



Directorate for Engineering, Natural, Human and Social  
Sciences – DEHS  
Coordination-General for the Research Program on Applied  
Human and Social Sciences – CGCHS

## Guide to the Call for Proposals nr. 22/2016

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Research and Innovation in Human and Social Sciences  
and Applied Social Sciences

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The present Guide is intended to provide foreign researchers with an overall glimpse of the Call for Research Proposals nr. 22/2016 and its proposal evaluation procedures.

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On September 12<sup>th</sup>, 2016 the Brazilian National Council for Scientific and Technological Development – CNPq published its Call 22/2016 and invited interested researchers to apply in accordance with the terms set herein.

## **1 – Scope**

The scope of this call is to promote multi- and interdisciplinary research activities that are jointly carried out by domestic and foreign research groups, with high scientific impact and entitled to assist the formulation of Brazilian public policies in the following areas:

- a) Basic education: teaching and teacher training;
- b) Citizenship, violence and human rights.

The first topic aims at adding value to the national effort towards improving basic education, by means of producing knowledge to support the development, implementation and evaluation of educational policies that contribute to the improvement of the quality of Brazilian education. The subject matter of violence must be considered as a main axis due to its impact throughout the social fabric. Thus, the Call for Proposals is oriented towards research topics such as the use of physical force, cruelty, intolerance, fear, security, and their interaction with diversity (gender, race / ethnicity, sexual orientation, populations at risk etc.) and human rights.

Given its characteristics, this call will prefer proposals that display a network design component between researchers and institutions, be it as regards disciplinary overflow (interdisciplinarity), geographical range (both national and international), result transfer to society, and/or the financial arrangement necessary in view of the scale of the work intended.

### **1.1 – Background information**

Brazilian society develops in an increasingly complex environment. Strong overlapping of social, economic and political processes and their impact on citizens' quality of life require deep and ongoing reflection leading to expanding the frontiers of knowledge and the improvement of public policy making and implementation.

In this perspective, the Brazilian government, at its various levels, has assigned paramount importance to science, technology and innovation and to their acquiring by society, recognizing that its results will be more consistent and effective as the interactions between different areas of knowledge grow. Nonetheless, such initiatives require sound institutional framework and equivalent human and material resources in order to be successfully implemented.

The Humanities, Social Sciences and Applied Social Sciences (CHSSA) play a vital role in the Brazilian National System of Science, Technology and Innovation (SNCTI) both in the production of studies and research that support policies and public services, as in the training of human resources required for their carrying out.

In order to deepen the impact of initiatives undertaken in the field of CHSSA, this call seeks to promote significant results, innovative public policies and breakthroughs - including those regarding recommendations for transformational good practices -, with focus on two thematic areas where collective necessities demand specially original solutions: education and violence.

## **1.2 – Aims of the present Call for Proposals:**

This Call aims at selecting distinguished, innovative and creative research proposals in order to financially support projects dealing with the topics listed at the research lines, focusing on Humanities, Social Sciences and Applied Social Sciences. Proposals must be submitted to the CNPq in conformity with the Individual Research Project rules (APQ) and must present multi- and interdisciplinary approach, with a view to generate new knowledge on these subject matters and to provide effective contributions towards finding solutions for Brazilian national problems.

## **1.3 – Research lines**

### **I.3.1 – Line 1 – Basic Education: teaching and teacher training**

The most recent data about basic education in Brazil reveal the persistence of a system marked by great misbalances in the quality and scope of services offered, unable to assure the population equal access to quality education. In spite of important progress made in recent decades, the system promotes or reproduces inequalities which are manifested at all levels and stages of basic education - especially, but not exclusively, in public schools - where data on school dropout, quality of education and teaching conditions are organized according to criteria regarding income level, ethnic group, age and national geographic region.

