



PROJECT STATUS

As of June 2013, the project is just over half way into it's workplan, and it's two years of support from IDRC. The project team has completed the project startup and a comprehensive literature review. All members of the team and their roles in the project have been identified and invitations from the Ministry of Education in Brasil have been sent to the Institutions to participate. The development of the conceptual framework is currently underway, and is expected to be completed shortly. The framework for Ethics is also in progress. It is hoped that the Brazilian research team will be travelling to Canada to work on both of these components for one week in the month of July 2013. From there, the tools will be developed and piloted by the project completion date of March 2014.

RESEARCH TEAM

Canadian Team Members

Dr. Holly Catalfamo
Marti Jurmain
Natalee Tokar
Malcom Howe
Kirsten Kennedy

Brasilian Team Members

Stela Rosa
Eduardo Braulio Wanderley Netto
Ana Paula Kuczmynda da
Silveira
Maria Teresa Fabbro
Jussara Maysa
Maralise Esteves
Ludimila Brasileiro Guirra Couto
Erica de Lima Gallindo

“ I can say that today I have a future. Is it still a challenge? Yes, I know it is hard, but I'll get there.”

MULHERES MIL

An Impact Analysis of the Mulheres Mil Program

Communication Update: October 2013

SUMMARY

The Mulheres Mil Program first began as a project in 2005. The project was designed, in collaboration with the Association of Canadian Community Colleges (ACCC) and Canadian colleges, to work with the specific marginalized population of young and mature women in Northern Brazil, many who are poorly educated, socially and economically vulnerable, and often excluded from the labour market. The initial goal of the Mulheres Mil project was to provide vocational training to 1000 women in the North and Northeast regions of Brazil in order to improve their quality of life and remove them from their position of vulnerability. Based on the success of the project, in 2011 it was extended into a nation-wide program which now aims at graduating 100,000 women by 2014. The program, thus far, appears to have had a significant impact on participants by helping them to discover their citizenship, restore their self-esteem, and improve family and community relations.

The Mulheres Mil Impact Assessment project seeks to provide tools and techniques to help key stakeholders determine the impacts realized from the Mulheres Mil program. The Canadian International Development Research Centre (IDRC) has provided support for the development of research tools and methods between March 2012 and March 2014.

RESEARCH DEVELOPMENT FORUM

Niagara College Canada, August 2013



From August 12 to August 16th, Niagara College Canada and the Canadian researchers hosted the Brazilian members of the team during the Research Development Forum at Niagara College. The week was an invaluable learning experience which resulted in a draft set of tools being developed and relationships within the team strengthened.

The week began with relationship building activities and an introduction of the work completed to date on the Mulheres Mil Impact Assessment Project. Moving towards the middle of the week, the final framework for assessment was developed in the format of a Logic Model. Draft tools such as questionnaires, interview guides and focus group guides were developed from this framework. A pilot of the tools will take place in Brazil between September 2013 and April 2014, following which the team will revise and finalize them.

“ The high level discussions and the collaborative work allowed us to build solid research.”

—Research team member on the overall Research Forum experience



Visit from Lynn Ogryzlo



Visit to the Niagara College Brewery



Evening trip to Maid of the Mist

NEXT STEPS

Resulting Outputs of the Research Forum

The Logic Model Framework for the MMIA
 Draft Research Techniques
 Draft Semi-structured Interview Guides
 Draft Questionnaire for Participants
 Draft Document Analysis Process
 Draft Focus Group Process
 Draft Methodology

The final steps until the completion of this phase of the workplan in March 2014, is to pilot and revise the tools that were developed in the Research Development Forum week. Once this has been done, the next phase of the project will be to begin a full rollout of the tools according to the needs of the Mulheres Mil program.

RESEARCH TEAM



From right to left:

-  Maria José Resende de Ferreira
-  Marti Jurmain
-  Ania Tampilis da Silva
-  Jussara Maysa Silva Campos
-  Clarice Monteiro Escott
-  Marilise Esteves
-  Holly Catalfamo
-  Nara Souza
-  Kirsten Kennedy

Special thanks many parties for their hospitality of the MMIA team including Dan Patterson, President of Niagara College; Steve Hudson, Academic Vice President; Jon Ogryzlo, Dean of International Partnerships; Malcolm Howe, Coordinator of BA-Marketing program; Lynn Ogryzlo, Author of *The Ontario Table*; and Niagara College's Benchmark restaurant, teaching winery and brewery staff members.

