Survey Report

Responsive evaluation in profound transformations: the program Jovem de Futuro case

■ Authors: Telma Vinha // Cesar Augusto Amaral Nunes // Warley G. Correa // Soraia Campos

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RESUMO

O presente estudo de avaliação responsiva pretendeu identificar mudanças, avanços e dificuldades decorrentes da implantação do Program Jovem de Futuro (JF) nas escolas, considerando para isso a perspectiva dos gestores, suas percepções sobre as ações desenvolvidas, assim como suas contribuições para o aperfeiçoamento do programa. Pretendeu também analisar a relação entre o desenvolvimento do JF com os contextos das escolase os perfis dos gestores. Por meio de um programade gestão das escolas, das diretorias regionais e das secretarias de Educação com duração de oito anos e três fases, o Jovem de Futuro visa a melhoria dos resultados de aprendizagem dos alunos doEnsino Médio. A avaliação responsiva ocorreu no período de 18 meses iniciais do programa que se refere à metade da 1ª Phase, a implementação do Management Circuit. Os participantes desta pesquisa foram 31 gestores de escolas estaduais do Rio Grande do Norte que aplicam o JF em suas instituições. A responsiva é uma avaliação qualitativade programa que envolve a pesquisa-ação, em queos participantes são auxiliados a realizar suas próprias avaliações e as descobertas são utilizadas para melhorar a compreensão, decisões e ações nos diversos níveis. Nesse processo, foi utilizado um ambiente colaborativo on-line, o Knowledge Forum (KF), em que os gestores compartilharam narrativas sobre os avanços, as dificuldades, as estratégias, as condições e as contribuições do e para o programa. Também foram realizados encontros presenciais a cada 60 dias, em média, em que se discutiram a síntese das informações relatadas, as propostas apresentadas e a implantação do programa em suas escolas. A base de dados foi formada pelas diversas narrativas e comentários extraídos do KF, pelos registros orais feitos nos encontros presenciais e pelas informações e documentos inseridos pelas escolas e pelos supervisores no Sistema de Gestão de Projetos (SGP). A análise qualitativa foi realizada por triangulação, buscando evidências para os três indicadores inter-relacionados que permitiram compreender melhor o processo de transformaçãoe o grau de intensidade: o alinhamento da escola com as ações propostas pelo programa; o engajamento coletivo, decorrente do envolvimento e da participação dos integrantes da instituição; e

ABSTRACT

This responsive evaluation study aimed to identify changes, advances and difficulties resulting from the implementation of program Jovem de Futuro (JF) in schools, considering theperspective of managers, their perceptions of the actions developed, as well as their contributions to the program's improvement. It also intended to analyze the relationship between the development of JF with the context of schools and manager profiles. Through a management program of schools, regional education offices and state departments of education lasting eight years and broken down into three phases, Jovem de Futuro aims to improve learning outcomes of secondary school students. The responsive evaluation took place during the initial 18 months of the program, which refers to half of the first phase: implementation of the Management Circuit. The participants of this survey were 31 managers of state schools in Rio Grande do Norte who applied the JF methodology in their institutions. The responsive evaluation is a qualitative evaluation of a program that involves survey-action in which participants are helped to carry out their own evaluations, and the results are used to improve understanding, decisions and actions in all levels. In this process, online collaborative environment Knowledge Forum (KF) was used, in which managers shared narratives about progress, difficulties, strategies, conditions and contributions to and for the program. Face-to-face meetings were also held every 60 days on average, in which the synthesis of the information reported, the proposals presented and the implementation of the program in their schools were discussed. The database was composed of the various narratives and comments extracted from the KF, the oral records made in the in-person meetings and also of the information and documents inserted by the schools and supervisors in the Project Management System (SGP). The qualitative analysis was performed by triangulation, looking for evidence for the three interrelated indicators that allowed better understanding the transformation process and degree of intensity: the alignmentof the school with the actions proposed by the program; collective engagement, resulting from the involvement and participation of the institution's

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o posicionamento crítico com que implementam, adaptam e avaliam o programa. O conjunto de evidências e informações resultou em um estudo de caso de cada unidade escolar. A partir desses indicadores, as escolas foram classificadas em três diferentes grupos, ficando quase um terço emcada grupo: trajetória de progressão acentuada, trajetória de progressão restrita e trajetória sem progressão. A forma como o gestor implantou o programa em cada grupo de escolas difere, sendo que, no segundo, houve uma execução mais mecânica e irregular, e, no terceiro, aconteceu um menor número de ações relacionadas ao JF, ocorrendo muito pouco avanço. A avaliação responsiva mostrou que o programa atingiu seus objetivos principalmente para um perfil de gestores que de- monstra maior autonomia, iniciativa, flexibilidadee adesão ao programa e capacidade de engajamento dos demais integrantes da escola. Apesar de o JF ser o mesmo para todas as escolas, os gestores o assimilam e desenvolvem-no de forma bastante diferenciada. Em vista disso, recomenda-se que o programa tenha ações formativas e de apoio aos gestores também diferenciados. Sugere-se também a incorporação pelas secretarias de Educação dos princípios e estratégias elementares dessa forma de avaliação, como a escuta e a responsividade contínuas, assim como o acompanhamento dos indicadores propostos (como parte do Program Jovem de Futuro).

members; and the critical positioning with which they implement, adapt and evaluate the program. The set of evidence and information resulted in a case study for each school unit. Based on these indicators, the schools were classified into three different groups, with almost one third in each group: accentuated progression trajectory, restricted progression trajectory and trajectory without progression. The manner how the manager implemented the program in each group of schools differs: in the second group, the execution was more mechanical and irregular, while in the third group, there was a fewer number of actions related to the Jovem de Futuro, with very little progress occuring. The responsive evaluation showed that the program achieved its objectives mainly among a profile of managers that demonstrates greater autonomy, initiative, flexibility and adherence to the program and the ability to engage with the other members of the school. Although JF is the same program for all schools, the managers assimilate it and develop it in very different ways. Therefore, it is recommended that the program develop different training and support actions for managers. It is also suggested that the state education departments incorporate the basic principles and strategies of this form of assessment, such as continuous listening and responsiveness, as well as monitor the proposed indicators (as part of program Jovem de Futuro).

PALAVRAS-CHAVE: Avaliação de programas, Avaliação responsiva, Management Circuit, Program Jovem de Futuro.

KEYWORDS: Program evaluation, Responsive evaluation, Management circuit, Program Jovem de Futuro.

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Profound transformations

1.

We can say that a transformation is profound when new practices are incorporated to the point of generating new habits; when this new way of doing things occurs without the need for much reflection; when it becomes expected by the majority of those involved that these practices be done in this different manner. In an educational system, each professional category has its set of practices: managers, professors, coordinators, regional directors, etc. The practices of one depend on that of others and affect them. Each one of these categories performs specific functions and end up developing a language of their own for interaction among peers – new jargons surface, meanings are implied, and an informal valuation about what is good, what works, appears as a regulation of the group or community of practice. Profound changes can happen along a dilated scale of time, in a natural manner, as a reaction and interaction with the rest of society, or can be induced intentionally through a program or a policy (DONOVAN, 2014).

New habits end up generating new structures. We can cite an example to illustrate this: school research practices have changed over time, incorporating more and more online searches. This led to a huge reduction in the use of encyclopedias in paper form, a re-signification of library space, access facilitation through computers and cell phones, incorporation of new purposes and languages for verifying whether a source is reliable, if search filter algorithms contain biases, if information is read or simply been cut-and-paste, etc. This relationship is dynamic: new habits generate new structures and, at the same time, depend on them to be made possible to the point of becoming habits.

The profound transformation will occur if the communities of practice themselves positively acknowledge and value these new practices and structures. Even if there are clear intentions in the induction process provided by a program or policy, it is the interaction between community members that will allow for the "informal evaluation", the experimentation and adaptation of practices suggested. These practices incorporated, modified, disseminated internally, are what lead to new habits, and in the majority of cases differ from those intended by who designed the program or policy.

From this short preamble, we can surmise some of the reasons for the difficulty in making pilot

programs scalable. These programs, with their controlled samples, not always are scrutinized by the community of practice. An autonomy is not given and supported for creating legitimate emergent habits by the community itself.

In the "post-pilot real-world, practices suggested are criticized, modified, abandoned, and the structures created at the time of the pilot may prove insufficient or rigid. A growing movement known as Design-Based Implementation Research, proposes incorporating in the program design the capability to analyze whether the structures created are being adequate, if the incorporation of language and practices is occurring and, if not, allow for the program itself to be modified. They are designs in which the implementation is monitored and flexible, the assessment is constant and seeks to find out if the program is functioning, for whom and in which contexts (FISHMAN et al., 2013).

In spite of the specificities of each job position and characterization of the different communities of practice, the functions of managers, professors, coordinators, supervisors, regional directors, etc. are interrelated. A profound transformation ends up affecting the relationships between these players and also the roles, expectations and actions of students and families. A program that intentionally induces a transformation at this level of depth needs to be thought out as having a social transformation agenda. Some of the most efficient methods for evaluating programs with a social agenda are: responsive evaluation (or client-centered); constructivist assessment; deliberative democratic assessment; and utilization-focused assessment (STUFFLEBEAM, 2001).

These are the program evaluation methods with a social agenda that, potentially, allow knowing whether the induction actions to put into practice a policy or program promoted sustainability, if the supports and actions can be discontinued and if the structures and habits will not go back to previous stages. The pertinent evaluation questions in this case are: did the structures, languages and practices created and suggested by the program makes sense for the actors of the different communities involved? Was the program implemented in accordance with its original design or were modifications made to the structures and practices? What were they? With what level of success? Is it possible to identify habits that demonstrate that the program reached a certain level of sustainability?

One way of thinking and evaluating this systemic and sustainable transformation is to consider that the new set of expectations and the new ways of acting and interacting characterize a new culture.

Culture is a difficult term to define because cultural groups are always internally heterogeneous and contain individuals who adhere to a range of diverse beliefs and practices. Furthermore, the core cultural beliefs and practices that are most typically associated with any group are also constantly changing and evolving over time. However, distinctions may be drawn between the material, social and subjective aspects of culture, that is, between the material artefacts that are commonly used by the members of a cultural group (e.g., the tools, foods, clothing, etc.), the social institutions of the group (e.g., the language, the communicative conventions, folklore, religion, etc.), and the beliefs, values, discourses and practices which group members commonly use as a frame of reference for thinking about and relating to the world. Culture is a composite formed from all three aspects, consisting of a network of material, social and subjective resources. The full set of cultural resources is distributed across the entire group, but each individual member of the group only uses a subset of the full set of cultural resources that is potentially available to them (BARRETT et al., 2014).

We can consider that each school network, each school and each family has its culture. However, they overlap and are constantly being transformed. An intervention program at school network level – city or state – should be considered as a potential transformer of culture at this level. Specific actions do not have the power to generate transformations that are systemic and long-lasting. The deeper the transformation, the greater the number of people and roles involved, the greater the number of actions necessary, the greater the need of coordination between actions and the greater the need for support and time for the transformation to be incorporated and consolidated as a new culture.

The implementation of a program is just as sensitive as the design of the program itself (FISHMANet al., 2013; SABELLI; DEDE, 2013; BAXTER, 2017; SANNINO; ENGESTRÖM; LEMOS, 2016). Knowing if a group or community is mature to walk on its own after introduction of the program is a matter that can only be answered if the implementation process itself can be placed under analysis, be evaluated, not only in terms of obtaining results, but also the culture transformation generated by the program. The greater the intervention scale, the greater the number of groups or communities impacted, the greater the complexity of implementation processes and the greater the need for evaluation that takes into account the different contexts and processes of culture change.

Intervention programs that last longer in certain places, which utilize distinct actions in different contexts and are satisfied with different results in different places recognize the complexity of culture

transformations and, in addition to the traditional, important and complementary experimental or quasi-experimental impact assessments, also incorporate more systemic evaluations that take into consideration the publics and contexts. Impact assessments show "what is working". More-systemic evaluations point "for whom and in what contexts" and many times blend with the implementation process itself of programs (FISHMAN et al. 2013; NUNES; VINHA, 2016; DONOVAN, 2014; PENUEL; GALLAGHER, 2017).

1.1 Responsive evaluation

The implementation and evaluation of programs in socially rich and complex situations must take into account the different contexts and allow that each social group start out with what it has and knows, in addition to build, with the program's support, the most appropriate path considering its reality. We highlight here a new version of responsive evaluation, which is the innovative client-centered studies. This form of evaluation was originally developed in the 1970s by Robert Stake, director of the Center for Instructional Research and Curriculum Evaluation (CIRCE), at the University of Illinois. According to the author, responsive evaluation "is a search and documentation of a program's quality. It is thorough in both its measures and interpretation" (STAKE, 2004, p.89). In it, the evaluator works with and for the support of a diverse group of clients, which includes, for example, the professors and managers themselves that participate in a program. These professionals support, administrate, develop and operate the program, looking to the evaluator for counseling and clarifications for understanding, judging and improving the program. As such, the evaluator must continuously interact and satisfy the evaluation needs and issues of clients, as well as of the program's creators and sponsors.

The responsive evaluation takes advantage of the point of view of those involved (students, professors, managers at school and department level) as well as of specialists to characterize, investigate and judge the program. In this method, the beneficiaries are also those that win and learn the most from the assessment.

Autonomy is valued, and the people involved in the program are helped both in evaluating it as well as in using the evaluation to improve the program itself or its local implementation. A relevant aspect of the client-centered assessment is that it involves a research-action process in which people that design, implement and use the program are helped in conducting their own investigations and using these

results to improve their understanding, their decisions and their actions. It is respectful and democratic, as it considers and validates the actions of the school, professors, managers and transformers in promoting constant reflections, improvements and communications necessary.

According to the principles of flexible implementation and democratic participation, the various clients of the program can have perceptions and even objectives that differ from those designed by who conceived the project. They may, for example expect and want that the modifications in the learning environment (and the various contexts) be different from those expected by who conceived it; they may believe that the stages for implementing the program be different from those imagined by who prepared it; they may have different outcome expectations than those aspired by the creators. The differences illustrate different starting points, complexities not foreseen and even conceptions and values that differ between the various players and the proposal contained in the program. Understanding and living with these differences and gradually coordinating perspectives so that there is greater convergence of vision, interests and expectations depends on openness and adaptation both on the part of who designs and implements the program as well as who receives it. The responsive evaluation has the objective of doing this reflexive mediation. As such, the following is collected and compared in the evaluation process:

— The contexts (ideal versus expected by the various players and observed in the various locations);

— The processes (ideal versus expected by the various players and observed in the various locations);

— The results (idealized versus expected by the various players and observed in the various locations).

One of the tools used in this process are the narratives, a valuable tool capable of contributing to the understanding and monitoring of an educational program and change in school culture. Stake (2004, p.248) says that "the narrative reports facilitate the subjective experience, without neglecting the formal description and probative inference much". In analyzing the narrative reports, Warschauer (2001, p.190) reflects that: "the written experience, when read by others, leads us to exit ourselves to be able to share thoughts, causing a shift from the implicit to the explicit."

However, some caution is necessary in the use of responsive evaluation. For Stufflebeam (2001), a "major weakness" is the vulnerability of this approach in relation to external credibility, in view that the participants that develop the program in fact have considerable control over the evaluation of their work. Another necessary exception is that, for working very closely with the stakeholders, the evaluators may lose their independence. The author also points out that this approach may not be very favorable in reporting clear conclusions in time, in order to contribute to decision-making or for designating responsibilities. Furthermore, instead of leading to conclusions or closures, for the fact that it presents different and, not rarely, opposing perspectives, such approach may generate adversity, some confusion and contentious relations between stakeholders. It is also necessary to be cautious to not get lost in an unproductive manner due to the huge quantity of data and countless interpretation possibilities. Each of these points will be considered further ahead in the expanded version of the responsive evaluation through the use of technology, with the introduction of narratives in an online collaborative environment.

1.2 Improvement of the responsive evaluation: use of rubric, technology in the involvement of an online sharing community and in the continuous monitoring of a group of beneficiaries

There are a few major advantages in resuming today Stake's responsive evaluation, minimizing the difficulties reported above and significantly advancing on its impact. The methods and instruments used in the client-centered evaluation allow for an abundant collection of data, encompassing case studies, observations, sample studies, reports, stories, narratives, etc. All these methods consume a lot of time for collection and analysis, and impose serious financial limitations to the achievement of the evaluation. Use of technology in the process of registering narratives and sharing can contribute to minimize these problems. The evaluation proposed in this study is inspired on the responsive evaluation, however, updated and expanded.

An efficient strategy for registering and sharing narratives of participants is the use of a collaborative online environment. This resource, when chosen and configured adequately, allows for direct communication between the parties involved and allows everyone to visualize perspectives, strategies, processes and reflections contained in the narratives, to report contributions and suggestions for the program, as well as make "connections" between the narratives. Technology is used as an important tool in this registration process, since it facilitates the analysis and evaluation of evidence brought forth in the reports. As such, the process of obtaining several points of view and the involvement of various

players working in a collaborative manner to investigate the program itself is leveraged by the use of technology. And this is perhaps the main difference in relation to the traditional responsive evaluation approach. In the traditional version, the external evaluator interacts constantly with the beneficiaries, needs to conquer a position of authority that's acknowledged by the group and contributes so that the program's intentions are understood by everyone involved. In the case of the responsive evaluation expanded by technology, as designed in this study, the interactions between the various people involved have the role to foster reflections, questions and mutual learning that directly relates to the

program's understanding, at the same time that it provides, in a natural and little invasive manner, relevant information for the program's evaluation.

Today there are remarkable tools to foster the collective construction of knowledge in a shared and effective manner. One is the Knowledge Forum (KF)[1], conceived by Carl Bereiter and Marlene Scardamalia, from the University of Toronto. These researchers have been utilizing since the 1980s these collaborative environments to leverage and enable this process (BEREITER; SCARDAMALIA, 2003).

Figure 1 – Narratives and interactions in the virtual Knowledge Forum environment
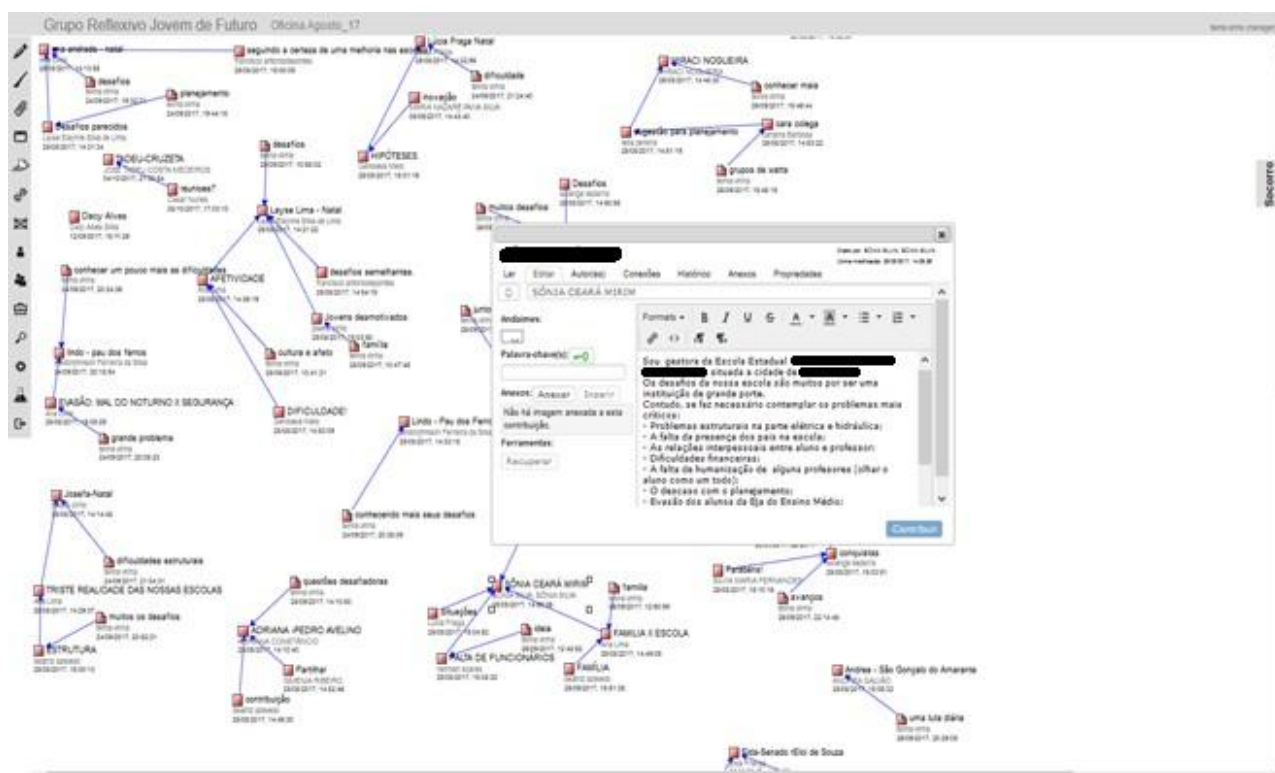
Source: Knowledge Forum. Available at: <https://kf6.ikit.org/>.