Projects applying in the present line are expected to contribute to the understanding of this situation but also, above all, to propose innovative and creative solutions to the problems of Brazilian Basic Education. As these problems and the very nature of the educational process are very complex, proposals must have a distinctly interdisciplinary character and a clear envisagement of the impacts (economic, social, cultural) the project seeks to cause, should it be supported.

Featured themes in this line are, on the one hand, teaching - which include, for example, discussions about curriculum content; performance of a group of students; teaching methods; teaching category (professional, distance etc.); particular visions in education; psychological epistemological and sociological foundations of education; application of new technologies; relationship between formal education and other dimensions of human life; and, on the other hand, teacher capacity building, which includes, for instance, policies for the enhancement of the teaching career and teacher training; new strategies and methods for teacher capacity building; teaching and research interaction in basic education; socioeconomic defining influences on pedagogical relationship.

### **1.3.2 – Line 2 – Citizenship, violence and human rights**

Regarding citizenship, among the issues related to the obstruction of the full exertion of citizenship, as regards Brazil, violence may be mentioned, as it affects the entire social fabric and involves not only the use of physical force, but also cruelty, (political and religious) intolerance, fear, safety and their interactions with diversity (gender, ethnic group, sexual orientation, populations at risk etc.), which brutally burdens the state and frustrates the right of all citizens to a dignified life.

Although remarkable theoretical advancements and data outputs have been achieved in this field of knowledge, the reality dynamics and complexity pose challenges that will only be overcome with further research. In this sense, it should be noticed that numerous studies in different areas of knowledge indicate the persistence of gaps in the consolidation of human rights in Brazilian society, broadly speaking, and, specifically speaking, as it respects diversity and populations mostly at risk.

Thus, projects applying for this line are expected to contribute significantly not only to deepen the debate about the relationship, consequences and implications among violence, human rights and citizenship, but also to propose public policy-making ideas. For its relevance and range in the Brazilian society, the themes portrayed in the projects must contain an envisagement of the impact they wish to achieve.

The key idea is that human rights are a historical/sociological construct, whose dimensions are perceived in the structured relations between different groups and individuals, among the various social and cultural systems, as local and national expressions. Thus, the themes included in the present line are those with discussions that combine, for example: human rights, violence and populations at risk; citizenship and diversity; public security, violence and human rights; violence and citizenship, among others that may contribute effectively not only for the understanding and deepening of the theme and its implications, but also for public policy-making which empowers Brazil in the sense of overcoming her serious problems involving human rights, citizenship and violence.

## **2 – Requirements for the Proposal**

### **2.1 – The proposal must comply with the following conditions:**

- a) To think critically the Brazilian national reality and contribute scientifically to the discussion by means of theoretical, critical and original knowledge, which should seek to shift paradigms and push forward the frontiers of knowledge on the theme to be investigated;
- b) To seek to build forefront theoretical knowledge as regards thinking the problem and proposing solutions, with a view to implementing by means of public policies and innovative actions, simultaneously creative and consistent with tackling the issues addressed;
- c) To include, from its very conception, interactive co-working involving researchers and research groups in Brazil and abroad, by means of dialoguing with amassed international knowledge and experience on themes involved;

- d) To promote both dialogical and interdisciplinary effort.

**2.1** – Proposals should be submitted in only one of the two research lines described above, however they should dialogue as much as possible with the themes below, defined as priorities in the document "Policy for Science, Technology and Innovation in the areas of Human, Social Sciences and Applied Social Sciences" (available on [http://www.portal.abant.org.br/images/Noticias/Doc\\_GT\\_CHSSA20maioFINAL.pdf](http://www.portal.abant.org.br/images/Noticias/Doc_GT_CHSSA20maioFINAL.pdf)):

- i. Public policies: making, implementation and evaluation;
- ii. State, politics and power, science and technology;
- iii. Labor, employment and revenue;
- iv. Territories, environment and development;
- v. Violence, diversity and human rights;
- vi. Culture, memory, art, audiovisual media and cultural heritage;
- vii. Urban spaces, social inequalities and poverty;
- viii. Communication, information technology and social media;
- ix. Education, basic and higher education, teacher training;
- x. Globalization and transnationalism.