For up to date project status, visit:

MulheresMilProject.wordpress.com



An Impact Assessment of the Mulheres Mil Program

APPENDIX N

Blog Site

Dr. Holly Catalfamo

2014

hollycatalfamo.wordpress.com



hollycatalfamo

Just another WordPress.com site

Image | March 22, 2014



There is no better food than found in Brasil. Clarice shared with us some of her favourite culinary delights. My first experiences with a Brazilian BBQ and local specialties. Absolutely outstanding. Our program team is amazing!

[Leave a comment](#)

Image | March 22, 2014



A wonderful opportunity to interview students, professors, coordinators, the program psychologist and experience their stories of

success and transformation. The program team reaches out to community organizations and actively recruited within the vulnerable communities to connect with potential applicants. Once individuals become students, if they miss a class, teachers reach out to them to find out what their needs are so that the IF and their team can support them. Student success is a priority for everyone ... from the campus Directors, to program coordinators and, of course, their teachers. You could actually feel the bond when interviewing. The mutual respect and the kindness is genuine and transformative not only for the stakeholders but for myself and Marti as researchers from Canada.

[Leave a comment](#)

Image | March 22, 2014



At each site that we visited, Canadian professors shared gifts of jewellery from their collections with the students of the Mulheres Mil program. The women were overwhelmed with gratitude. I am thankful to my friends and colleagues who generously donated these pieces. We were so happy to provide thanks to the students, in some small way, for sharing their stories and helping us to understand how courageous that each of them are.

[Leave a comment](#)

Image | March 22, 2014



As Brasil's wine capital, the region is full of beautiful vineyards and wineries. It is an absolute spectacular area with picturesque scenery and AMAZING food. So beautiful.

[Leave a comment](#)

Image | March 22, 2014



These beautiful sisters were absolutely amazing. Iolanda was in the process of opening a shop of clothing, shoes, and other items. Over 60, she was so excited to put her many skills of selling to work. She indicated that she had a lot of energy to work and wanted to continue to contribute to the economy and to make her contribution as a citizen. Her sister, Orilda, with 19 grand children and 7 children loves the program and plans to come back! Both of these amazing ladies are inspired by a passion for learning that had been quiet for many years.

[Leave a comment](#)

Image | March 21, 2014



Elisabete was a student in the MM program. She is so proud of her graduation. Within her team she became a leader of others, supporting the other students by offering guidance, support and helping tutor them with their studies. Her influence on others was clear. The love, friendship and the importance of relationships was both inspirational.

[Leave a comment](#)

Image | March 21, 2014



So sorry everyone, I haven't had access to the computer. I will try to catch up. Here we are at a beautiful IF in the downtown. This campus is very similar in terms of the viticulture and environmental programs. The picture captures the women in the Mulheres Mil program and their professors. They shared their stories with us in a very authentic and generous manner and I will share some of those stories with you.

[Leave a comment](#)

Image | March 19, 2014



Today we had the opportunity to meet 6 remarkable women at the IF in the city adjacent to our host city. These students are in a program teaching them to be welders to work in a predominantly male-dominated industry in the area. The students were incredible inspirational speaking of how Mulheres Mil has made an incredible difference in their lives. They also spoke of how wonderful their professors were and the incredible support they received from one another and the Institute.

[Leave a comment](#)

Image | March 18, 2014



The Training Manuals developed by the NC HRM students were extremely well received by the team. Thanks goes out for all the hard work by the January start of the HRM students. Great work and really greatly appreciated!!!

[Leave a comment](#)

Image | March 18, 2014



What an amazing campus. Exciting programs in Food Science, Agriculture, and of course viticulture (wine making). This is delicious grape juice (not wine, I promise). Thanks for a fantastic afternoon tour!

[Leave a comment](#)

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