Another improvement utilized in this expanded responsive-evaluation process, which helps minimize subjective judgments and comments and increase alignment of the various players in relation to the project's intentions, is the introduction of an evaluation rubric, validated by the participants and used to favor the reflection and analysis of their interventions.

The rubric, in the perspective adopted by us, is an explicit scheme of qualitative information that varies over a continuum and promotes thinking and learning in certain knowledges or competencies (these are the rubric's criteria, lines that comprise a table). For such, this type of rubric is usually associated to a self-evaluation process.

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[1] Knowledge Forum (KF) was conceived to be an environment for the collective construction of ideas. It is accessed through a browser and allows uploading learning objects (scripts, images, films, etc.). Available at: <https://kf6.ikit.org/>.

The rubric is a statement of the quality expected in a given knowledge or competence when executing an activity, participating in a process or preparing a product. The quality is generally described in four levels (the columns of the table). The first connects with an existing thinking and acting in the group, presented by some people, but still incipient or insufficient. The description of this level is important to recognize the reality and explain it without, camouflage or a "blind eye". The highest level is the statement of targets, objectives, the manifestation of thought or action aligned with what is expected. The intermediate levels serve as steps in the change-reflection process of existing practices and routines towards the desired actions and reflections. An example of criterion that can make up a rubric is the "capacity to collaborate when executing a task in group". The first level of collaboration (insufficient) would be of an apprentice who wants to do everything on its own or of a person who does not contribute with any idea or work for the task. The highest level is of the person who, in addition to contributing ideas and assuming part of the task, also assists in coordinating the perspectives of the different group members and strives to insert colleagues in the process that are having difficulties participating. If the group is working to achieve a common objective, in addition to the ability to collaborate, the rubric can contain, for example, a criterion for quality of product generated by the group (such as an original solution to a problem).

Rubrics have been used for a long time in the education evaluation process as an instrument to promote thinking and learning in large-scale transformations involving communities of practice (NUNES, 2014). Within the context of the responsive evaluation, a rubric created and validated collaboratively in the beginning of a program's implementation serves to confront the various contexts, operations and results observed against those expected and designed as ideal. As such, the self-evaluations with a rubric help introduce a common vocabulary and foster reflections about: the level of understanding and knowledge of the program, it's tools, strategies and results until the moment to stop for self-evaluation; the critical positioning of each one, their openness to new ideas and visions coming from other participants; and own contributions to implement local improvements and for the program globally.

Another advancement made possible by the use of technology is the explanation of evidence in connection with the self-evaluation process. When publishing a narrative, the participant, for example manager or professor, can associate to this record (or parts thereof) a "rubric label" (level in which it is at), indicating that that portion is evidence that justifies its evaluation in one or level or another. The placement of labels can be done in moments when stopping for reflection and self-evaluation. This way the affluence and naturality in the writing of narratives are not interrupted.

This evaluation procedure values diversity, participation, reflection, collaboration and advancement of the learning process. Participants are assisted in executing their own evaluations, and the discoveries are used to improve understanding, decisions and actions in all levels. According to Stufflebeam (2001), this type of evaluation utilizes a broad form of collecting data that helps to thoroughly analyze the main interests of the parties involved, seeking relevant information. It also allows examining the program's logic, background, process and results. Various qualitative methods are used (narratives, documents, interviews, testimonials), and the results of these different sources are analyzed by triangulation. "The approach underscores the importance of thoroughly researching results, the intended and the unplanned." (STUFFLEBEAM, 2001, p.70). The judgments and other data of the people involved are respected and incorporated in the evaluations. It is also important to point out that this approach also foresees effective communication of the discoveries.

The third improvement is the continuous monitoring of a same group of beneficiaries over time. As they share analogous realities and slowly get to know each other, witnessing the transformations and difficulties, there is a regulation process among peers. In general, evaluations collect data from different groups or a single group in distinct moments, like photographs. This continuous monitoring over a given period of time allows "building a film" that shows the development process of a program at each of the schools with their similarities and differences, which allows making propositions related to the contexts and stages of the program.

We present below a summary of the positive and negative effects of the responsive evaluation and the cautions we are taking in this study to minimize the negative ones.

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The responsive evaluation expanded by technology, continuous group and self-evaluations

Positive aspects
• Helps the players involved conduct their own evaluations
• Engages the players in defining the evaluation questions and procedures
• Considers in a legitimate and profound manner the interests of the different players
• Searches for relevant information and a broad manner
• Examines the logic base and coherence of the program, the contexts, the operations and the results
• Considers the natural dynamic of the process
• Identifies the main effects and parallel ones
• Takes into account the descriptive information and judgments in a balanced manner s
• Engages the group of players involved
• Collects and analyzes the judgments and contributions of players involved
• Performs a search, both convergent and divergent, for conclusions
• Employees different methods in a selective manner
• Performs analyses by triangulating data from different sources
• Aims for the evaluation to be the fairest and more participant to
• Allows monitoring the program's development process along a continuum
• Promotes the groups self-regulation
• Is propositional
• Emphasizes effective communication processes of results
• Promotes the use of results

Negative aspects	Cautions to minimize the negative aspects
• Can overly empower the players involved in a way that they bias the evaluation	• The digital narratives, use of self-evaluation rubrics and discussions in the collaborative and in-person environments in principle may explain biases related to issues external to the program
• May give lots of creditability to the evaluation skills of the program's participants by considering them safe sources of information	• The detailing and coherence of narratives reported in different moments, as well as interventions in the collaborative environment and the clarification of doubts, serve as parameters for the quality of information and interpretations of the different players • The beneficiaries know each other's reality and monitor the changes and challenges over time, in a self-regulation process of peers
• The evaluators may lose independence through an uncontested defense of the program	• The evaluators have experience in qualitative investigations, democratic processes of collective construction and acceptance of divergent positionings
• Divergent qualities may generate confusion and controversy	• The initial recognition that the problem is complex and embedded in social webbings, the characterization of different contexts and the analysis of operations and results considering what is expected, what was ideal and what was identified in principle allows understanding and accepting divergent qualities as natural
• Can end up in a never-ending questioning with a multiplicity of interpretations and contributions	• The creation of well-directed rubric and proposals allows discussions and interpretations to have a central axis less subject to subjective questions • The use of records in an explicit and disseminated manner in the online environment also contributes to greater objectivity of judgments and interpretations
• Difficult to involve players and maintain them involved in a significant and participative manner	• Use of the collaborative environment for the discussion and reflection process lends agility and a feeling of growth as a group, in a process in which the more participants, the better • The players are constantly incentivized to participate and receive feedback from researchers and peers • A loss of subjects in a process like this is expected
• May be unacceptable for who seeks unquestionable conclusions	• The proposal of this type of evaluation is to provide broad and distinct information since it involves various players with diverse perspectives and expectations. With this, such data can effectively contribute to improve a program earmarked for complex realities
• Is vulnerable to bad influences in the evaluation due to conflicts of interest between the players	• The creation of online communities of practice in which the beneficiaries discuss the program and critically assess their own participations based on rubrics and evidence, works as a self-regulator against excesses or very partial visions

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In summary, the responsive evaluation model with the improvements we proposed (the use of technology for discussion and registration of narratives, the use of rubrics and explanation of evidence, the continuous monitoring of a same group of beneficiaries) allows obtaining important information about the successes and difficulties of the program, also identifying variables of context that influence, but do not result from it, such as professional trajectory, challenges faced, conception of school and education of participants, infrastructure conditions, etc.

The form of responsive evaluation proposed herein has the potential to be implemented in bigger schools than the traditional responsive evaluation, helping obtain information about:

- The degree of loyalty with which the program is implemented in different contexts (if the actions and protocols proposed are followed, suffer adaptations or are not even implemented);

- Perceptions and critical reflections of those involved regarding the program's success and the pertinence and viability of actions in all cases (actions faithfully followed, adapted and not implemented), as well as more exempt information about results obtained by triangulation through different sources;

- The level of participation and transformation of the various players involved, indicating the maturity of the program's incorporation as a possible sign of culture change and sustainability after the end of support and external monitoring.

1.3 Program Jovem de Futuro

Program Jovem de Futuro[2] (JF) is an educational technology initially developed in 2007 by Instituto Unibanco, which aims to "foster the continuous improvement of school management with the objective of improving the learning results of students from public secondary schools". It intends to favor the permanence of students in schools and the learning of adequate content in each year in this stage of basic education.

The project is implemented through a partnership with state departments of education and offers "technical advice, training, instruments and systems for the various players and levels of education". In summary, goals are defined for the school network

as well as for each school. To achieve these goals, action plans are prepared based on a diagnosis, which are monitored and evaluated. This allows identifying actions that generate results to share as well as to correct routes, modifying those that were not successful.

The management model that currently guides the implementation of JF in the states in which the project is developed is called School Management for Learning Results (GEpR). In GEpR, all processes that comprise the school management in schools must be at the service of pedagogical management, learning results.

> *In a school that functions well, learning is the focus and priority of all members of the school community. For such, the school needs to have well-prepared and committed professors; a healthy, safe and welcoming space that fosters and leverages learning; control, efficiency and transparency over the use of money; and relationships based on democratic and inclusive principles and ethics.*

It is important to highlight the principles and values that base GEpR: participation; high expectations and valuation; respect of diverse contexts; need to innovate; and equity.

Jovem de Futuro is focused on improving management processes in all levels, from schools to state education departments to regional education offices. The program seeks a systemic transformation having educational supervisors as one of its main transformation agents, who receive training and monitoring on a periodic basis, working together with managers from each school, feeding digital systems with data and records of processes, as well as interfacing with regional education departments. In spite of the focus on management, the program seeks a systemic way of working, suggesting the forming of teams in schools involving managers, professors, students and parents, who participate in reflexive and decision-making processes regarding the identification of problems and actions to resolve them.

The transformation is thought of as gradual, passing through the incorporation of the Management Circuit – cycle of identification of problems, collaborative preparation of action plans, execution, evaluation and redirection to new circuits. The stages are registered by the parties involved on a Project Management System platform (SGP)[3]. The intention is that these executive-reflective processes be incorporated by the various school communities and become part of the culture. The direct support

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from Instituto Unibanco to obtain results and incorporate management processes is of at least three years in each state. After this period, it monitors the state, providing indirect support and encouraging greater autonomy. After this phase, during two more years, monitoring is done to- verify how and how much the program was adopted and incorporated, demonstrating sustainability of the principles that guide it. An intervention such as this, with a duration of eight years and increased distancing to incentivize autonomy and seek sustainability is rare and an exemplary case.

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2. The methodological procedures of responsive evaluation in Program Jovem de Futuro

2.1 Objectives

By fostering the continuous improvement of school management, Jovem de Futuro has the objective of improving learning results of students in public secondary schools. In this process, the program affects the climate and functioning of schools, as well as relations with regional education offices and State Department of Education, also depending on them, which characterizes a rich and challenging landscape for its implementation. Given this complexity, this responsive evaluation study intends to identify changes, advancements and difficulties resulting from the program's implementation in schools, considering the perspective of managers, their perceptions about the actions carried out, as well as their contributions to improve Jovem de Futuro. It also intends to analyze the relationship between the program's development and the contexts of schools and manager profiles, as well as assess whether habits are beginning to be created that indicate the potential for the program's sustainability.

2.2 Design of the responsive evaluation to investigate the systemic transformation expected in Jovem de Futuro

The responsive evaluation is centered around beneficiaries, the people receiving the program. Jovem de Futuro is a program focused on improvement through school management, the regional education offices and state departments of education. The beneficiaries involved directly in this responsive evaluation, those who judge and contribute to the program's improvement, are school managers that apply JF. The process involves in person meetings and interactions in a collaborative online environment. The composition of this group of beneficiaries and description of the process are reported further ahead.

The responsive evaluation of program Jovem de Futuro is designed to monitor variations in three key indicators:

1. The degree of alignment of manager actions with actions proposed by the program;

2. The collective engagement, by the increasingly-greater involvement of school members in participative activities and sustainability;

3. The critical positioning of how the program is implemented, adapted and evaluated.

The three indicators are qualitative, interrelated and allow understanding the transformation process better. The levels of alignment, criticality and engagement change as the program unfolds.

The first indicator shows how the school's actions are aligned with what's proposed by program Jovem de Futuro in the various stages of the Management Circuit. It can be identified by the way how managers change their language to incorporate, give sense, and even change the structures suggested – the Management Circuit, with all its protocols and participative actions. It indicates whether the program's actions are being effectively implemented, if new habits are being created, if the program makes sense, enabling a culture transformation. We consider that alignment is more than simply adhering to the program; it is whether the entire Circuit is being implemented in a coherent manner with the program, incorporating it into the school routine. The criteria that indicate level of alignment are:

- Understanding of the objectives and methods proposed by the program;

- Knowledge of the execution protocol of the Management Circuit stages;

- Execution of the Management Circuit stages in accordance with the protocol's guidelines;

- Execution of the actions planned;

- Increased utilization of expressions/ terminologies present in the Management Circuit.

The collective engagement indicator analyzes how the various players of the school are involved in the Jovem de Futuro actions. The greater the engagement, the greater the possibility of transformations in the institution, of culture change and project sustainability. The following criteria were considered for this indicator:

- Representativeness of the various school segments in the management group composition;

- Participation quality of management group members;

- Collective participation in technical visits;

- Collective involvement in the execution of the Management Circuit stages;

- Implication of different players in executing the actions planned by the school.

Critical positioning is the indicator that refers to how the manager bases its positioning in relation to the program's implementation, the need for changing and improving actions, and evaluation of Jovem de Futuro. It's not just about criticality or critical reflection; it also encompasses attitudes, adaptations necessary to the context in which the program was implemented. The criteria for this indicator are:

- Identification and attempt to coordinate different perspectives involved;

- Perception of different determinants for a same situation;

- Perception of the personal responsibilities, of the school, of the state education department and program related to a same problem or solution;

- Implication of oneself and of the school in overcoming obstacles;

- Preparation of strategies for overcoming difficulties.

The three qualitative indicators described above are strictly related to some requirements of context and functioning necessary for program JF to achieve its primary effects: implementation of the Management Circuit and development of the management competence. The theory of change in which program JF is based on points to the need that the Circuit be realized in its entirety and be repeated three times each school year, which closely relates with what is observed by this evaluation in classifying the level of alignment of manager actions with the actions proposed by the program. Another requirement to achieve the effects expected is the need for managers to involve professors, employees and students in the Circuit's execution, and that all these participants share co-responsibility for planning and executing actions and for their results. Co-responsibility and collective school participation are among the aspects that constitute the indicator called collective engagement. Program JF also needs a reasonable level of criticality among those involved in its implementation, and that they be capable of identifying the school's problems and reflect on their causes, seeking to solve them. This criticality is related to aspects that comprise the

indicator called critical positioning.

Within the logic model, focusing on the school, the first indicator (level of alignment) is related to implementation of the Management Circuit and improvement in the school's functioning. This indicator and the other two (collective engagement and critical positioning) are directly related to improvement of management quality and development of management competencies for advancement. The three indicators are interrelated and complementary. It is important to point out that it's not just about identifying the indicator; what will make the difference is the intensity in which they appear.

To understand the reasons for an increase or reduction in the level of alignment, criticality and engagement, it is necessary to generate evidence following a "tree of possibilities". The evidence appears in questions, stimulations and interactions between managers and them with the external team that conducts the responsive evaluation. This evidence is recorded in the online environments that support the communities or are reported during in-person meetings. The production of evidence that emerges in a natural manner and, when necessary, provoked in the communities substitutes the need for specific focus groups and interviews. This evidence allows identifying in which branch of the tree of possibilities the school managers are and how they go from one branch to another as the program develops. Provided below, as example, we present a portion of the tree of possibilities and its ramifications in relation to the level of alignment indicator:

- If there **isn't** alignment between the actions proposed by the program and the actions executed by the school, is the reason a lack of understanding about the program, a lack of infrastructure conditions or disagreement with the program's precepts?

  o If there is a lack of understanding, is the reason communication failure, training problems related to the program or insufficient prior training as manager/educator?

  o If there is disagreement with the program's precepts, does the person disagreeing have clarity of what needs to be done? Were changes made? Are they being implemented?

- If there **is** alignment between the actions proposed by the program and those executed by the school, are these actions being executed in a mechanical or reflexive manner?

  o If the actions are executed in a reflexive manner, does this reflection involve just the management duo (director and coordinator)? Does it also involve the management group (committee set

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up for the program with professors, students and parents)? Does it involve all school professors?

o Do the reflections generate change proposals only for the actions analyzed or also for the program, the manner in which the circuits are

executed of involving people, promoting training, changing relationships, etc.?

The tree of possibilities regarding the level of alignment can be represented by the diagram presented in Figure 2:

Figure 2 – Tree of possibilities regarding level of alignment

Alignment with the Management Circuit
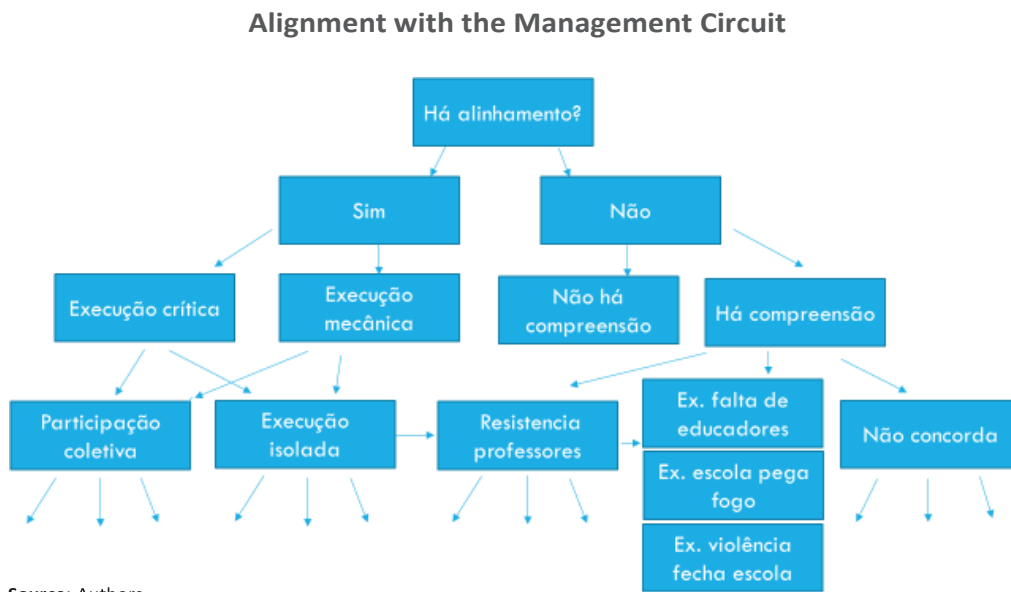
Source: Authors

The manner how this tree of possibilities is created resembles the binary bifurcation systems used in the analytical hierarchy process (SATTY, 1980) to support and analyze decision-making (VELASQUEZ; HESTER, 2013). The same type of tree of possibilities is created based on the two

other indicators (if there is critical positioning and collective engagement). The trees of possibilities regarding collective engagement and critical positioning are represented in the diagrams shown in Figures 3 and 4.