**2.2** – The online proposal form must be filled with the following information:

- a) Proposal identification;
- b) Proponent data;
- c) Participating institutions;
- d) Main area of knowledge and those related;
- e) Detailed budget;
- f) General data on the project in English and Portuguese, including the title, keywords, abstract and general objective;
- g) Relevance and impact of the project as regards scientific, technological and innvational development.

**2.3.1** – Proposals that fail to fill all items in the form will be summarily rejected.

**2.3.2** – Team members must create a CV at the Lattes Platform. This requirement does not apply to foreign researchers living abroad.

**2.3.3** – The technical team may be constituted by researchers, students and technicians. Other professionals may compose the team as collaborators.

**2.3.4** – Only those who sign a formal written acknowledgement to be held by the Principal Investigator should be pointed as project participating institutions and members.

**2.3** – Proposals must include a file attached (with English and Portuguese versions) containing the following information mandatorily:

**a) Proposal Identification**

- Project title
- Line of research (Line 1 – Basic education: teaching and teacher training or Line 2 – Violence: citizenship and human rights);
- Name of Principal Investigator and all others national and international researchers, along with their institutional affiliations.

**b) Proposal abstract:**

- Identification of the main problem to be addressed;
- Justification (as regards nature, importance and feasibility of the project) and demonstration of its relevance, highlighting advancements and scientific and social impacts sought);
- Description of the proposal;
- Description of the multidisciplinary treatment of the problem within the proposal.

**c) Research project:**

- Goals, targets and milestones clearly defined in order to allow proper research follow-up and evaluation.
  - The objectives and targets should display innovative, high quality and internationally competitive standards in its area of knowledge, apart from including a strong contributive component towards finding solutions for Brazilian social problems.
  - Proposed milestones should be objective and capable of measuring impacts and the project's effectiveness, both quantitatively and qualitatively.
- Detailed methodology and the main research lines to be developed, along with their adherence to the proposal objectives and goals;
- Detailed main results expected from a public policy, scientific and innovative point of view, as well as main products to be developed;
- Comparative analysis of the current situation and the intended one, demonstrating benefits derived from supporting the research;
- Actual infrastructure and technical support availability for developing the project;
- Data bank creation and envisagement of using and developing digital tools for information management and integration (including mining in other databases, especially in official public sources – for instance

PNAD, Demographic Census, School Census, SIM/Datasus, Sinesp etc.), as well as indication regarding the data analysis methodology of choice for studying data related to the project theme, within the framework of that which happened to be designated as “digital humanities”;

- Activity plan for an eventual financial supplementation from public and/or private agents.

**d) Education and knowledge dissemination actions:**

- Detailed dissemination activities as regards knowledge generated – beyond scientific publications – to the benefit of the population directly affected by the project theme, including partnerships with schools (activities for Elementary and High School students and teachers, teacher training etc.), as well as other public institutions with the population directly affected by the project theme, including partnership with schools (activities for students and teachers of primary and / or secondary education, teacher training etc.), as well as other public entities – ministries, state and municipal secretariats etc. – and private ones – companies, private foundations, NGOs, OSCIPs<sup>1</sup>, social organizations in general etc. – whose activities are in project-related areas (awareness raising, capacity building and training of public and private agents, course offering, continued education programs, among other activities);
- Proposals should cover artistic and cultural activities as tools for education and knowledge dissemination;
- Proposal should envisage the use of digital techniques and vessels that facilitate the dissemination of knowledge, as well as communication with the media with a view to discuss and spread the theme, the activities and the results of the research.