Figure 3 – Tree of possibilities regarding level of collective engagement

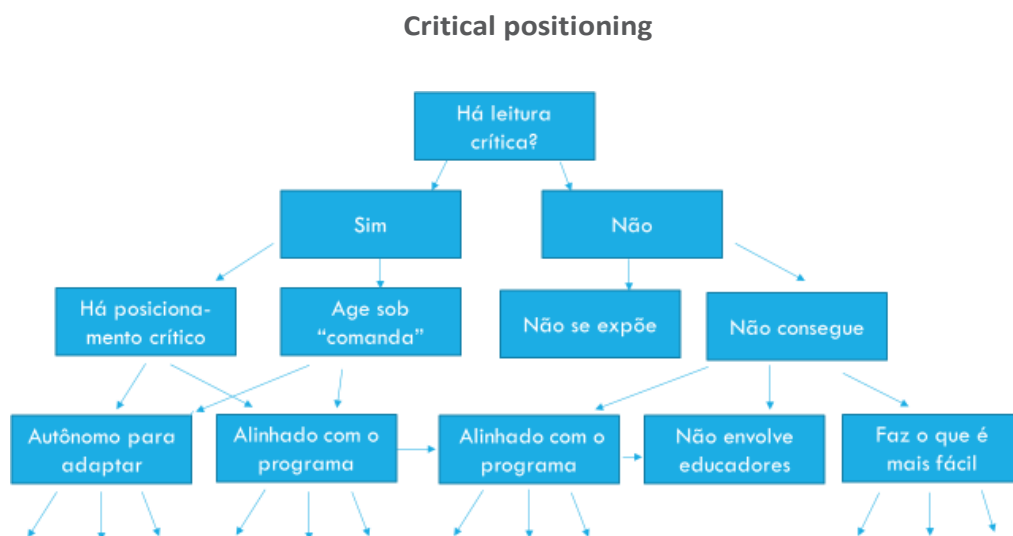**Collective engagement**

Source: Authors

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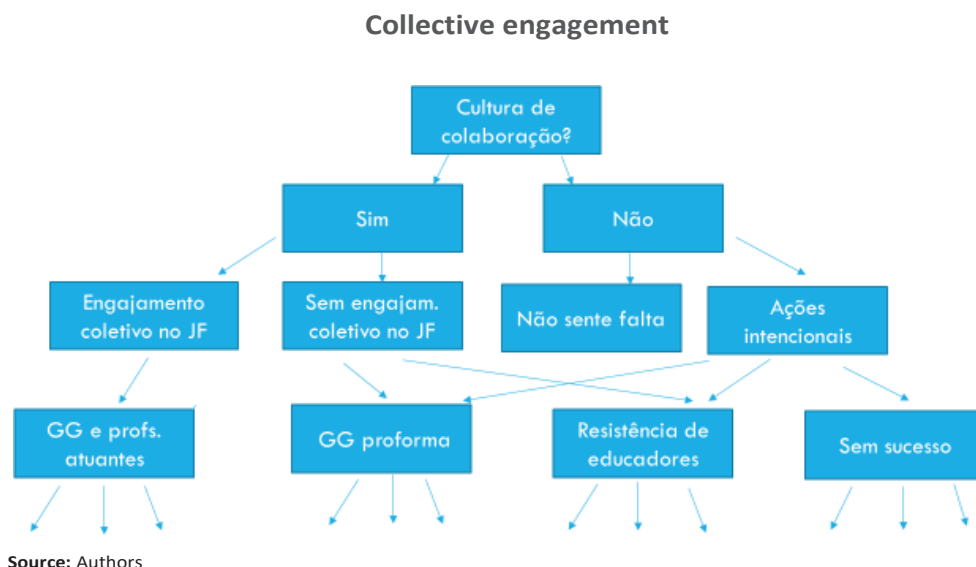
Figure 4 – Tree of possibilities regarding level of critical positioning

Critical positioning

Source: Authors

Inevitably, the bifurcations created based on any of the three indicators begin to open and reach a point in which they intersect with the next indicator. The three indicators are detachable, but interrelated. In this case, the most appropriate analogy would be with the analytical network process (SATTY, 2006). A school may be executing activities in a manner that is totally aligned with what the program suggests, but do this in an uncritical, mechanical way and involving few professionals. Another can be executing actions less aligned with the program, but involve a lot of professionals, who critically suggest changes and believe they are better than those originally proposal.

The combination of the three indicators by the responsive evaluation generates countless possibilities and nuances that allow monitoring whether the movement occurs in the desired direction: if, over time, the schools and managers begin to align more closely with the program proposal to the point of generating signs of incorporating the Management Circuit language and establishing habits that can indicate a change in culture; if the level of criticality increases with what they realize in the Management Circuit and the complexity of problems they are able to resolve; if the process becomes more participative and collaborative inside the schools, indicating greater sustainability.

As can be seen, opening up the reasons for which there may be greater or lesser alignment, critical positioning and collective engagement, a tree is built that cascades until a point in which it is possible to collect data and make inferences. The data, always incomplete, diffused and in evolution, is collected through narratives that managers register online, by what they report orally in bimonthly in-person meetings and eventual unstructured interviews; and all this coupled with the cross-referencing of data registered in the SGP allows us to create a case study for each school. The case study for each school is gradually built as more is learned about the manager and school community, with information such as actions in the school, participation of coordinators and professors, the achievement of targets, among others. The narratives (KF and transcribed) of managers and supervisors[4] are inserted in specific files of the respective schools. These narratives are later analyzed in search of evidence for qualitative indicators. After this initial analysis, they are listed and compared to the other data accessed by the SGP (minutes, action plans, management group training and others). Based on this analysis on the set of data a **descriptive synthesis is then made of the manager profile and of the implementation process experienced by the school** in program Jovem de Futuro.

In the responsive evaluation, managers are invited to judge the program and give their opinion about it – a crucial role for contributing to JF as well as to develop its understanding and critical vision. They

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[4] Two meetings were held with supervisors (September and November 2018), which helped better understand the work developed by them in the schools, their difficulties, contributions and perspectives on the implementation of Jovem de Futuro. In the state education system of Rio Grande do Norte, supervisors are called advisors.

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receive information about how the program is progressing in schools other than theirs, as well as syntheses and analyses written by the external evaluation team about JF. When issuing their opinions and judgments, they are encouraged to think about what is working, what can be improved, what can be adapted and even excluded. When making this analysis, they are expected to consider what the program's role is, what are private issues of the school itself and what are issues that involve the state education department or its regional offices. They are encouraged to think collectively in terms of suggestions that can be possibly implemented within the existing conditions of time, personnel, resources, organization, among others. This analysis presumes a critical positioning, understanding and clarity regarding program Jovem de Futuro, but also in terms of organization and possibilities of the education system as a whole. The managers' manifestations reflect their level of criticality, understanding and alignment with the program. The implementation of Jovem de Futuro occurs in a cyclical manner (through the Management Circuit) and, as previously mentioned, receives direct support for three years and indirect support for another three years, sufficient time to develop an understanding of the program and use of proof to support the transformations so that the structures created and new habits can be established. The interaction between managers in the online communities contributes to the development of their critical view and creation of viable improvement proposals for the program by combining their judgments and perspectives.

Ideally, at the end of Jovem de Futuro's three years of implementation, all schools should understand the program very well, be executing actions in alignment with the model suggested, have engaged the school community and developed critical capability to analyze and react to eventual distortions or negative results. The actual result will differ from the ideal, and eventual divergences may indicate problems with the program (training flaws, overly rigid management model, overly high or low expectations, etc.), with the structure of the schools, regional offices and state education department (infrastructure, organization, personnel, etc.), with the training of managers and educators, or show that the conceptions and precepts of JF are not totally adequate for the reality in which it is being implemented.

2.3 Collection of proof in a manner integrated with the Management Circuit

The main component of program Jovem de Futuro is the Management Circuit. This circuit, repeated annually, starts out by establishing and agreeing on performance targets for Portuguese and math, flow correction and dropout reduction. Targets are established for each school, but defined at the state education department level, and are based on the performance of schools in the state over the last years. Schools with a more-critical history of performance and evolution are classified as priority and receive greater attention within the process.

At the start of the implementation of the Management Circuit, many questions may interfere in the acceptance and understanding of the program and in the transformation potential of schools: do they recognize the state education department as a legitimate body for defining their targets? Do the schools understand and agree with a program that places focus on management processes rather than teacher training and infrastructure condition improvements? Do they understand that this program will not resolve all their problems, but that it can be an important contribution in a continuous improvement process? Do they understand and agree that improvement will occur in a gradual, participative, and organized process based on a collection of evidence? Do the schools agree with the performance-based indicators for Portuguese, math and flow? Is there any resistance due to the fact that the program is proposed and supported by a third-sector institution? Does the state education department have legitimate ascendance to be perceived as a competent authority for implementing the transformation, or do constant changes, political facts, history of disagreements cause mistrust and discredit which generate resistances? Do the schools have a history of participation and deliberation to receive in a critical and reflexive manner a program like Jovem de Futuro, or does it arrive for managers who impose it on the rest of the school community?

The responsive evaluation does not try to literally answer each one of these questions, but recognizes that, behind them, are some of the design precepts of Jovem de Futuro. The monitoring of these questions, which answers change and are transformed over time, shed light regarding the acceptance, the differences of understanding and level of collective participation of those involved in the program. These levels of acceptance, understanding and collective participation differ for each school and constitute dynamic variables that modify as the Management Circuit is repeated year upon year.

In the Management Circuit, after targets are established, small organizational structures are created and several protocols are introduced to incentivize that the schools, with help from the educational supervisors, identify problems which solutions can help improve the indicators defined by the program. An action plan for these problems is prepared in a participative manner, its execution is monitored and the results evaluated, closing the

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cycle with a route correction plan. It is expected that three cycles be executed per year.

In this level of implementation of actions of Jovem de Futuro, a new set of questions makes sense to scrutinize understanding, alignment and signs of sustainability. The organization structures proposed for implementing the Management Circuit in the school contemplate a management duo composed of the director and a pedagogical coordinator and a management group composed of professor, student and parent representatives. Do the structures created make sense and being effective for the cycle of identifying and solving problems? The idea is that the problem identification and resolution processes be participative and collective. Are they? Does the fact that involving mainly the math and Portuguese areas create limitations for the involvement of other teachers? Does the focus on increasing performance and reducing dropout levels limit the type of problem addressed or is it perceived as positive by the school? Does the duration time of cycles limit the type of problem? Does the school perceive these problems as priority, that it truly needs to resolve them, or as problems that it must solve to satisfy the state education department because it is participating in the program? What is the quality of the plans? What is the pertinence of actions for solving the problems identified? What is the role of supervisors in conducting biweekly meetings? Are they proposal oriented? Do they influence in the decisions? What is the influence of using the SGP system for registering minutes, plans, results? Is the way of thinking – as a cycle of identification, planning, execution and evaluation of the resolution of problems in a participative manner and based on

evidence – being incorporated to the point of being used in other questions other than those inserted in the SGP? Does the school make important modifications or adaptations to the protocols suggested?

These and many other questions can be made, but, once again, the important thing is not to literally respond them but rather understand how Jovem de Futuro is being implemented in each school using these questions as guide, the information of which will make up the indicators that will show whether the program makes sense, if it was fully understood, if it is being faithfully implemented, if it has signs of sustainability and if it is changing habits to the point of generating a new management and problem resolution culture in schools, regional offices and state education department.

2.4 Participants

The responsive evaluation design started out with a group of managers invited to participate voluntarily[5]. These managers had been developing Jovem deFuturo since August 2017 in Rio Grande do Norte. In one of the program's meetings in which the management duo from each participating school was present, a presentation was made on the objectives and methodology of the responsive evaluation, at which time the invitation was made. Of the 141 participants from the treatment schools[6], managers[7] from 31 units adhered, of which 24 were directors one vice director five coordinators and one administrative assistant.

Chart 1 shows how the schools are categorized in terms of concentration in their regional education office and their academic achievement.[8]

Quadro 1 – Categorization of treatment schools and sample (Rio Grande do Norte)

Categorization	Number of treatment schools	Number of treatment schools participating in the study
Low concentration and low achievement	27	7
Low concentration and high achievement	34	11
High concentration and low achievement	44	7
High concentration in high- achievement	36	6
Total	141	31

Source: Authors

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[5] The project was approved by the ethics and research committee of Unicamp (CAAE: 83191717.1.0000.8142).

[6] The responsive evaluation occurred in parallel with an experimental impact assessment, which also counted on 99 control schools.

[7] The manager from each state network is a professor of the school chosen for a three-year term as director, and may be reelected one more term. He chooses the pedagogical coordinator from among the other professors.

[8] The classifications of participating schools according to the categories described above demonstrate the diversity and representativeness in relation to the treatment group, but we did not have as objective to conduct analyses with the responsive evaluation data based on said criteria.

In 2017, each of the 16 regional education offices in the state of Rio Grande do Norte possessed a number of schools participating in Jovem de Futuro that varied between two and 34 schools. The simple average of the number of schools in the program among the 16 regional offices is 8.94. The schools participating in this study and belonged to regional education offices that possessed nine or more schools in JF were classified as high concentration. In turn, schools belonging to the regional offices that had eight or fewer participating schools were classified as low concentration.

To classify the academic achievement category, we used as reference the simple average of the Ideb* 2016 index established among the 31 participating schools: 2.10. Those that had an Ideb* 2016 index equal to or higher than 2.10 were classified as high academic achievement schools, while the others were classified as low academic achievement.

Of these 31 schools, four are considered priority for having achievement and conditions considered quite concerning. The schools receive special attention within the program, with weekly visits from supervisors rather than biweekly visits like the other schools. The characterization of each unit (codified city, segment, number of students and professors and Ideb primary school score) are presented in Appendix A.

The managers of these schools, when meeting in person and online, discuss their management practices, compare their realities to that of their peers, reflect on their relationship with the regional education offices and state education department and evaluate what transformations are taking place with the arrival of Jovem de Futuro in their schools, form the sharing community for the responsive evaluation of this study.

The evaluation team comprised two senior researchers and two postgraduate level, one PhD and another master's degree student in the education area.

2.5 Synthesis of procedures

Rather than give priority to interviews, questionnaires and specific focus groups, this design of responsive evaluation prioritizes forming a sharing commit community involving the managers that participate voluntarily.

In the development of the study, in person meetings were held every 60 days, on average, while remote interactions also occurred on the online collaborative platform Knowledge Forum (KF6)[9]. These in person meetings, in addition to studying coherent processes with the principles involved (collaborative, constructive, formative, these summaries of reports made on KF6 were presented and discussed, showing the advancements, difficulties, suggestions and modifications implemented. This process involved the comparison, argumentation, un-criticized, re-elaboration and summary of ideas.

Feedback was also provided to the state education department[10], to the Instituto Unibanco think tank team and professionals related to program Jovem de Futuro (characterization of contexts, advancements and difficulties in schools, suggestions).

2.6 Detailing

The study effectively began in August 2017 with the first meeting held. Since then, more than seven meetings have been held, each one lasting six hours on average, the last of which occurred in November 2018 (see Appendix B). A total of 18 months of study corresponded to the first phase of implementation of Jovem de Futuro.

With the exception of the first meeting, and which most of the time was spent on the participants understanding the study, meeting each other and learning how to use the collaborative environment (KF6) already making narratives, the meetings generally have the following structure (flexible): experiences are shared; a summary of narratives that the managers did on KF6 is presented and discussed; themes and procedures that contribute to the experience of the above-mentioned principles (participation, valorization, dialogue, diversity, collaboration) are studied[11], in terms of formative action, self-evaluation moments are held using a rubric specifically prepared for this purpose (see Appendix C); a proposal is developed on KF6 following the tree of possibilities strategy described above; a new participation on KF six is arranged for the members to participate; and the day of work is evaluated.

[9] https://kf6.ikit.org/
[10] The first was held in March 2018, the second in September 2019.
[11] In the in-person meetings, the managers collaborated with us evaluating the program and dialoguing about their practices. We considered that it would be important to also have an intentional formative moment during each meeting, studying content that made sense for the managers and help them deal with the challenges they face in a coherent manner with the guiding principles. These moments lasted 90 minutes and favored the interests and participation of these specialists in the meetings. The themes studied were: strategies for using more-constructive language in relations; problems experienced in the school; routines for making the thought visible and use of rubrics in the formative evaluation process; uncivilized aspects in the classroom; the assemblies or dialogue circles with students; conflict mediation; school climate.

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The proposals to be developed had a relationship with the indicators monitored and stages of the Management Circuit. Based on key questions that the proposals made in KF6 were based on, participants were encouraged to provide narratives with reports, reflections and experiences. They were also encouraged to read, comment and contribute with their colleagues. Examples of key proposals developed included:

1. *What challenges do you face in the school as manager?*

2. *What are your expectations with the arrival of program Jovem de Futuro?*

3. *Tell us about your trajectory as manager.*

4. *What was the arrival like of Jovem de Futuro in the school?(Use of the compass routine[12]).*
   4.1 Analysis of the synthesis of suggestions provided in relation to the arrival of program Jovem de Futuro at the school.

5. *Tell us about the relationship with the advisor (supervisor) and how he has performed in your school.*

6. *JF proposals certain organizational structures. For example, forming a management group and intensive work with the manager duo (coordinator and director) to then reach the professors, students and community. Is this organization working in your school? Any difficulties, suggestions?*

7. *After almost one year of implementation of JF in your school, what improvement suggestions would you make for the program?*

8. *What were the problems that you in the school elected to include in the SGP system in the first circuit? And what problems did you choose to include in the SGP for the circuit that is taking place now?*

9. *By the beginning of the second semester, are you already able to have an idea whether you are achieving the results expected with Jovem de Futuro? Reflecting on this question, we ask that you provide a balance of what has been done, analyzing if the results you have had are what you expected, reflecting in a critical manner: what depends on the program? What depends on the school? On the state education department? What other factors can be involved for not having achieved the results that you intended? What do you believe is necessary to have better results?*

10. *Briefly describe how rooted program JF is in your school (people who participate, people who bought the idea, resistances faced, quality of the management group's participation, community support...). What would you do to strengthen the rooting process of JF in the school next year? What kind of help would you like to have to do this?*

11. *What changes occurred in the school and personally?*

12. *What would you like to learn to be an even better manager?*

Examples of screens from the KF6 environment with the participation and examples of manager narratives are presented in Appendix D.

It is important to point out that on top of the answers from each participant, new questions were made by the researchers aimed at better understanding a given aspect present in the narratives or to deep dive in the ideas reported, in an interactive process. In addition, a collective construction process was done so that the group reflect on proposals presented and critically analyze the viability and consequences, assuming a collective positioning. Initial examples of this collective positioning that implies the coordination of different perspectives occurred in topics such as "improve the arrival of JF at new schools" and "improve the formative process".

We point out that the sharing of these records was done directly in the collaboration spaces between managers, in such a way that judgments and comments could be verified, questioned, classified, observed, generalized, etc. Additionally, the evaluator's work of disseminating information, strategies, problem solution and other issues was facilitated and occurred in a decentralized manner, by the fact that several managers interacted in the same environment and had access to each other's narratives, comments and discussions.

2.7 Data analysis procedures

It was seen that, with the objective of getting close to the reality of each manager and their respective school, the researchers fostered reflections in the in-person meetings and through the online collaborative environment. The narratives were made as responses to questions of researchers and other participating managers who contributed, shared and collaborated to advance different perspectives. -

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[12] The compass thinking routine is utilized to examine proposals more in depth, reflecting according to each cardinal point: N, negative aspects; O, positive aspects; S, suggestions; L, what more needs to be learned.

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Content of the narratives include: descriptions of the perceptions, experiences lived in the respective schools and reflections; comments about what colleagues reported; questions and suggestions presented.

These narratives originated a set of reports on each of the study's participants, which were organized into two files: one containing the narratives found in the collaborative environment (KF6) and another with narratives of oral records (the meetings were recorded and transcribed). A single spreadsheet was prepared with the name of participants and their respective schools. For each school, columns were made with the themes addressed and the dates in which the narratives were registered, and the data was inserted in the corresponding columns. The following information was also collected from the SGP: background of the management group, the participants of technical visits, reports/minutes of technical visits, the action plans (the causes diagnosed and the actions planned), execution and evaluation of actions, SMAR[13], the Ideb result, the unit target, classification (ranking), the achievement, area of population concentration, achievement indicator, who the supervisor is, which is the regional office, how the management group is formed and who the management duo is.

After organizing this base file, data on each school was analyzed in search of evidence related to the three indicators guiding the study: alignment between actions developed in the school with the JF program proposal; collective engagement, that is the participation of representatives from the different segments of the school in actions related to the Management Circuit; and critical positioning. Upon the identification and analysis of evidence, as well as of the data extracted from the SGP, a synthesis was made for each of manager with information based on the indicators and also related to the way they are interacting with the program's implementation in the school, characterizing a case study.

The indicators were obtained from evidence found in the set of data organized for each school. After this stage, the set of evidence for each indicator was analyzed, for which a classification of intensity was attributed: weak, partial and high. In the analyses in which it was not possible to find evidence on a given indicator, the researchers opted to attribute "no evidence".

Manager profiles classified with high alignment were those in which the researchers identified proof of detailed understanding about the program's objectives, protocols, activities and different stages of the Management Circuit and confirmation of the execution of actions in the SGP records. Utilization of terminologies related to the circuit and the execution of planned actions were identified. The classification 'partial alignment' was attributed to profiles which data showed evidence of more specific or less detailed and/or less understanding of the program, its objectives, stages and protocols. 'Weak alignment' was the classification attributed when the evidence found indicated little understanding or incorrect understanding about the objectives and methods proposed by the program, as well as difficulty in planning and/or executing actions.

Classified as high collective engagement indicators were profile data that proved participation of representatives from different segments of the school in planning meetings and in technical visits as well as accountability and execution of actions planned. Partial collective engagement was the classification attributed when evidence of difficulty in this involvement and collective participation was found (occasional participations or participation of few professors or parents). Week engagement resulted from the concentration of actions and participation mainly by the management team and professors from the math and Portuguese areas.

High critical positioning was considered when evidence was found on the ability to identify and coordinate different perspectives and anticipate the consequences of actions. And also, when more elaborate analyses appeared regarding variables that could interfere in a situation (perception of responsibility on the part of management, the school, state education department and program regarding the same problem or solution), regarding the implication of the team and school as transformation agents, or even when evidence was presented that pointed to the presence of critical reflection, a necessary adaptation to the context and reality of the school. The profile was classified as partial critical positioning when the manager demonstrated more limited understanding or perspective of problems, a belief that the school possessed little transformation power in relation to the difficulties and challenges of anticipating the effective consequences of actions proposed. Also, when evidence was found that protocols, activities and stages of the circuit were executed more mechanically, without the necessary adaptations. Profiles classified as weak critical positioning occurred when managers presented evidence that

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[13] Result Assessment Monitoring System (SMAR) is a pause in the entire system in order to do a collective balance of what was done and the preliminary results achieved.

the problems were mostly external to the school or were attributed to the students or professors, but management/school did not have the power to transform them, as well as present frequently distorted perceptions of the consequences of actions proposed. And, also, when evidence was found that the protocols, activities and stages of the circuit couldn't always be executed due to the countless difficulties the school was experiencing.

The tree of possibility diagrams for each indicator, presented below, illustrate the analysis of intensity paths that were found in this study based on the evidence gathered (considering the 18-month responsive evaluation period that took place in the first implementation phase of Jovem de Futuro). Figures 5, 6 and 7 refer to the continued progression; Figures 8, 9 and 10 refer to the limited progression; and Figures 11, 12 and 13 refer to no progression.

Figure 5 – Continued progression: tree of possibilities regarding level of alignment

Alignment with the Management Circuit
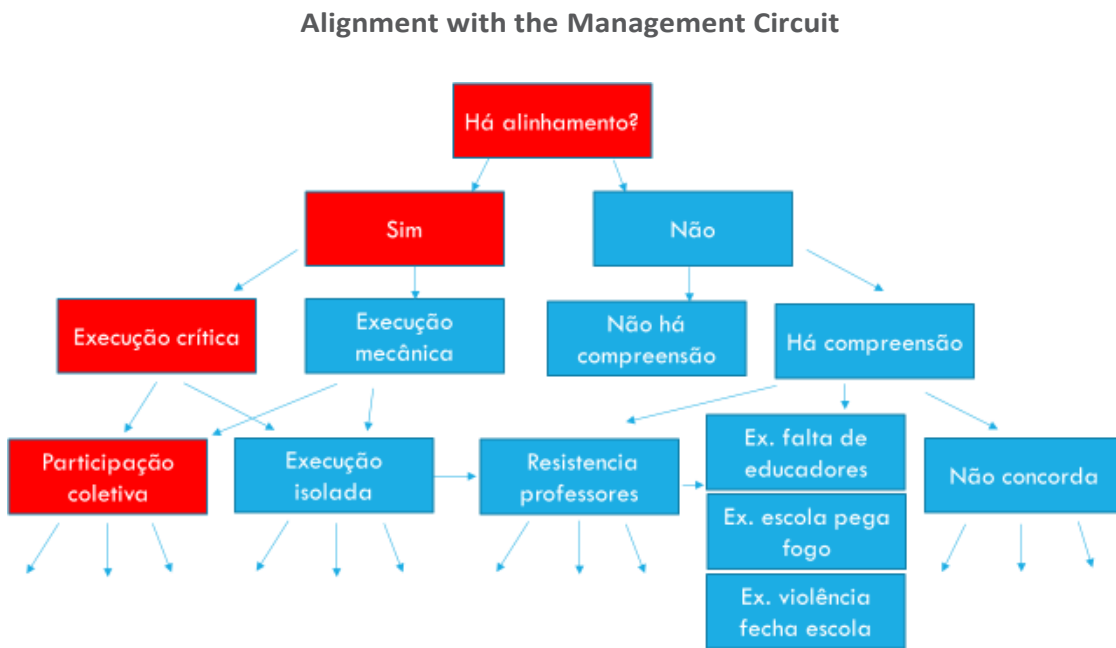
Source: Authors.

Figure 6 – Continued progression: tree of possibilities regarding level of collective engagement

Collective engagement

Source: Authors

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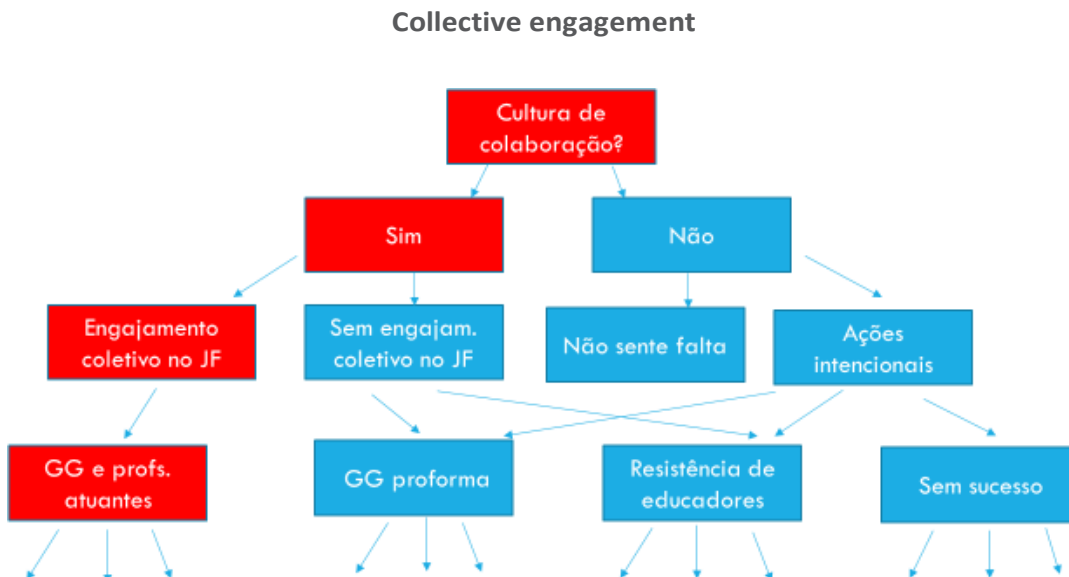
Figure 7 – Continued progression: tree of possibilities regarding level of critical positioning

Critical positioning

Source: Authors.

Figure 8 – Limited progression: tree of possibilities regarding level of alignment

Alignment with the Management Circuit

Source: Authors

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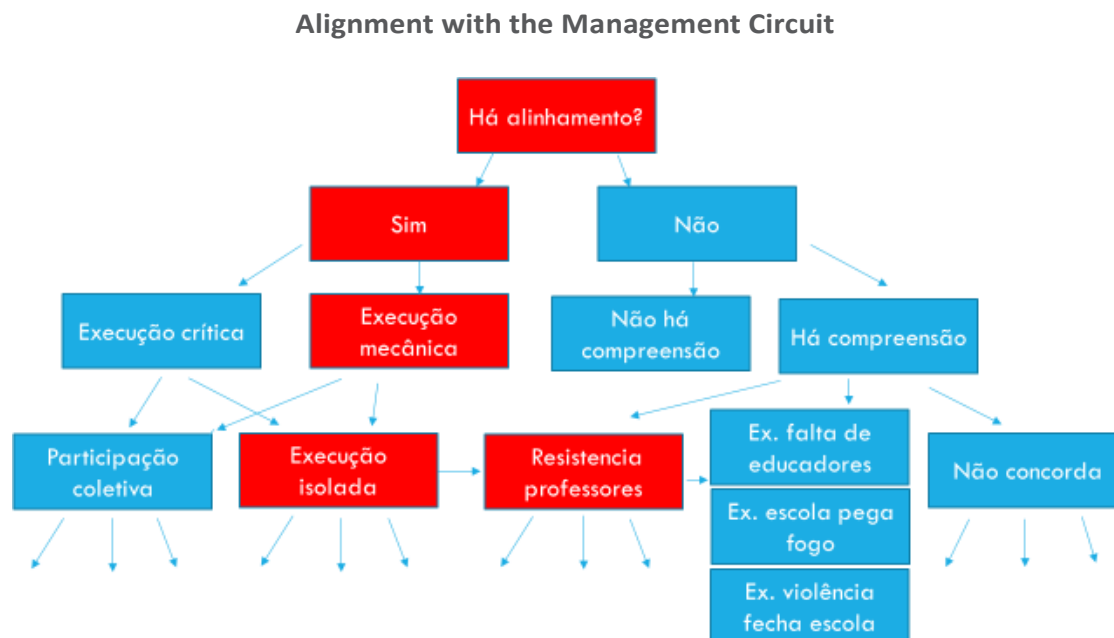
Figure 9 – Limited progression: tree of possibilities regarding level of collective engagement

Collective engagement
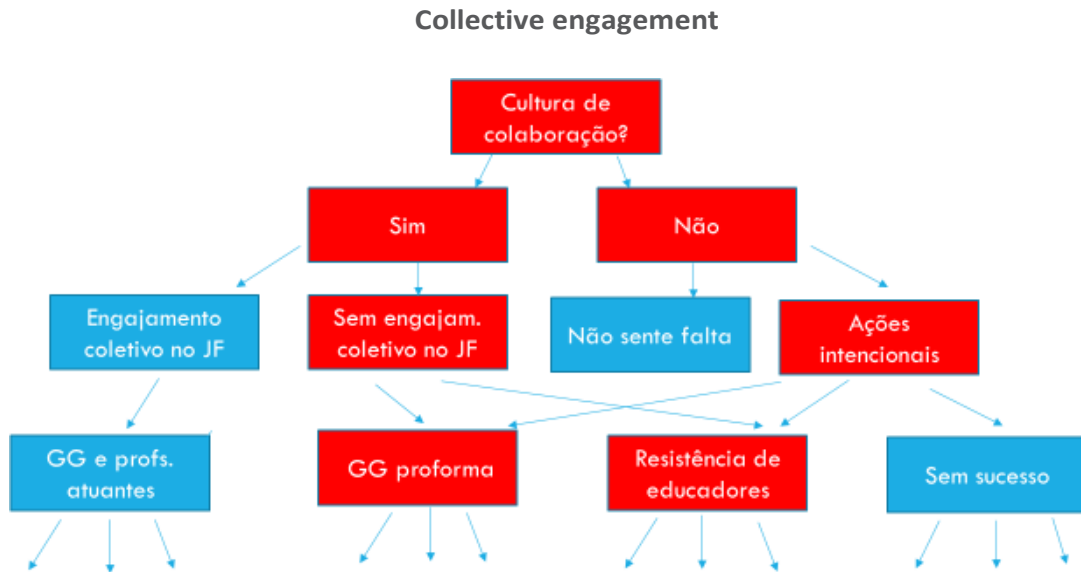
Source: Authors

Figure 10 – Limited progression: tree of possibilities regarding level of critical positioning

Critical positioning

Source: Authors

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Figure 11 – No progression: tree of possibilities regarding level of alignment

Alignment with the Management Circuit
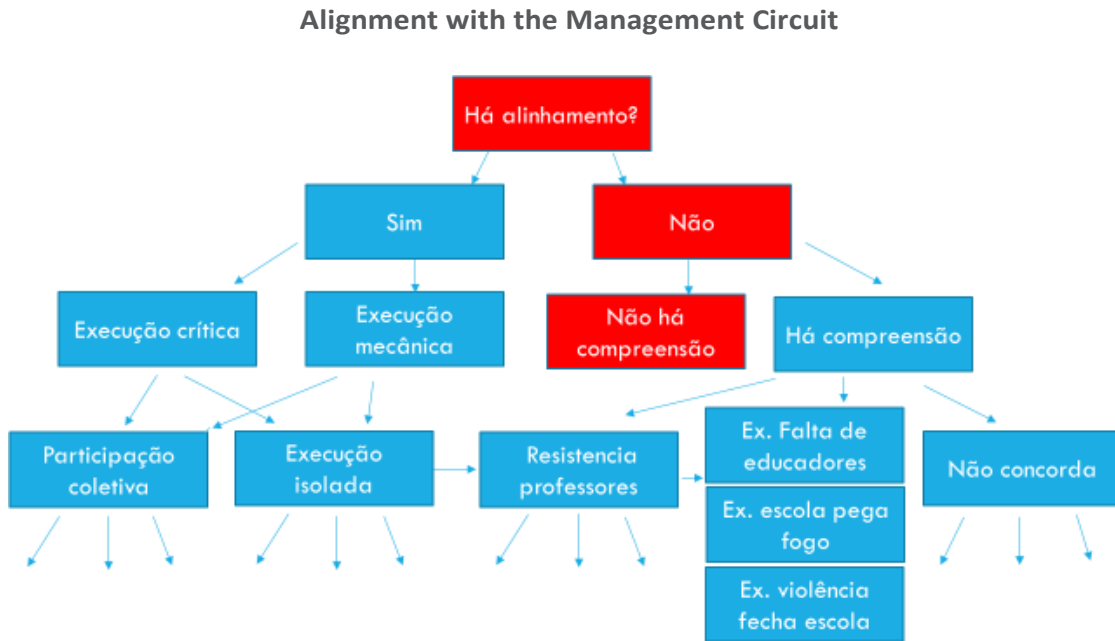
Source: Authors

Figure 12 – No progression: tree of possibilities regarding level of collective engagement

Collective engagement

Source: Authors

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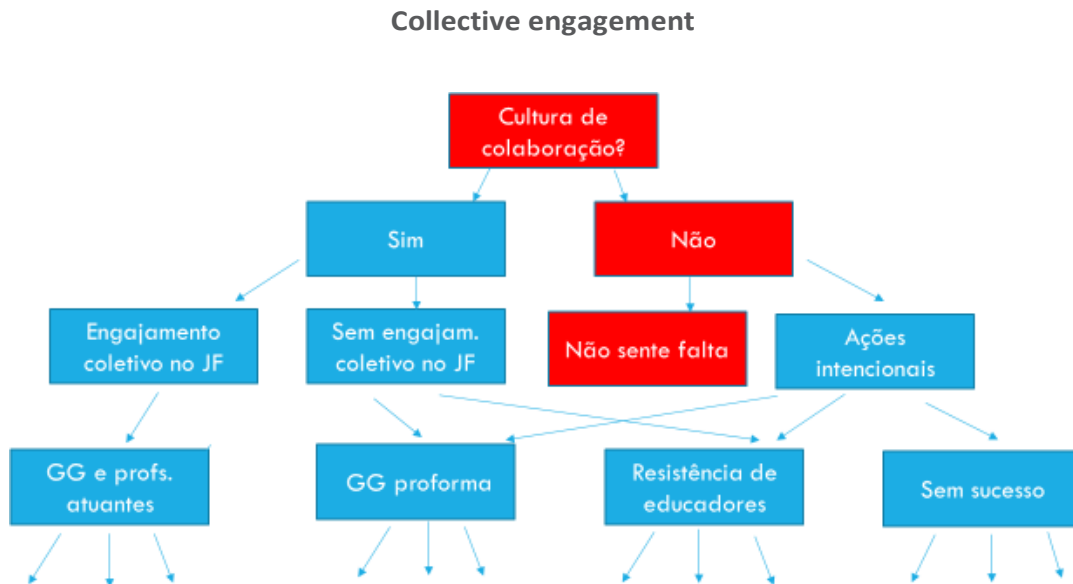
Figure 13 – No progression: tree of possibilities regarding level of critical positioning

Critical positioning

Source: Authors

Based on the data and considering the trees of possibilities, the analyses were conducted by two researchers separately. After finishing, the individual analyses were exchanged and reviewed, comparing the results, syntheses and classifications. The divergent aspects of the analyses were discussed and reflected until reaching a consensus. The divergences that remained were separated. Then, a third researcher analyzed the process and results found, once again discussing the doubts and divergencies and seeking consensus. Evidence for which an agreement was not reached in relation to nature or classification were just considered

This data analysis process, as reported, occurred in two different moments of the responsive evaluation. The first analysis was in July 2018 and the second in February 2019.