**e) Knowledge transfer actions for public policy-making and implementation:**

- Detailing of knowledge transfer actions for public policy making. The project must display knowledge transfer potential for the Brazilian state / government with a view to cope with Brazilian social problems, by providing elements for sectoral public policy making;
- Plans must envisage at least one case study / pilot project, in partnership with government entities (ministries and / or state and / or municipal secretariats of areas related to the project’s theme), in which it is possible to measure, diagnose, prevent and / or intervene as regards the research object.

**f) Team composition and competencies:**

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<sup>1</sup> Brazilian Civil Society Organizations of Public Interest.

- Research teams must be described by means of precisising researchers' qualification, role and responsibilities, as these data are correlated correlating them to the project, as well as stating their previous experiences in research and development activities;
- Teams must depict a multidisciplinary profile, with researchers from different fields of knowledge.

**g) Collaborative research network conception and management:**

- Mechanisms envisaged to promote interaction between national and foreign institutions participating in the project must be described;
- To present means of interaction with other research centers and groups which do not participate in the project, preferrably in Brazil and not yet fully consolidated;
- To present means of interaction with other international and high competence centers and groups.

**h) Budget:**

- Budgets must be duly justified and adequate to the proposal, apart from envisaging expenses related to financial grants, consumables and fellow- and scholarships, according to the items displayed in the Online Proposal Form ath the Carlos Chagas Platform.

**i) Schedule:**

- description of activities for 36 months of project, including those performed by associated groups.

**3 – Scientific Evaluation**

**3.1** – Only proposals that complied with all eligibility criteria will be subject to the scientific evaluation stage.

**3.2** – Scientific Evaluation Criteria

**3.2.1** – Proposal qualification criteria as for technical-scientific merit and budgetary suitability are as follows:

<b>Analysis and evaluation criteria</b>		<b>Grade multiplier</b>	<b>Grade</b>
<b>A</b>	Innovative features and relevance for the scientific and social development of Brazil.	3	0 – 10
<b>B</b>	Proposal suitability to Call requirements.	3	0 – 10
<b>C</b>	Proponent's experience and capacity in leading complex projects with several participants, in training postgraduate students and scientists and in structuring the team, with a view to achieve all objectives and milestones proposed.	3	0 – 10
<b>D</b>	Researcher team competence, experience and suitability regarding objectives and milestones proposed and regarding its high level human resources capacity building ability.	3	0 – 10
<b>E</b>	Range of activities and actors participating in the proposal considering the complexity of themes involved, how complementarity their competences are and the multidisciplinary approach needed.	3	0 – 10
<b>F</b>	Quality of educational and knowledge spreading actions proposed.	2	0 – 10
<b>G</b>	Quality of actions proposed for transferring knowledge to the government.	2	0 – 10
<b>H</b>	Budgetary suitability and consistency regarding objectives, activities and milestones proposed.	1	0 – 10
<b>I</b>	Suitability of the follow-up milestones set, instruments and verifying deadlines for project result and impact appraisal.	1	0 – 10

**3.2.2** – Grades may include up to two decimal places.

**3.2.3** – Final grades for any given project will be provided by the weighted arithmetic mean of individual criterium grades.

**3.2.4** – In case of withdraws, the Scientific Evaluation Committee should analyse those proposals and establish their qualifying order, presenting the grounds for their final evaluation.

**3.2.4.1** – The Scientific Evaluation Committee should observe criteria A, B and C, respectively, for settling withdraw cases. Should the withdraw remain, the proposal which includes associate institutions in the Northern Region of Brazil will be given priority.

### **3.3 – *Ad Hoc* Reviewers Evaluation**

**3.3.1** – This evaluation round – duly authorized by CNPq’s Executive Directorate – will consist in a deep analysis of proposals selected in the eligibility check as regards scientific merit and relevance;

**3.3.2** – This evaluation should be carried out by Brazilian and foreign experts, who will provide their scientific review on the topics enlisted throughout item 2 and in the table above, which will be on the Ad Hoc Evaluation Form, among other criteria that may be determined by CNPq’s technician responsible for the Call.