Based on each case study, a synthesis was prepared considering the above-mentioned indicators and intensity classifications. The results are presented below.
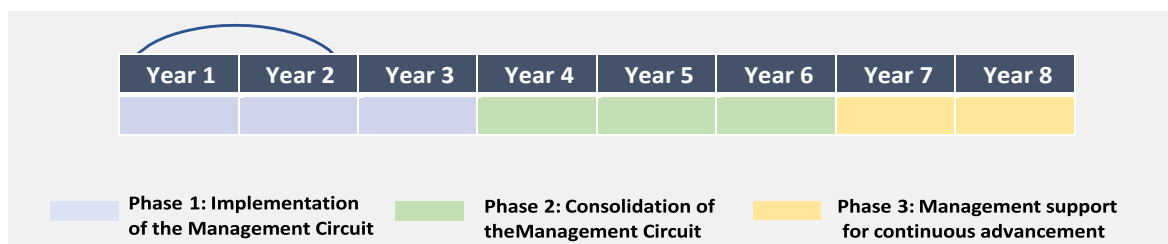
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3. Results

Based on the narratives of the 31 participating managers and their interactions with colleagues registered in the KF6 collaborative environment, the reports are extracted and organized in individual files, one for each participant, coupled with records of oral narratives collected in in-person meetings that occurred since the beginning of the study and information inserted in the SGP (training of management group, participants of technical visits and reports/minutes of these visits, action plans – causes identified and actions planned –, execution and evaluation of actions, SMAR and other school data[14]), in a data triangulation process. This is how the case studies are constituted. With time, there is a process of progressive assimilation of the program by participants, which was monitored by the

responsive evaluation. All the case studies with the evidence identified and the syntheses (general, of the advisor/supervisor, of the trees of possibilities and of the school trajectory), are available in Appendix F (the relationship between managers and pseudonyms is available in Appendix E).[15]

It is important to point out that, while the case study allows understanding the program's implementation process and its development in each school, the set of these studies allows understanding the process as a whole for these participants.

It is also necessary to mention that the data was collected during the first 18 months of implementation of Jovem de Futuro in Rio Grande do Norte, whereby the program has a duration of eight years and three phases, as shown in the Figure below. As such, the results refer to half of the first phase: implementation of the Management Circuit.

Figure 14 – Phases of program Jovem de Futuro in the state

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |

Phase 1: Implementation of the Management Circuit

Phase 2: Consolidation of theManagement Circuit

Phase 3: Management support for continuous advancement

Period in which the responsive evaluation was conducted

Source: Management Circuit logic model – Program Jovem de Futuro

This evaluation aims to identify evidence of progression in participating schools regarding implementation of program JF, considering three qualitative indicators classified as elevated, partial and weak. A classification was not attributed to a particular indicator when the researchers considered there was insufficient evidence.

With the objective of monitoring the evolution of schools and observing their progression over these

first 18 months meses of program JF, the analyses were executed in two different moments of the evaluation period: the first, 11 months after the start of the responsive evaluation; the second, seven months later. Figure 15 presents the classification attributed to each of the managers[16] of the 31 participating schools for the three indicators in the two moments of the analysis.

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Figure 15 – Evolution in the classification of qualitative indicators

Manager	Alignment		Collective engagement		Critical positioning	
	July/18	Feb./19	July/18	Feb./19	July/18	Feb./19
Ariana	Partial	Partial	Partial	Weak		
Anita	Partial	Partial	Weak	Partial		Partial
Antônia	Weak	Partial	Weak	Weak		
Angelo	Partial	Partial	Partial	Weak		
Elaine	Partial	Partial	Weak	Partial	Weak	Partial
Evair	Partial	Elevated	Weak	Partial		Partial
Eliete	Elevated	Elevated	Partial	Elevated		Partial
Francieli		Weak		Weak		
Franco	Weak	Weak		Weak		
Gerusa	Partial	Elevated	Weak	Partial	Partial	Elevated
Gilberto	Weak	Partial	Weak	Partial		Weak
Irene	Partial	Elevated	Weak	Elevated		Elevated
Iara	Partial	Elevated	Weak	Partial		Elevated
Jaqueline	Partial	Elevated	Partial	Elevated		Elevated
Januário	Partial	Partial	Partial	Partial		Partial
Joaquim	Weak	Partial	Partial	Partial		Elevated
Juliana		Weak		Partial		Weak
Laís	Partial	Partial	Weak	Weak		Weak
Letícia		Partial		Weak		Weak
Lindomar	Partial	Weak	Weak	Weak		Weak
Luciana		Weak		Weak		
Mário	Elevated	Elevated	Weak	Elevated		Elevated
Mariana		Weak		Partial		Weak
Marta	Elevated	Elevated	Weak	Weak		Elevated
Mercedes	Partial	Elevated	Partial	Partial	Partial	Partial
Milton		Weak		Weak		Weak
Nicolas	Partial	Elevated	Partial	Elevated		Partial
Pedro	Weak	Weak	Weak	Weak		Weak
Silvana	Partial	Elevated	Weak	Partial	Partial	Elevated
Simone	Elevated	Elevated	Weak	Partial		Elevated
Suzana	Weak	Partial	Weak	Partial		Weak

Source: Authors

We remind that the absence of classification for the qualitative indicators of collective engagement and critical positioning reveal that the evidence contained in the narratives was insufficient and/or did not exist for the respective analysis and specification. As such, the non-attribution of an indicator in July 2018 for a given manager and the presence of it in February 2019 does not mean there was an evolution.

The analysis of classifications attributed to schools pointed to similarities among some of them in relation to their progression trajectories. Of the 31 schools participating in the responsive evaluation, 28 were classified in three different groups: elevated progression trajectory, limited progression trajectory and trajectory with no progression. Three schools were not classified because they presented uncommon progression trajectories, different among themselves and without the same patterns of progression that characterize the three groups of schools presented (Ariana, Lindomar and Marta).

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Shifting our eyes to the intensity of indicators, we see that there are more managers with a high and partial level of alignment with the Management Circuit (74.2%), but collective engagement is a dimension in which they find most difficulty, in view that the majority (83.9%) presents partial or weak engagement. For six managers (19.4%), we did not find sufficient evidence to analyze the level of critical thinking, whereby the rest was distributed in a similar manner among the three levels. Table 1 presents the frequency and percent index of participants classified according to the levels of intensity for each of the three qualitative indicators, after analysis of the data that occurred in February 2019.

Table 1 – - Frequency and percent alignment index of intensity classification of qualitative indicators

	Weak f (%)	Partial f (%)	Elevated f (%)	Undefined f (%)	Total f (%)
Alignment	08 (25.8)	11 (35.5)	12 (38.7)	0 (0)	31 (100%)
Collective engagement	12 (38.7)	14 (45.2)	5 (16.1)	0 (0)	31 (100%)
Critical positioning	09 (29.0)	7 (22.6)	9 (29.0)	6 (19.4)	31 (100%)

Source: Authors

In the pages that follow, we present the results of each group of schools and some excerpts extracted from the manager narratives that aim to illustrate the inferences; then, suggestions will be made related to the group under analysis along the following axes: technical advice, training, mobilization, governance and evaluation. Recommendations were presented based on the analysis of the group of schools considering the interrelationship between the indicators, the intensity and trajectory of managers that formed them. As such, they cannot be related to only one or another specific indicator. Some of these recommendations can be incorporated into Program Jovem de Futuro.

3.1 Accentuated progression trajectory

The group that had its progression trajectories classified as accentuated, presented in Figure 16, is composed of eight schools that presented considerable alignment growth between their actions and what is proposed by JF. It was verified that in these schools, the managers understood well the program and stages of the Management Circuit. As they developed the Management Circuit, they also began to demonstrate more evidence of critical positioning. In spite of experiencing initial difficulties in relation to collective engagement, more growth was perceived in this aspect, be it in the participation of the management group, be it in planning or execution of actions stemming from the Management Circuit.

Figure 16 – Evolution in the classifications of qualitative indicators

Manager	Alignment		Collective engagement		Critical positioning	
	July/18	Feb/19	July/18	Feb./19	July/18	Feb./19
Eliete	Elevated	Elevated	Partial	Elevated		Partial
Irene	Partial	Elevated	Weak	Elevated		Elevated
Iara	Partial	Elevated	Weak	Partial		Elevated
Jaqueline	Partial	Elevated	Partial	Elevated		Elevated
Mário	Elevated	Elevated	Weak	Elevated		Elevated
Nicolas	Partial	Elevated	Partial	Elevated		Partial
Silvana	Partial	Elevated	Weak	Partial	Partial	Elevated
Simone	Elevated	Elevated	Weak	Partial		Elevated

Source: Authors

The excerpts extracted from the databases presented below illustrate what's been exposed:

"Listening to the testimony of some colleagues in our meetings, I see that our school finds itself in a bit better situation and I'd like to highlight a few factors: good relationship of the school community, active school leaders towards management and school classes, effective participation of parents in school councils, implementation of a class council with a focus on student learning based on the analysis of results, partnership with municipal education departments… With the arrival of Jovem de Futuro, it is remarkable to see the improvement in the work developed by the school, such as: planning (even being partially realized in the collective) with a focus on student needs, registering of activities realized on time, reorganization of actions, monitoring of results in time to make interventions where necessary, appropriation of innovative methodologies through projects, valorization and a different outlook for our youngsters..." (Eliete, evidence of alignment and collective engagement, school improvement theme, August 2018).

"The problems we discussed and that were included to be part of the SGP system in the first Circuit of 2017 included: the lack of professors in various disciplines and, especially, due to this lack, the reduction in classes in both Portuguese and math, lack of coordinator, of time for planning, high level of students with partial progression, u-motivation and dropout. For this year's circuit, we were able to overcome part of these problems, such as the lack of professors, with a complete staff being a reality in our school. We were also able to organize a calendar of meetings and a planning time, but some of the problems continue being repeated, such as the lack of a coordinator, content for catching up on previous years, students in APP, motivation, dropout and flunking. We have an action plan to overcome these difficulties and believe we will be able to improve our levels." (Iara, evidence of critical positioning, problem identification theme, May 2018).

"Things are going well in my school and online registering is being done by the professors. The action plan is based on problems perceived in the school and developed by the managers, professors, students and parents. The professors do a good job participating in the planning and execution of actions. When a Portuguese action is planned, we make the person responsible for it a history professor. He becomes the mediator of all suggestions for developing activities." (Jaqueline, evidence of collective engagement, updating of school moment theme, September 2018).

This group also presented other characteristics that drew attention of the researchers. One is the use of evidence and data for planning, monitoring and evaluating actions, executing an analysis and seeking improvements.

"We call it alive school, because JF brought dynamism and continuity of actions. It allowed reflecting on learning, since we didn't have a culture of every two months evaluate, reevaluate and monitor. We had our internal results and disclosed them on the first pedagogical day. Reflections were incipient, professors made their individual plans, but we did not have the focus of looking at the numbers and comparing results every two months. Now we have been educated for this reality. Today the school has more life." (Mario, evidence of alignment, changes in the school theme, November 2018).

There was also the gradual introduction of training in the school and the pursuit of continuous improvement and better results. Initially, the formative activities were rare or practically inexistent and, gradually, the managers began to insert more specific studies during planning moments and hold training meetings. Many times, it was JF content that they had already studied or been trained on, or content from pedagogical feedback and responsive evaluation meetings. Other times, the study themes were related to the diagnosis of problems identified or to the low achievement of an intended result (Management Circuit), for example, lack of interest or motivation of students and inefficient pedagogical practices.

"There is no lack of training for coordinators and directors; there's a lot of stuff. What's missing is getting what the training teaches and taking it to the school. The evaluation training offered by JF was very good and we were able to take it to the school and have it used by the professors. There are also interdisciplinary actions, such as between a math and physics teacher who plan actions jointly. I also watch classes, giving the professors an observation sheet showing what I will be looking at and provide feedback afterwards." (Jaqueline, evidence of critical positioning, update on the school moment theme, September 2018).

The schools value the sustainability of JF and worry about it; and, aiming at the program's continuity and strengthening, they present solutions such as: continuity and expansion of JF's training and monitoring activities for a longer time; visits from people directly linked to Instituto Unibanco in the school because it motivates the group; meetings with schools from other states participating in the program for a longer time or disclosure of successful experiences.

"In order for our school to continue advancing, we expect Jovem de Futuro to continue supporting us (...) and help us come up with strategies to reduce school evasion in the first year of high school." (Iara, program improvement suggestions theme, August 2018).

Based on the results and analyses of schools that presented accentuated progression, pursuant to the axes proposed, we present a few recommendations directed at this group.

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In relation to *technical advice*, we recommend that the Management Circuit continue to be repeated, in view that many actions presented better results and were applied in a more assertive manner as the circuits were run.

It is valid to also gradually expand the repertoire so that managers can better understand the challenges they face and be able to propose more efficient coordinated actions to deal with them. Also suggested is a deep dive in training on the use of data and evidence. Other studies could also contribute to the advancement of this group, such as procedures for improving the quality of coexistence and active methods of teaching-learning.

In terms of *mobilization*, it is important that these managers feel recognized and valued for the work they are developing in the school.

It is also recommended to address succession of the management team in order to give continuity to the process being developed. It would be interesting to involve these professionals in communities of practice and in training new managers (*governance)*. The implementation of strategies for a collaborative culture and sharing of experiences between schools should be considered powerful actions.

Targeting continuous improvement, we suggest the implementation of self-diagnosis and formative *evaluation* processes, such as rubrics, to promote reflection and qualitative advancement. Continuity of the responsive evaluation will provide important feedback on how the program is being consolidated in the schools and improvement suggestions.

3.2 Limited progression trajectory

Figure 17 presents 10 schools which had their progression trajectories classified as 'limited'. This group comprises schools that present little advancement in relation to alignment of their actions with the program, collective engagement and critical positioning. In these schools, the implementation process of JF is led by managers who understand the objectives of the program and the stages that comprise the Management Circuit. There is alignment between the school's actions and what is proposed by JF, but the execution occurs in an irregular and mechanical manner, limiting the following of protocols, with less flexibility or adaptation, and only a few members of the unit participating in the management group and the actions developed. The difficulty in achieving collective engagement and making the necessary transformations seems to stem from the absence of a collaboration culture, management centralization and involvement with the school's various demands. Another factor mentioned a lot for justifying this difficulty is the resistance of professors towards change.

Figure 17 – Limited progression trajectory

Manager	Alignment		Collective engagement		Critical positioning	
	July/18	Feb./19	July/18	Feb./19	July/18	Feb./19
Anita	Partial	Partial	Weak	Partial		Partial
Antônia	Weak	Partial	Weak	Weak	Elevated	
Elaine	Partial	Partial	Weak	Partial	Weak	Partial
Evair	Partial	Elevated	Weak	Partial		Partial
Gerusa	Partial	Elevated	Weak	Partial	Partial	Elevated
Januário	Partial	Partial	Partial	Partial		Partial
Joaquim	Weak	Partial	Partial	Partial		Elevated
Laís	Partial	Partial	Weak	Weak		Weak
Mercedes	Partial	Elevated	Partial	Partial	Partial	Partial
Suzana	Weak	Partial	Weak	Partial		Weak

Source: Authors

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The excerpts below exemplify some of the characteristics of this group:

"I believe there is a major need to work on the engagement of professors and students. I suggest periodic meetings with the entire management group, with the effective participation of the teaching staff and student body. These meetings should occur with the Direc advisor and management team, in monthly meetings. (...) We still see reasonable resistance on the part of our team, but we feel that the 2019 school year we will be able to progress a bit more." (Anita, proof of partial collective engagement and partial critical positioning, teacher and student engagement theme, September 2018).

"Actions programmed for Portuguese did not yield results due to the difficulty in dealing with disengaged professors. They don't see the support from the state education department to treat the problem of high absenteeism and lack of effort and realization of other activities." (Elaine, proof of partial collective engagement, planning and execution theme, December 2017).

"The problems identified in 2017 for which actions were prepared some yielded satisfactory results in parts and others did not." (Elaine, evidence of partial alignment, problem identification theme, May 2018).

"Main challenges: arouse a commitment of the teaching staff towards the school and student learning, that teachers put themselves in the other's shoes, that teachers understand the need to plan, the high number of teacher work absences, students getting sufficient grades to pass with honors, but clearly demonstrate that they did not learn the content, that is, they have the grade but not the proficiency, the lack of professors and support personnel hinder the development of classes, students in the corridors because the teachers let them out early;. I need urgent help for something that arouses a commitment on the part of most professors! It has been very tiring the fact that everything causes controversy by the simple fact of telling a colleague the need for him or her to contribute to the positive flow of the school." (Gerusa, evidence of partial critical positioning, challenges theme, August 2017).

These managers demonstrate effort in trying to develop the Management Circuit, albeit mechanically; however, the school's serious problems hinder motivation and progression (violence surrounding the institution, difficulties in interpersonal relationships, professor resistance, significant lack of infrastructure, lack of employees, etc.).

"I have always praised JF and this group a lot, but our school needs help. The Ideb score is very low and re-receive an advisor every week. We have relationship problems in the school. But we don't stop working." (Anita, judgment theme, September 2018).

"As such, we continue with the same problems for 2018. The ones that were worked in parts we will improve the actions, and the others, we will start from the beginning. For example: lack of student motivation, lack of professors for various disciplines including Portuguese, the teachers' unwillingness to emphasize actions that contribute to student performance in critical disciplines, as is the case with Portuguese and math. And the school's physical structure, which continues a chaos." (Elaine, problem identification theme, May 2018).

"Professors that are unmotivated, resistant to some new ideas, tired – many have more than one job and need to complement their hour load in more than two schools; some are unaccredited for projects that the school receives through SEEC." (Lais, challenges theme, August 2018).

Some of the difficulties that appeared since the beginning of the responsive evaluation continued in the narratives of these managers months later, however few were present in the action plans prepared by the schools, probably because they are not dimensions directly monitored, such as indiscipline, lack of family participation, unmotivation and professor resistance to changes.

We identified more significantly in this group of managers a smaller repertoire for creating viable development alternatives. It is possible to see that, initially, when pointing out school challenges, the blame was predominantly on the student (for example, lack of motivation) and the family (for example, absent from the school) and, at times, even the professor. We note that, in some schools, the blame on the student seems to drop, and professor difficulties seem to increase in the sense of the necessary change in methodologies used in the classroom and how to engage them; the blame on the family continues.

"Our main problem still resides in the lack of interest in studying on the part of most students... Some professors are determined to not put themselves in front of those students who "don't want anything" and end up removing them from the classroom, causing even greater lack of interest of the student and, ultimately, causes major discomfort in the school environment. They do not accept putting into practice actions to rescue/recover this interest." (Anita, problem identification theme, May 2018).

"To improve the plans, training is necessary in the pedagogical area. The professors have specific knowledge of their disciplines, but they don't know about teaching practices and methodologies." (Elaine, update of school moment theme, September 2018).

"The lack of effective participation of parents in accompanying the school life of their children." (Joaquim, August 2018)

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A few recommendations were prepared for the group of schools that presented limited progression, classified in axes.

This group depends more on the effective assistance from the supervisor. It is necessary to encourage repeating the Management Circuit, with monitoring by this professional supporting the school, helping in the diagnosis and strategy of action plans, contributing to the school's implications in the problems and expanding action possibilities (*technical advice*). These schools also need assistance building relationships of trust, support and care with the professors, students and other players in the institution, in order to improve relational climate quality. These contributions can be made with help from the supervisor and through *training* for both the supervisors and management team (broaden repertoire, coexistence, guided and basic training for leadership, strategic and systemic thinking). A diagnostic evaluation is a valid process which can provide information from various perspectives on the school's challenges and advancements and can help with data to promote constant reflections and also formative evaluation to promote development. In addition to external assistance, it is important to prepare material that helps involve and engage professors, students and community (*mobilization*). Lastly, it is important that the regional office monitor more closely the relationship of the supervisor with the schools, the support that is being given, the difficulties and whether progress is occurring (*governance*).

3.3 Considerations about the groups with elevated and restricted progression trajectories

There are common aspects between the schools which trajectories were classified as elevated progression and limited progression. The considerations presented below contemplate both groups for having similar characteristics identified in the narratives of these managers.

The schools in these two groups acknowledge the importance of having clear goals, which is something they did not have before JF. They also value the sharing of good practices and present suggestions to build on these moments, for example, that the conversation circles for sharing (which take place in the Direcs) occur with smaller groups (less schools in each meeting) and with the entire management group, this way a greater number of actions that occurred in each unit can be presented and have a more in-depth discussion about them.

"Today, the schools now reflect things based on evidence, they seek to prepare their action plans trying to identify the root causes for low student performance. A lot has been discussed on the components of the IDEB, calculation methods, interpretation of proficiency levels, intermediary targets, targets, as well as caring about the structural indicators." (Irene, Management Circuit theme, September 2018).

In these groups it is also possible to see that there is a progressive increase in acknowledging the importance of student engagement and participation. In fact, they request other forms for intensifying this participation and protagonism on the part of students.

"In planning the actions, we brought together the biggest number possible of students, professors and parents to participate in the formulation of actions. There was a lot of student participation." (Irene, general observations theme, September 2018).

"Among the changes seen in our school, we point out more effective participation of all professors, greater adhesion of students in all actions, even those that were not registered in the schools action plan. (...) A lot of effort was invested to involve everyone in the projects and Management Circuit, but it worked out." (Evair, changes in the school theme, November 2018).

These managers also noticed the importance of work with more effective knowledge of disciplines in order to obtain better achievement results and approval, however they face difficulty in changing pedagogical practice and professor engagement. They defend the offer of training courses for professors because they know that a lot of transformations must occur in the classroom.

"After a few JF actions in our school, the reaction of most education professionals is unanimous in questioning the reason why training does not cater directly to the professors. As such, we suggested that JF provide training seminars for professors." (Joaquim, suggestions theme, October 2017).

The managers representing the schools considered that other important dimensions receive little attention; that there is emphasis on Portuguese and math performance in detriment of other school demands, which hinders the involvement of professors from other disciplines[17]. They also defend the development of other forms for evaluating actions executed and student learning.

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[17] The state department of education and culture established that the following would be prioritized: proficiency in Portuguese in math and approval rate of the first year of high school.

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After these considerations, we present the results for the third group of schools in which evidence of trajectories with no progression was identified.

3.4 Trajectories without progression

These 10 schools, group for similarities in their trajectories, or classified as no progression and are listed in Figure 18. In these schools, many implementation actions of JF are neglected or not executed in accordance with the way it was proposed in the implementation protocol. The managers that lead the program's actions seem to not understand the stages of the Management Circuit nor JF's objectives. There is evidence no involvement of the school collective and intentional actions to overcome this obstacle. We had difficulty finding evidence of critical positioning and, when identified, was classified as weak.

Figure 18 – No progression trajectory

Manager	Alignment		Collective engagement		Critical positioning	
	July/18	Feb./19	July/18	Feb./19	July/18	Feb./19
Angelo	Partial	Partial	Partial	Weak		
Francieli		Weak		Weak		
Franco	Weak	Weak		Weak		
Gilberto	Weak	Partial	Weak	Partial		Weak
Juliana		Weak		Partial		Weak
Letícia		Partial		Weak		Weak
Luciana		Weak		Weak		
Mariana		Weak		Partial		Weak
Milton		Weak		Weak		Weak
Pedro	Weak	Weak	Weak	Weak		Weak

Source: Authors

Excerpts of the narratives illustrate the indicator levels that also appear in the analyses.

"Jovem de Futuro has helped to improve learning, since we work with the participation of most employees. However, to achieve the target, we need more support from the SEEC, since the lack of professors prevents the good qualification of students and there are many relationship problems between students and professors. I believe that timecards will contribute considerably to the functioning and organization of public institutions. I agree that registering the class activity in the SIGEDUC is very important and sees to that professors fulfill their hour load and complain less." (Gilberto, evidence of weak critical positioning, state education department improvement theme, August 2018)

"I believe the professors should have more responsibility, do what they're supposed to do." (Milton, evidence of weak collective engagement, professor and student engagement theme, September 2018).

One thing that drew attention is that some schools, even with a lot of difficulty, started out the program excited, with ambitious targets and, since the results were not what they expected, they became disappointed. As the months went by registration in the SGP started to drop and so did the responsive evaluation narratives in online interactions.

"But we have a flaw. I get to an evaluation like this and I say to you and colleagues, we don't have any records of projects in the system. But at the school there is. We have photos of our records. I asked for records of the projects, but we don't have them. The projects happen. I asked that the State Department do something to help us get the professors to register." (Mariana, evidence of weak alignment, what participating does theme, November 2018).

"The actions planned for Portuguese did not work out due to the difficulty dealing with disengaged professors. They don't perceive the support from the department for treating the problem of high absenteeism and lack of effort." (Angelo, planning and execution theme, December 2017).

The difficulties they face paralyze, justifying not developing transformational actions and the results

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[18] Integrated School Management System (State Department of Education and Culture of Rio Grande do Norte).

obtained: precarious infrastructure, absence of professionals, absent teachers, unmotivated professors, nonparticipation of family, students disengaged and behind in school level, violence. Some managers spend a major part of their time providing assistance: talking and caring for families and youngsters in conflict or situation of social vulnerability, with a conduct of risk (involvement with drugs, suicide ideas, aggressiveness, etc.).

"We have this major challenge of students receiving invitations from criminal factions and drug users. The students ask for help because I listen to them. We are getting teachers to help students who don't know what to do. Our function is very difficult, because the school dynamic is very complex. (...) It's difficult to advance without support and conditions." (Suzana, school change theme, November 2018).

"Given our situation of being a small school with 300 students, with elementary school in the morning and high school in the afternoon, this is the climate we have. We look at the ceiling, there are holes. The restrooms are god-awful. And we need these things. This creates an unfavorable climate. We don't have a favorable climate to do quality work." (Mariana, what participation does theme, November 2018).

"We've been able to identify that the conversation circles with students have been very valuable, despite all the difficulties in managing a school with a lack of teachers for which we have not found a solution."(Gilberto, problem identification theme, May 2018).

There is little collective engagement. And, as in the limited progression group, many allege strong teacher resistance.

"Some professors do not recognize JF, nor do they recognize the digital platforms. They do not insert data into the system. [Some] punish students with bad evaluations and poor grades, which makes the school's indices to drop really low. (...) We need a culture transformation and that requires getting people out of their comfort zone." (Milton, evidence of weak collective engagement, update on the school's implementation moment theme, September 2018).

They feel impotent to deal with the school's various difficulties. There narratives reveal a lack of strategies for involving, convincing and demanding responsibility of professors that do not fulfill their commitments. To solve them, they wait for more external actions, such as greater intervention from the state education department and supervisors. They also suggest the participation of professors in training courses and Jovem de Futuro training meetings.

"We need a meeting with the presence of professors that are not engaged and do not input grades, with the advisor and somebody from the state education department. And that the SEEC value education professors through training, motivating them."

(Gilberto, expectations theme, August 2017).

"[It is necessary] that the state education department give us more support, more support to managers in the sense of protecting and ensuring, for example, a document with something that we take to the school and expose to the entire school community so that each one feels obliged to do their job." (Mariana, evidence of weak critical positioning, state education department improvement theme, September 2018).

"[I suggest] urgently implementing a time clock at schools in the state system to improve control over employee absences and improve management." (Milton, evidence of weak critical positioning, state education department improvement theme, August 2018).

We also note the strong presence of a "friendly sociability" that avoids confrontations. They also present socially desirable answers and indicate that they are advancing, but, after verifying the evidence and actions, such advancement is not confirmed.

"They are all beautiful, they try really hard. I believe in the education professionals for improving learning. I wish that government bodies look at education in a different manner and become involved to improve teaching-learning." (Francieli, general observations theme, September 2018).

"Our professors all graduated in the areas they teach. They work hard, achieve good results and have good content. (...) I'm very grateful for JF, because JF made our professors record attendance and their classes. Some professors register during the class itself, while others register everything on paper like before, but they are trying." (Mariana, what participation does theme, November 2018).

Considering the above for this third group, the recommendations are more direction oriented and foresee actions that suggest greater support and monitoring.

The preparation of more-specific protocols and scripts is valid for day-to-day situations and for the supervisor to act as a tutor, monitoring more closely these managers, assisting them not only in planning but also in what to do (*technical advice*). Help the manager organize more effectively the school's functions so that, more than focus on attention (emergency situations), they also develop actions planned based on few and attainable goals. In addition to a formative *evaluation* process, with the objective of contributing to the stages that need to be overcome, training based on real problems is also welcome, with concrete procedures, more direct actions and a reflection on the role of the director and ways of working.

Although it is the state education department's responsibility, it is possible to contribute to designing work evaluation forms developed by the

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managers in accordance with the reality and conditions of each school, so that they can be assisted and if advancements do not occur, be substituted (*governance*). It is also possible to assist in the improvement of the election process by manager peers in order to reduce the buddy system that can stem from this kind of system (*mobilization*).

3.5 The priority schools

Due to a performance history of more critical evolution, some schools are considered as priority and receive different treatment from the program, with weekly visits from the supervisor (in the other schools, visits are biweekly).

Of the 31 institutions that comprised our sample, four were priority schools and part of the limited progression and no progression groups. These school units were also analyzed as a fourth group (Figure 19).

In spite of being priority schools, they present distinct progression trajectories when looking at the classifications attributed to each one according to the three qualitative indicators prepared for this evaluation. This may be because the performance between these units and others in the state system were not that significant.

Figure 19 – Priority schools

Manager	Alignment		Collective engagement		Critical positioning	
	July/18	Feb./19	July/18	Feb./19	July/18	Feb./19
Ariana	Partial	Partial	Partial	Weak		
Anita	Partial	Partial	Weak	Partial		Partial
Pedro	Weak	Weak	Weak	Weak		Weak
Suzana	Weak	Partial	Weak	Partial		Weak

Source: Authors

The differences stayed the same in relation to participation of managers in the responsive evaluation. One manager (Ariana) stopped attending the in-person meetings and contributing reports in the virtual environment in May 2018. Another manager (Pedro) hardly reported in the online environment or positioned himself in the collective discussions, in spite of having always been present at the meetings. Two directors reported transformations in their management habits, such as starting to monitor targets, however, while one presented critical positioning and strategic management (Anita), the other one showed a more mechanical execution of the Management Circuit (Suzana). Both considered that there was an evolution in their skills and knowledge as managers throughout the JF program and they also started showing that they understood more and more the importance of collective engagement (which still needs to be improved on) and the importance of active participation of students.

The reports of managers also point to a few similarities between these schools. They face a very difficult and complex reality. They possess serious problems in terms of infrastructure, school evasion, low student attendance (especially in the evening[19]),

indiscipline and coexistence difficulties, which are present in both manager reports since the beginning of the evaluation. They need to deal with students that are drug users, with high levels of teenage pregnancy, and other challenges. One of the schools has to shut down activities in the middle of evening classes due to the surrounding violence.

> *"We have this major challenge of students receiving invitations from criminal factions and drug users."* (Suzana, changes in the school theme, December 2018).

> *"The school's biggest difficulty are human relationships. (...) Professors from other areas that have high flunking rates remove students from the classroom for no justification at all."* (Anita, May 2018).

Two managers organized in detail their action plans; however, some targets were overestimated and some actions were not effective to overcome the problems. They request more assistance and support. They would also like that there be training for professors, and help to engage teaching staff and students.

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[19] Of the 297 secondary schools in the state education system of Rio Grande do Norte, 165 offered evening classes.

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"The result obtained in our school was not what we expected. We were disappointed because in the presentation of the evaluations between the first and second bimester, we had a drop of almost 50% in the achievement of our students, and worst of all because in the second bimester we had a really nice culture exhibit project and saw that almost all students participated. We went from classroom to classroom and asked students about their perception in relation to their achievement and almost all were positive in saying that their grades improved from the first bimester to the second. So the question we ask is: what is the real reason? (...) Our school needs help." (Anita, judgment theme, September 2018).

These managers reported having been surprised to learn that their units were priority schools and that they had such bad results. They said that the arrival of JF generated resistance from the professors in the beginning, for several reasons, such as monitoring, (times, classes given and attendance) and the definition of targets. They said that this resistance to the program was being overcome over time, but that they faced many difficulties to make the changes in the pedagogical practice of the professors. They also demonstrated difficulty in executing the collective planning with the teaching staff (because some lived in another city and taught classes in other schools) and in collective engagement in management and execution activities derived from the Management Circuit.

Shifting the analysis briefly to the advisors (supervisors) that monitor these schools, we verify that they value program JF and possess a good relationship with the managers. However, they frequently feel powerless to effectively contribute in face of so many challenges. They narrate the difficulties these schools have, without knowing how they can help more. They feel a lack of greater repertoire and preparation to assist schools in overcoming these difficulties. The professionals earmarked to the schools should be the most prepared and experienced to assist these units. In addition to the recommendations set forth in the final considerations, we suggest that the recommendations made to the limited progression and no progression groups be followed.

"The school always has a problem with physical infrastructure, lack of teachers, lack of administrative personnel, as well as problems with the SIGEduc, where data is entered and disappears. No Internet and financial resources to satisfy the school's needs and another major problem is school transportation." (Angelo, difficulties not related to JF theme, priority school advisor, November 2018).

3.6 General considerations

In the 18 months that the responsive evaluation tracked the 31 state schools of program Jovem de Futuro, the researchers identified narratives that showed the importance of this program for managers and their agreement with its principles and objectives.

In all groups, regardless of trajectory, Jovem de Futuro's acceptance is unanimous among managers. They presented since the very beginning high expectations in relation to their schools' achievement of objectives. Over time, as the program developed and a better understanding was obtained of its functioning, they began to have more realistic expectations. The understood that JF focused on management and presents expectations of achieving better performance results. Even the schools classified as "trajectories without progression" value the program.

"In fact, Program Jovem de Futuro made a major advancement in education at our schools. Studies on our professors, revising practices adopted by them, what the situation of professors is at schools, what we can improve and how to do it." (Lindomar, program improvement theme, August 2018).

"We see the results of Jovem de Futuro in the school, as we see more monitoring, follow-up and evaluation on the part of the management team. The school created an action plan for each year with innovative activities that aim to improve learning and consequently results. We are happy to see that there has been a significant improvement in learning and results expected." (Milton, general observations theme, September 2018).

According to the managers, the school's agents took a while to understand the program. Many had difficulties trying to explain the functioning of JF in practice and clarify doubts. The managers believed it would be interesting that material be prepared (brochures, short videos, PowerPoint presentations) to be used by the managers when presenting the program to the school community, as well as encourage organizing a seminar or roundtable with the presence of regional representatives given the project's relevance.

The narratives depicted an improvement in organization and functioning of the school: monitoring of classes given and times; greater attention to student transportation; the management team is more aware of student absence and evasion; among others. The absence of professionals in the schools was minimized, however, there are still schools in which professors, employees and specialists do not go. However, infrastructure problems remained.

"With program Jovem de Futuro, we noticed that the team of coordinators and managers learned ways and strategies for monit was impotent oring attendance, grades and classes given. We also noticed that students were more motivated and the action plan helped improve the school, give it a boost." (Milton, changes in the school theme, November 2018).

"Precarious physical structure to satisfy activity demands. The school does not have a space for events or for physical activities." (Eliete, challenges theme, May 2018).

"For this year's circuit, we are able to overcome some of the problems, such as lack of professors, incomplete staff is a reality in our school." (Iara, problem identification theme, May 2018).

In looking at the narratives, we noticed that in the first year the focus of management was more on school organization; however, as these issues started being resolved, the concern shifted mainly to professors (methodology of classes, resistances, relationships).

"The school tries to insert innovative methodologies in its curriculum in an attempt to combat problems exposed and ensure an improvement in student learning." (Eliete, problem identification theme, May 2018).

We draw attention to the understanding that managers had about the significance of democratic management. Initially it was identified that democratic management was synonymous of director election, and distinct visions on the pros and cons of this process were registered (but everyone considered it was better than for the function be executed via indication as it was in the past). With the development of JF, this meaning starts to expand and the importance of greater student and professor participation in school management, involvement and commitment begins to appear more and more in the narratives.

"It is necessary to favor the protagonism of students, joining them with the pedagogical team, helping them join program JF, with information and help for interaction. More communication on the part of managers is necessary to help insert students in JF actions." (Mariana, general observations theme, September 2018).

"Difficulty in mobilizing some professors to participate in school management." (Silvana, general observations theme, May 2018).

The criticism about lack of participation and partnership with families appears at the very beginning of the responsive evaluation and remains throughout the entire process. It is important to point out, however, that the understanding of partnership between family and school seem to be unilateral, only occurring when the parents "helped" the school in that which was expected of them to: demonstrate interest for what happens with their children, participate in meetings and demand good class behavior, study effort and execution of tasks from them. Hence, it was not a partnership in which both sides got together to develop common objectives, dialoguing and building agreements by sharing commitments and responsibilities between each another. In some

managers, this belief was even stronger, as if the school were impotent towards the family. It would be important for the program to work on this issue when training managers.

"Even though at the moment I don't see any resistance towards the program, we still need more participation from parents in the school, especially in parent-teacher meetings." (Marta, rooting theme, November 2018).

"Even when invited, parents do not go to the school; they allege they don't have time. We have already tried several ways, but have not yet been able to get them to participate." (Francieli, participative management group theme, September 2018).

"Parents lack more-effective participation in the monitoring of their children's school life." (Eliete, school improvement theme, August 2018).

Overall, managers acknowledge and defend the importance of collective planning, which started out in a more systematic manner with program Jovem de Futuro. However, many have difficulty being able to effectively do this with professors due to the difficulty in getting them together on a given day and time. A significant number of managers registers the anguish and concern in being able to do these moments and attribute this difficulty mostly to the professors who, to complement their hour load, take on classes at schools distant from each other. It is quite common for planning meetings to occur between large intervals and some directors hold them by canceling classes in order to be able to gather the professors.

"In secondary school we aren't able to do collective planning; we have professors from various different cities or from various different schools, so I do individual meetings to develop the planning. It was recommended to cancel classes every 15 days for professors to do collective planning. Even so, it is still difficult to gather all the professors." (Elaine, general observations theme, September 2018).

"[Difficulty in] the availability of professors to participate in collective planning and other meetings. Most of our professors reside and have ties in other municipalities; as such it is difficult to gather them all since they need to fulfil their hour load in other schools." (Eliete, challenges theme, August 2017).

As previously commented, some challenges of schools pointed out by managers at the start of the responsive evaluation that are not directly monitored continued appearing in the narratives over the next year and were hardly ever addressed in the action plans, such as in discipline, lack of family participation, lack of motivation, teacher resistance to changes.

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In the state schools of Rio Grande do Norte, the function of the supervisor (advisor) who visits and monitors schools every 15 days was implemented by program JF. In the beginning of the responsive evaluation, it was verified that this professional was valued by managers and perceived as a "liaison" with the state education department. As time goes by, they start to recognize the supervisor as an interlocutor, validating their performance in the school. Most managers demonstrated being satisfied with the supervisor's presence and for having a positive relationship with this professional, but they also shared that not always was the supervisor able to help them out with the difficulties identified. The managers also said that sometimes there is no feedback to the school requests made to the state education department (long time to get an answer or no answer at all). It became clear, with the analysis of data, how dependent managers are of the quality of the supervisor's conception of education (the importance of working to change paradigms).

"The pedagogical advisor is a major ally in this process and, in our school, this monitoring is done in a very positive manner." (Eliete, Management Circuit theme, September 2018).

Given the importance of the supervisor's work in this transformation and continuous improvement process of the school, it is important to strengthen the training and monitoring of supervisors, allocating those who are most-experience and well-trained to the schools that need the most help. Horizontal exchanges between supervisors could be a powerful support and training mechanism.

In analyzing the narratives of managers, we found several actions that can be recommended. However, among the many, we selected a few general recommendations for the state education department of Rio Grande do Norte: manage basic conditions – how to overcome the lack of professionals (professors, specialists and employees), improve the highly-precarious infrastructure in many schools and articulate for greater safety/security, especially around school units located in vulnerable regions; identify, articulate and strengthen the partnership of infant and youth support and protection networks and schools; improve the manager-election process using mixed mechanisms, such as the inclusion of selection considering skills and knowledge to support and monitor progress and difficulties faced by managers; implement training processes based on the identification of the most prominent challenges (local curriculum construction, planning, more active methodologies, school climate evaluation, classroom management, etc.); develop a more systematic program for helping students that are behind to catch up with their learning; provide conditions for the collective planning to be effectively realized in schools, for example, organizing the network's class grid in such a way that on one day of the week there is no classes for a given area of knowledge so that the teaching staff can meet; prepare more specific orientations on how managers can proceed in cases of constant negligence, absence and tardiness on the part of professors; introduce a process of listening to managers and advisors, with faster feedback on demands/requests, even when the answer is no; additional monitoring on the part of regional offices and more training of supervisors.

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4. Final considerations

In view that Program Jovem de Futuro affects the conditions, climate and functioning of schools and relations with regional education offices and state education departments, it is necessary to consider this set of interrelated elements in its implementation. The implementation and evaluation of programs in rich and complex social situations are highly challenging. Due to the fact that evaluators work directly with the parties involved in the program, investigating how they understand, how they implement, the challenges and advancements, being able to clarify issues and obtaining improvement proposals, the responsive evaluation complements other forms of evaluation such as the experimental, because it enables a qualitative and in-depth investigation, allowing to learn more about important issues.

The responsive evaluation that was conducted in this study presents improvements to the original proposal developed by Stake, with the use of technology (narratives in an online collaborative environment), the continuous monitoring of the same group of managers over time, and rubrics. With this, managers from public secondary schools that implemented JF shared similar realities and, little by little, started to learn from each other, through in-person and online exchanges, observing that colleagues also faced difficulties, monitoring changes and challenges, which resulted in a regulation process between peers. This makes it difficult to forge answers and contributes to the coherence and monitoring of narratives.

Our objective was to identify changes, advancements and difficulties stemming from the program's implementation in schools, considering for such the perspective of the participating managers, their perceptions about actions realized, as well as their contributions to improve JF. We also aimed to analyze the relationship between the program's development with the context of the schools and the profiles of managers, as well as evaluate whether habits begin to appear that indicate the sustainability potential of JF.

As opposed to other evaluations that show "photographs" of the moment in which data is collected, for monitoring a same group of program beneficiaries over a given period of time, this responsive evaluation model is process-oriented, in view that data is collected at various moments and organized as a "film", showing the changes that take place. In the case of this study, the evaluation occurred during 18 months, reserved for the first phase of the program, which allowed showing JF's development process in each of the schools, with their similarities and singularities, and presenting proposals related to the contexts and implementation of the Management Circuit.

Based on the data collected, case studies were prepared that allowed understanding the program's implementation process and how it was developed in each school. It sought to identify and analyze evidence related to three indicators in the direction of greater or lesser alignment, collective engagement and critical positioning.

The set of case studies allowed us to prepare categories of analysis related to the progress of these participants according to the three indicators. The schools were classified into three different groups: accentuated progression trajectory (8), limited progression trajectory (10) and no progression trajectory (10). Considering the stage in which this evaluation process was conducted, we found a greater number of managers with an elevated and partial level of alignment with the Management Circuit, but collective engagement is a dimension in which they find greater difficulties, whereby the majority presents partial or weak engagement. And some of them it was not possible to identify evidence of critical thinking.

The results indicate that, in spite of the program being the same for all schools, managers assimilate and develop in very different manners. This shows that JF achieves its objectives particularly for the manager profile that seems to present greater autonomy, initiative, flexibility and adherence to the program and the ability to engage with other members of the school. The program reaches, but with limitations, a second group of managers, which is capable of organizing the school's functioning and executing the Management Circuit, but in an irregular and more-mechanical manner, with management centralization and little collective engagement. These managers, many times, face resistance from professors and do not know how exactly to proceed in carrying out the transformations necessary, overcoming difficulties and continuing to advance.

However, there is a group of managers that hardly execute the Management Circuit and, when they do so, they are sporadic actions; as such, the results are hardly effective. These managers are frequently involved in a large number of school difficulties and demands, they expect external interventions that help them so that the transformations occur and avoid wear and tear with their teaching colleagues.

These results suggest the validity of the program being more flexible, with training and different actions for each group, including in relation to the support and monitoring of supervisors and regional offices.

It is important to point out that, in spite of certain common characteristics, we did not find a similar progression profile related to indicators of the four priority schools that participated in this study. It is necessary to further investigate and monitor these units to better understand how they work, the advances and difficulties they face and how the program is developing.

The responsive evaluation, with the methodological rigor employed and with the construction and analysis of the set of case studies, is difficult and arduous, being indicated to be developed by who has experience in the area of qualitative research. However, these elementary principles and strategies, such as continuous listening and responsivity, as well as the monitoring of indicators proposed, can be developed in the school systems by the professionals from the schools themselves and be incorporated into program Jovem de Futuro. Implementing a more responsive monitoring process on the part of state education departments as part of the program can yield contributions to improve adjustments to JF's development, as well as towards understanding what is happening in schools in order to make the necessary route adjustments for continuous advancement.

It is also important to foster the gradual construction of succinct records of each school by the supervisor (small case studies) and the discussion of these trajectories with the regional education offices periodically, with a more individualized focus on each unit. This way, it will be possible to offer more appropriate assistance to the needs of the school and characteristics of the manager.

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Appendices

APPENDIX A – CHARACTERIZATION OF EACH UNIT

School*	City*	Segment	# of secondary school students (2018)	Ideb
A	P	EF EM	105	3
B	N	EF EM	209	1.8
C	G	EF EM	490	2.52
D	C	EF EM	329	3.14
E	S	EM	140	1.99
F	A	EM	486	3.53
G	F	EF EM	90	3.98
H	R	EM	259	2.91
I	N	EF EM	323	1.74
J	T	EF EM	598	2.09
K	M	EM	343	2.13
L	J	EF EM	147	3.15
M	B	EM	337	3.27
N	Z	EM	122	3.05
O	O	EF EM	88	2.66
P	U	EF EM	180	2.91
Q	N	EM	23	2.6
R	N	EM	79	2.42
S	I	EM	259	3.37
T	D	EM	319	3.41
U	N	EM	790	3.49
V	K	EM	154	2.54

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School*	City*	Segment	# of secondary school students (2018)	Ideb
W	E	EM	107	3.14
X	W	EM	121	2.98
Y	X	EM	196	3.02
Z	Y	EF EM	59	4.06
AA	BB	EM	484	2.05
BB	AA	EM	560	2.48
CC	DD	EM	284	3.14
DD	CC	EM	53	3.55
EE	FF	EM	292	1.83

* School and city codified

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APPENDIX B – MEETINGS WITH THE RESPONSIVE EVALUATION TEAM

GROUP	2017	2018
MANAGERS	August, October, December	May, August, September, November
SUPERVISORS		September, November

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APPENDIX C – RUBRIC FOR PARTICIPATION IN THE ONLINE SHARING COMMUNITY RELATED TO JF

	1	2	3
Publicações no ambiente e relatos nos encontros presenciais	Nem sempre que pedem publico no ambiente.	Não estabeleço paralelo entre as ações que narro e as ações propostas ou esperadas no JF. Não me preocupo em descrever quem participa das ações na escola.	Consigo relatar se as atividades foram realizadas de forma alinhada com o que o JF propõe, mas não relato se foram boas ou eficazes. Conto quem esteve envolvido, mas não como participou. As sugestões de melhoria não são para o JF
Interação com os colegas e com a equipe de avaliação do JF	Não leio e não comento as publicações dos outros	Leio algumas publicações dos colegas sem me preocupar em identificar algo que possa usar. Quase não faço comentários nem dou sugestões para o JF	Aproveito as boas ideias e práticas que identifico dos colegas. Meus comentários são quase sempre só de incentivo para os colegas. Apresento minhas sugestões de melhoria do JF sem necessariamente coordenar com as dos colegas.

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APPENDIX D – SCREEN SAMPLES OF THE KF6 ENVIRONMENT

1) What challenges do you face as school manager?

Manager report

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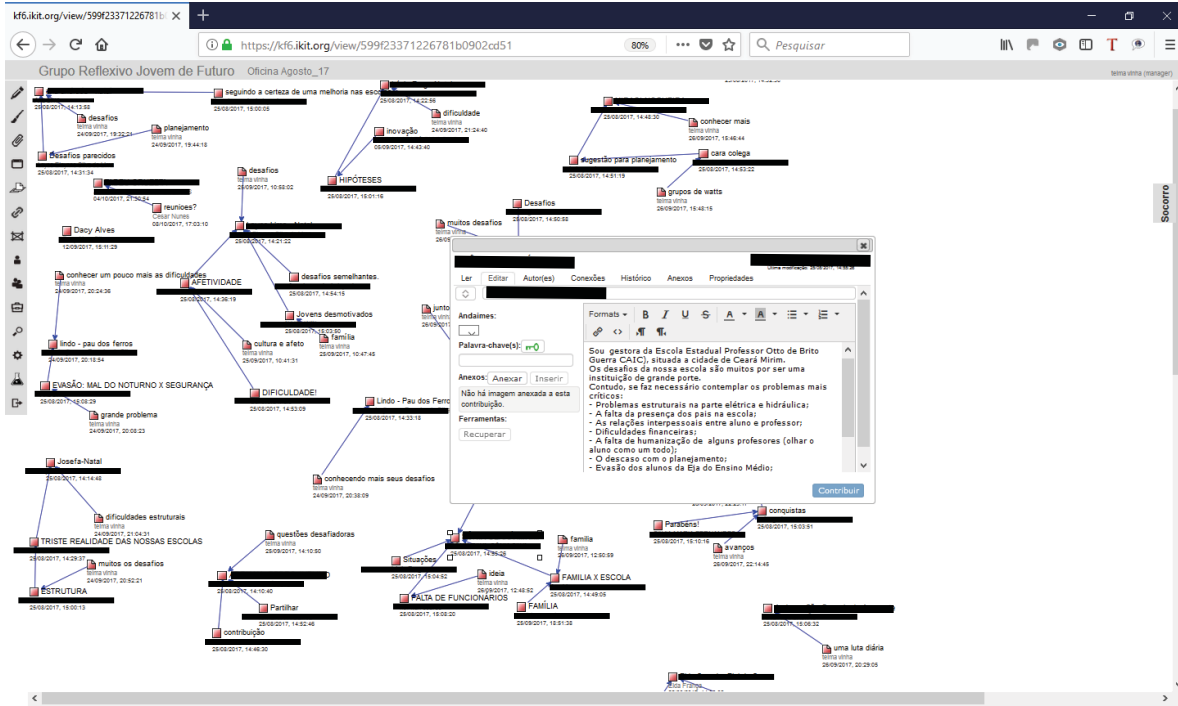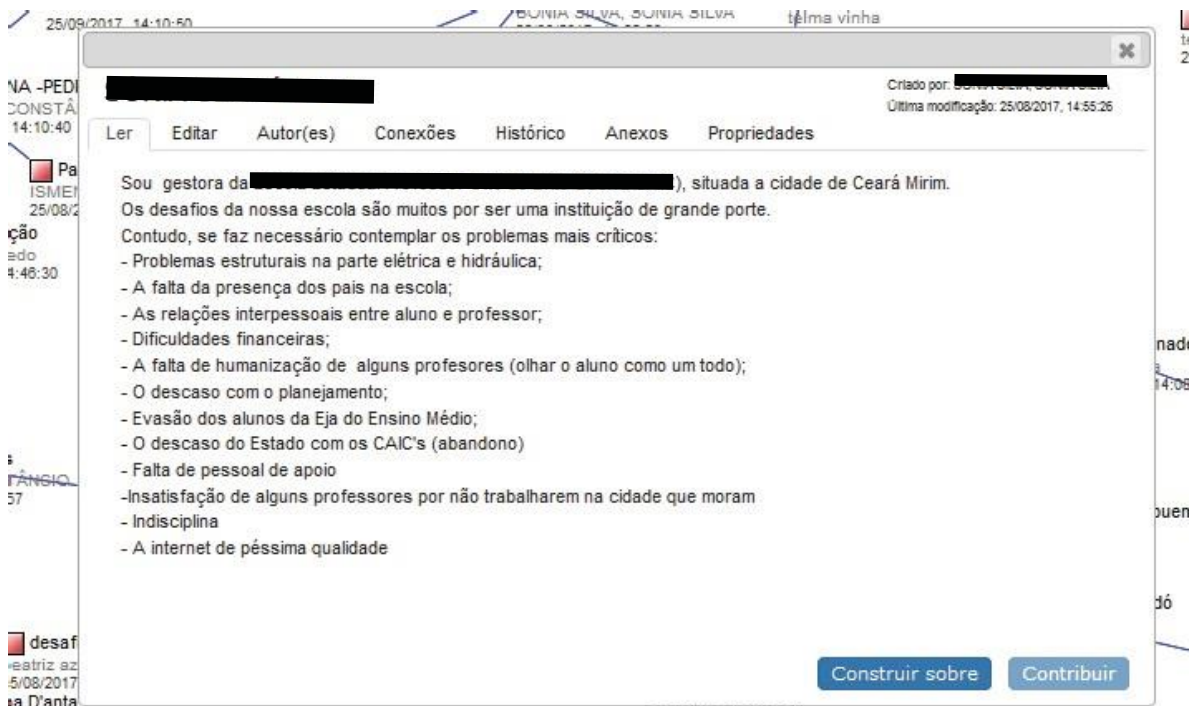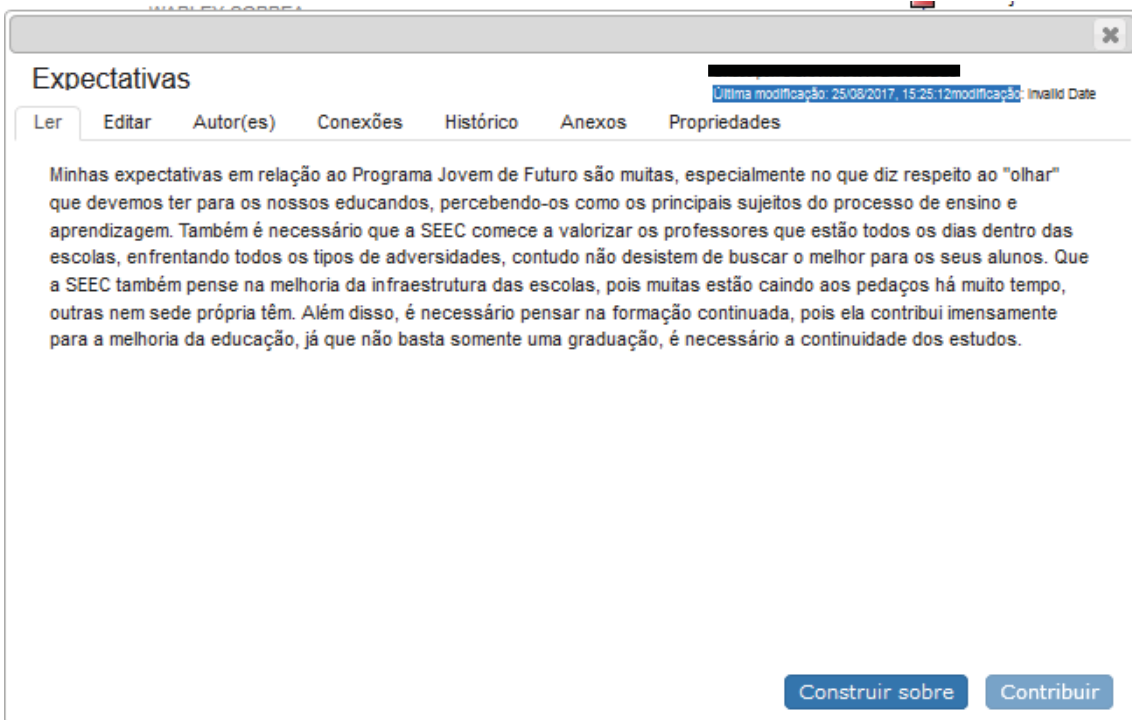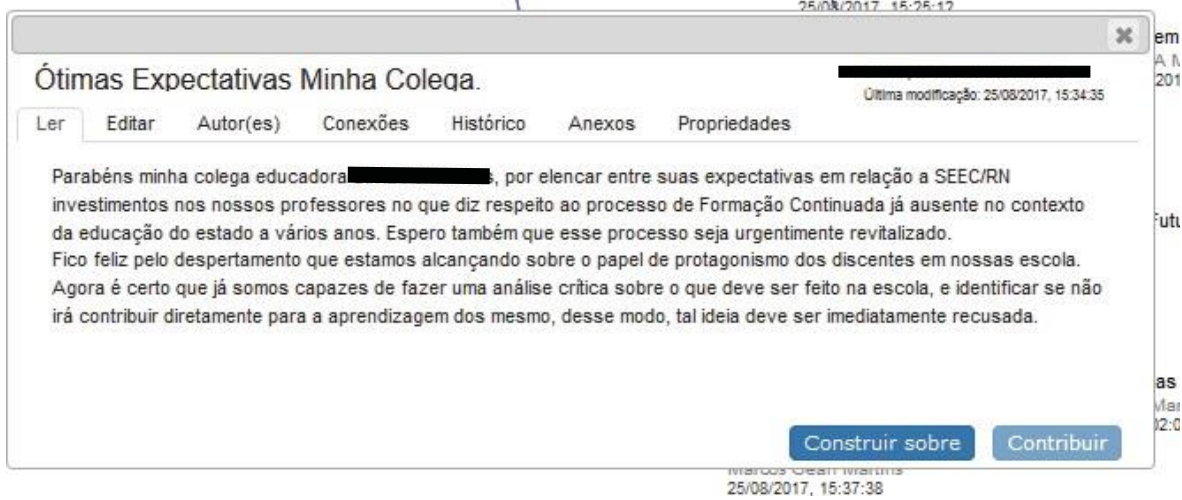
2) What are your expectations with the arrival of Program Jovem de Futuro?
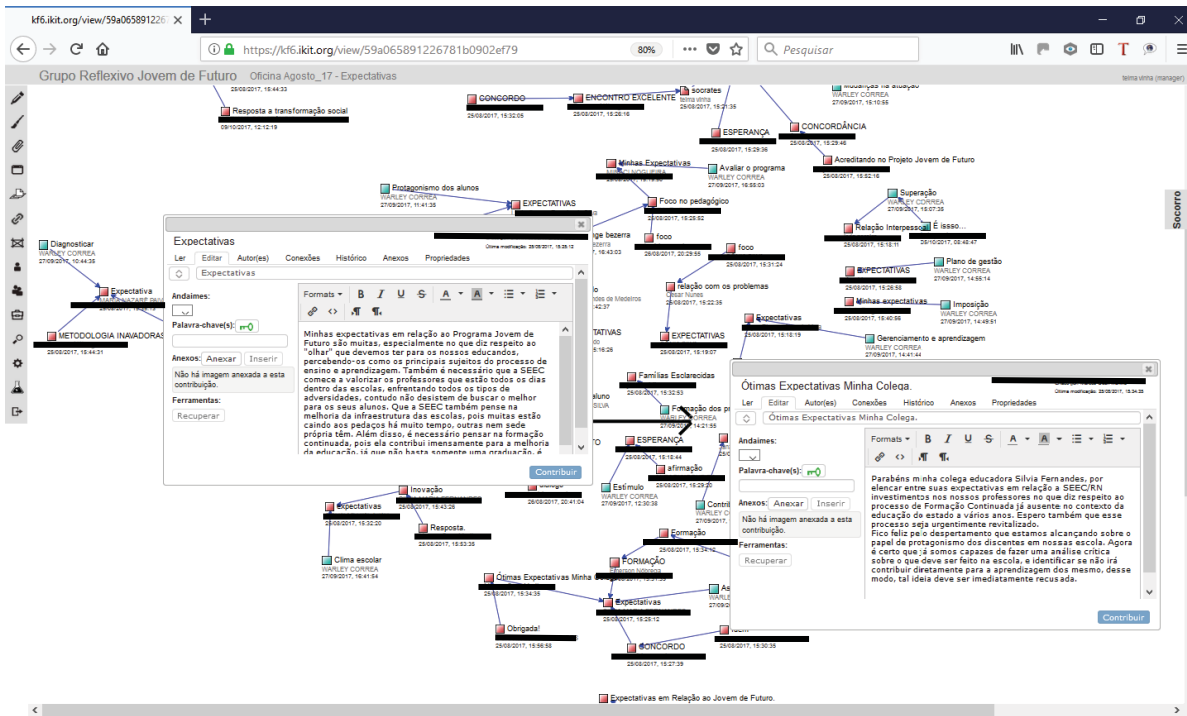
Manager report
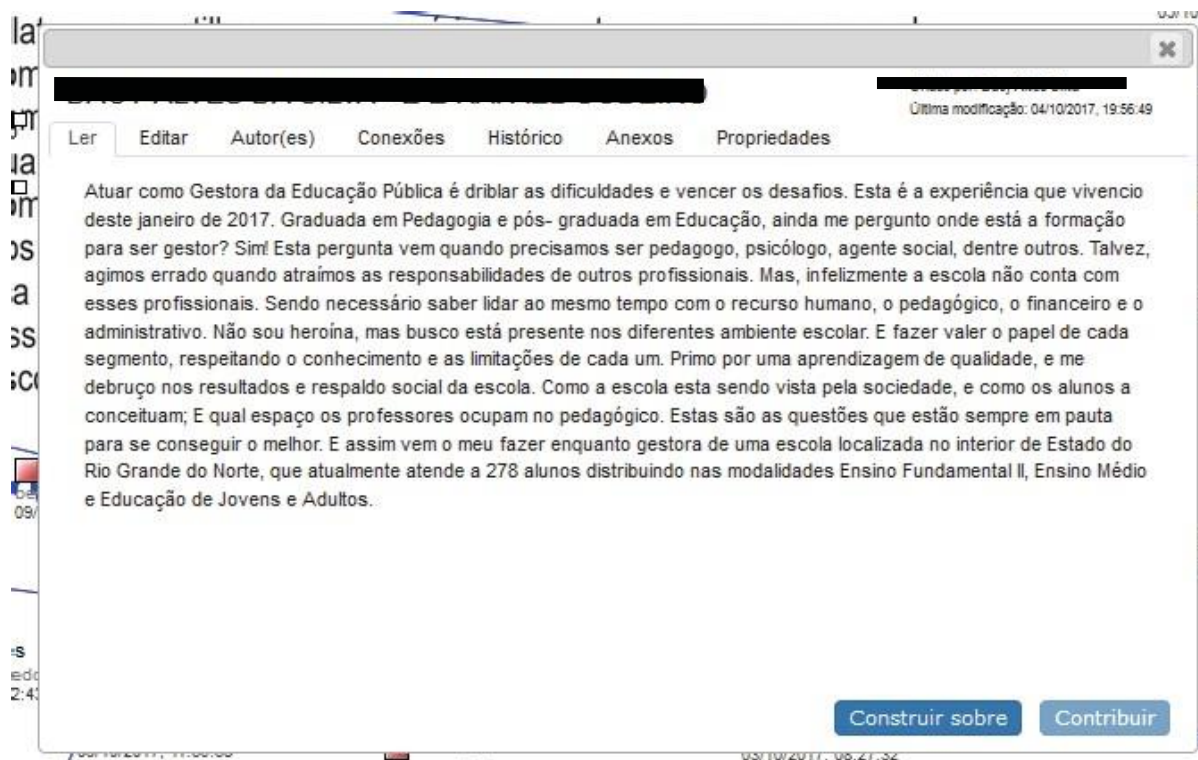
Comment from a colleague

3) Tell us about your trajectory as school manager.

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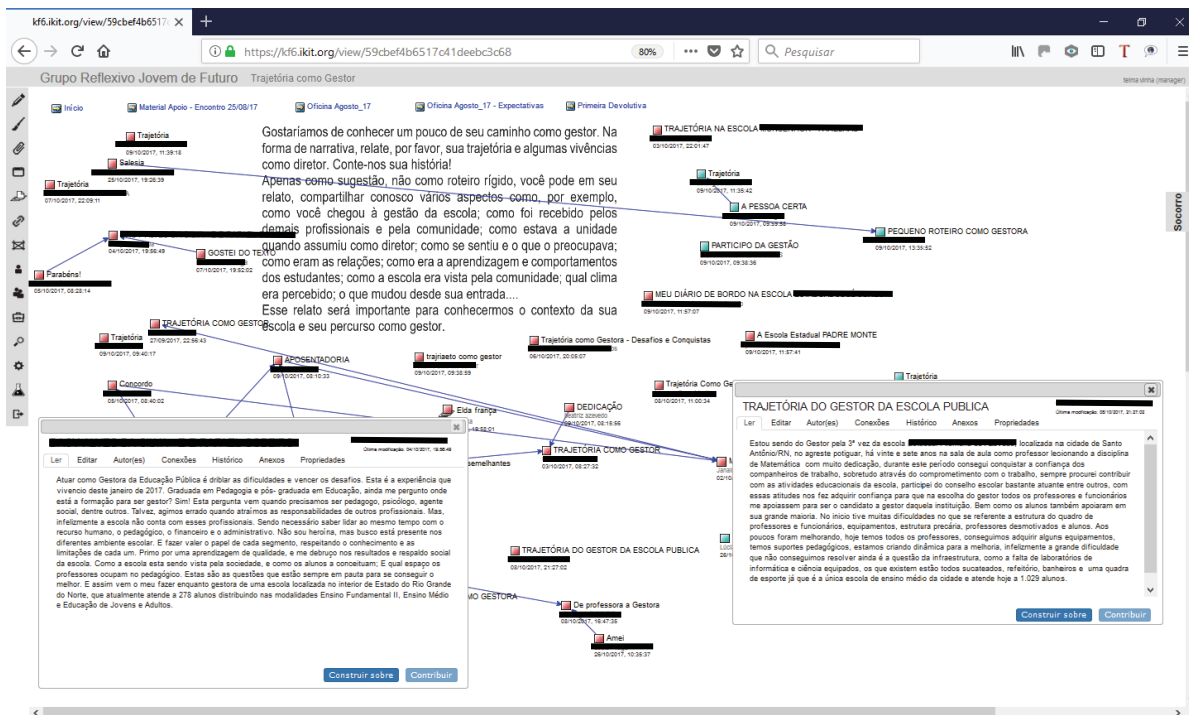
Report from two managers

Última modificação: 04/10/2017, 19:56:49

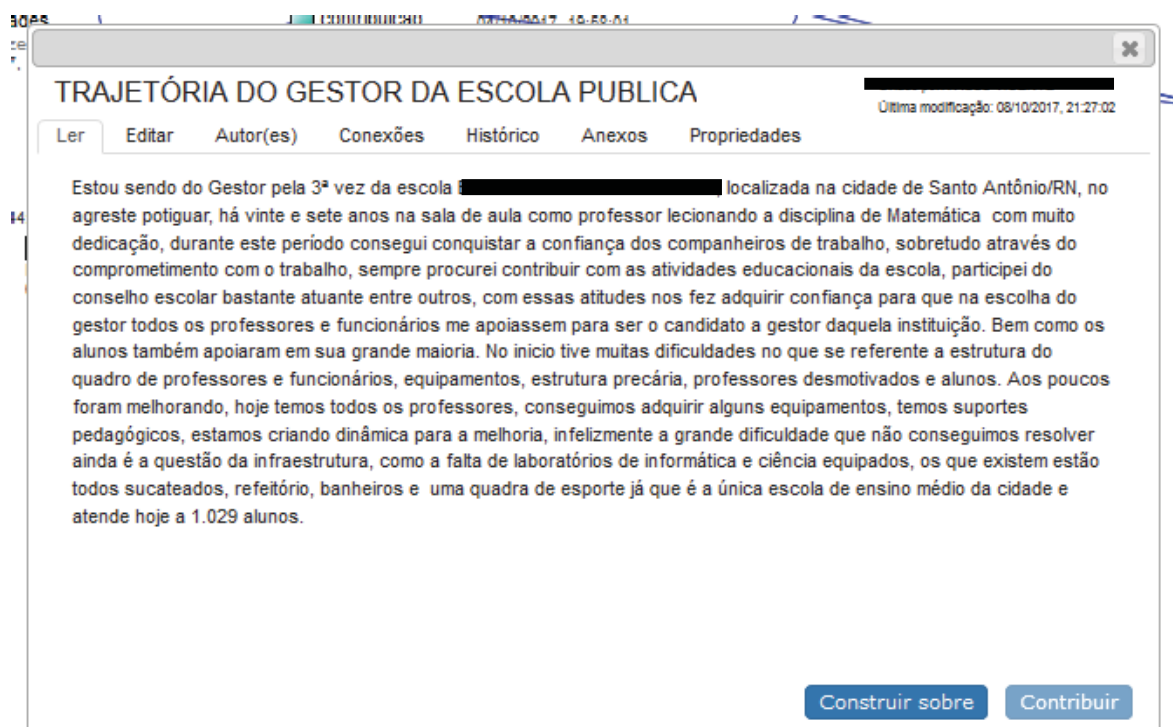Ler   Editar   Autor(es)   Conexões   Histórico   Anexos   Propriedades

Atuar como Gestora da Educação Pública é driblar as dificuldades e vencer os desafios. Esta é a experiência que vivencio deste janeiro de 2017. Graduada em Pedagogia e pós-graduada em Educação, ainda me pergunto onde está a formação para ser gestor? Sim! Esta pergunta vem quando precisamos ser pedagogo, psicólogo, agente social, dentre outros. Talvez, agimos errado quando atraímos as responsabilidades de outros profissionais. Mas, infelizmente a escola não conta com esses profissionais. Sendo necessário saber lidar ao mesmo tempo com o recurso humano, o pedagógico, o financeiro e o administrativo. Não sou heroína, mas busco está presente nos diferentes ambiente escolar. E fazer valer o papel de cada segmento, respeitando o conhecimento e as limitações de cada um. Primo por uma aprendizagem de qualidade, e me debruço nos resultados e respaldo social da escola. Como a escola esta sendo vista pela sociedade, e como os alunos a conceituam; E qual espaço os professores ocupam no pedagógico. Estas são as questões que estão sempre em pauta para se conseguir o melhor. E assim vem o meu fazer enquanto gestora de uma escola localizada no interior de Estado do Rio Grande do Norte, que atualmente atende a 278 alunos distribuindo nas modalidades Ensino Fundamental II, Ensino Médio e Educação de Jovens e Adultos.

Construir sobre   Contribuir

TRAJETÓRIA DO GESTOR DA ESCOLA PUBLICA

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Estou sendo do Gestor pela 3ª vez da escola ▓▓▓▓▓▓▓▓▓▓ localizada na cidade de Santo Antônio/RN, no agreste potiguar, há vinte e sete anos na sala de aula como professor lecionando a disciplina de Matemática com muito dedicação, durante este período consegui conquistar a confiança dos companheiros de trabalho, sobretudo através do comprometimento com o trabalho, sempre procurei contribuir com as atividades educacionais da escola, participei do conselho escolar bastante atuante entre outros, com essas atitudes nos fez adquirir confiança para que na escolha do gestor todos os professores e funcionários me apoiassem para ser o candidato a gestor daquela instituição. Bem como os alunos também apoiaram em sua grande maioria. No inicio tive muitas dificuldades no que se referente a estrutura do quadro de professores e funcionários, equipamentos, estrutura precária, professores desmotivados e alunos. Aos poucos foram melhorando, hoje temos todos os professores, conseguimos adquirir alguns equipamentos, temos suportes pedagógicos, estamos criando dinâmica para a melhoria, infelizmente a grande dificuldade que não conseguimos resolver ainda é a questão da infraestrutura, como a falta de laboratórios de informática e ciência equipados, os que existem estão todos sucateados, refeitório, banheiros e uma quadra de esporte já que é a única escola de ensino médio da cidade e atende hoje a 1.029 alunos.

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Informação Pública

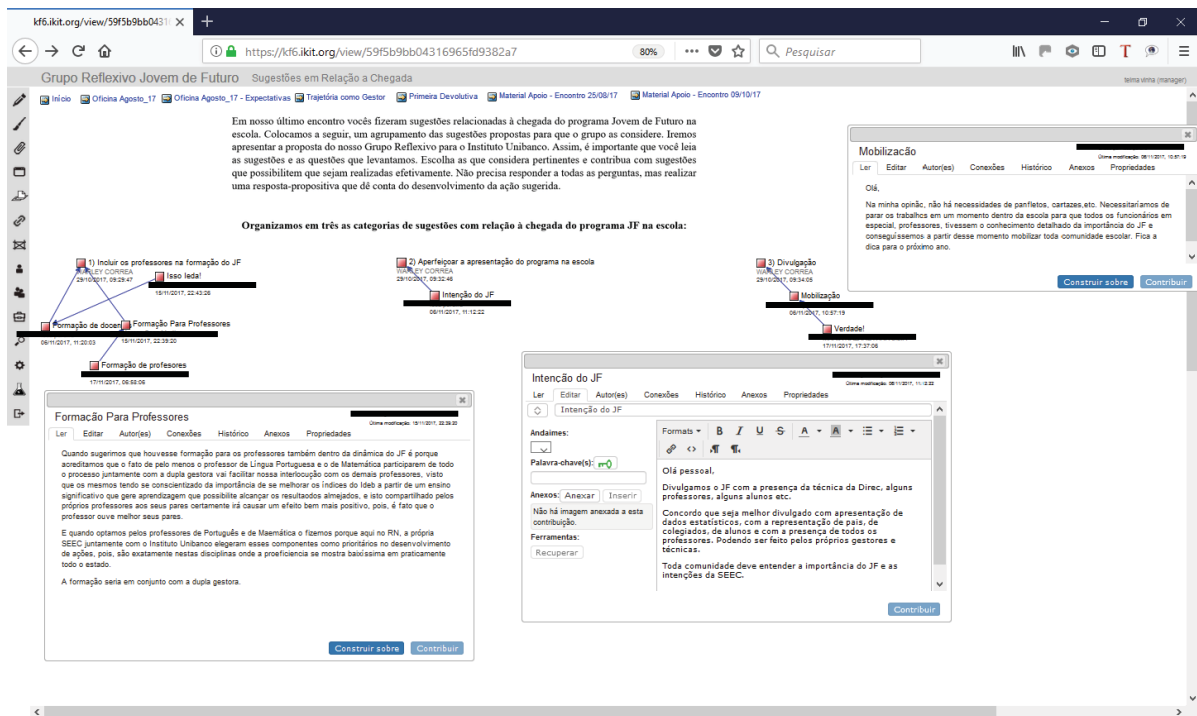### 4) What was the arrival of Jovem do Futuro at the school like? Why?

The compass thinking routine was used to examine proposals, considering each cardinal point. This routine allows the people involved to consider an idea, situation or proposal from different angles, exploring questions and suggestions from various perspectives and identifying areas in which it is necessary to obtain more information.

Compass

	West – Optimistic, positive side of the way how JF arrived North – Negative side of the way how JF arrived East – Expand laterally, what do I need to know/learn more about? South – What suggestions go I give to make the arrival even better?
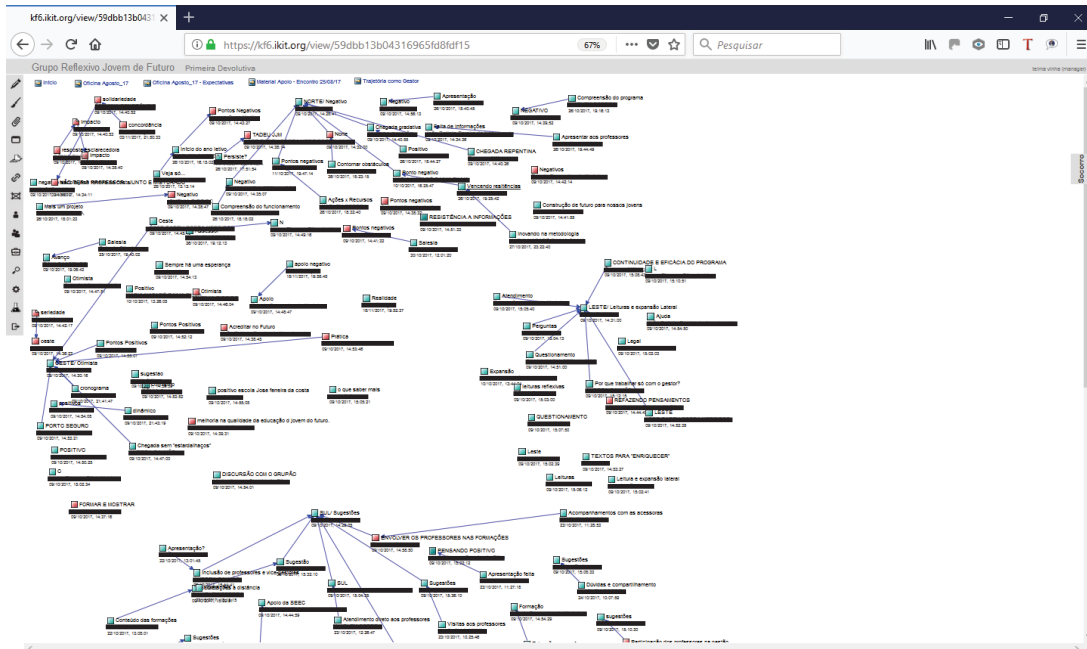
4.1) Analysis of the synthesis of suggestions made in relation to the arrival of Program Jovem de Futuro at the school.

Manager reports

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