

WORLD AWARE EDUCATION AWARDS



**Recognising excellence in partnership, networking and coordination
for increased and improved global education**

VISION

The World Aware Education Awards (WAEA) promote a vision: that one day, every young person in every school and youth organisation, in every country of the Council of Europe, will have access to education for global citizenship. The awards are based on the belief that this vision will be achieved more effectively through partnership, networking, coordination, and shared learning, and seeks to recognise and highlight good practices.

CORE AIMS

The World Aware Education Awards seek to recognise and encourage initiatives which

- display excellence or innovation in networking, partnership and coordination for increased and improved global education;
- bring together different actors and institutions (non governmental development organisations, civil society organisations, ministries, local and regional authorities, educational institutions, etc.);
- seek to make global education a sustained part of education systems, formal and non-formal;
- assure active participation of young people.
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PROJECTS ELIGIBLE

Projects should:

- be recently completed, existing or ready to implement;
- have a strong element of networking, partnership and/or coordination;
- include goals related to the increase, improvement or integration of global education;
- focus on the implementation of global education in schools or youth organisations;
- include innovative approaches in their national context, and/or have the potential to influence global education nationally;
- have existing documentation outlining the project.

Projects of all sizes and geographical scope will be considered.

Innovative projects with an experimental approach are particularly welcome.

THEMES

- Global Education themes are required. See below for the understanding of global education used.
- Themes related to increasing critical public awareness of the Millennium Development Goals are encouraged.

GLOBAL EDUCATION

Global education opens people's eyes to visions of a more just and equitable interdependent world, and empowers them to participate in its emergence.

Global education encompasses development education, human rights education, education for sustainability, environmental education, peace education, intercultural education, civic education, and the global dimensions of education for citizenship.

PRIZE

Awards consist of a prize of 1500 €.

Three projects will be selected

Candidates will be informed of the results by the organisers.

The date of the Award ceremony will be announced later on.

APPLICATION FORM

1. NAME OF THE PROJECT



Youth and Active Citizenship Course /Curso Juventude e Cidadania Ativa

2. BRIEF SUMMARY DESCRIPTION

The “Youth and Active Citizenship” course enables a personal and collective development of youth leaders with the aim to promote active citizenship so that young people are recognised as relevant and strategic actors in the construction of the economic, social, political and cultural development of the society.

This course addresses the themes and discusses the concepts of the different forms of contemporary participation and citizenship, youth policy development in Brazil and the world, adequate youth work practices developed in the context of the government as well as the civil society in different world locations, as well as tackles the issues of leadership, facilitation, context analysis – in which young people develop action and strategies for local activities.

This pilot course has been developed in the State of Pernambuco, by the University of Youth in partnership with the State Special Secretary of Youth and Employment. It focused on the face-to-face and online training of 30 youth multipliers, who then, with the support of the educational team, multiplied their gained knowledge by organising local workshops on ‘Youth and Active Citizenship’ to other 900 young people in 18 different municipalities of the State.

The content of the course focused on group dynamics and practices dedicated to negotiation and formulation of local sustainable strategies, development of spaces for dialogue necessary to the adaptation, creation and innovation of social processes and activities.

The main attempt of this project was to strengthen democratisation, learning about the current situation of youth in Pernambuco, as well as providing opportunities for discussion processes and presentation of proposals for local development, based on the collective construction of public youth agendas.

3. WHAT IS THE NORTH-SOUTH/ GLOBAL DIMENSION OF YOUR PROJECT? Please describe

The global dimension of this project consists of several elements. First of all, the concept of active citizenship, multiplication, different forms of participation, relatively well mainstreamed through European youth work are still a fairly big unknown among Brazilian youth, especially in the North-East of Brazil. Sharing of good practices from European and

other examples, adaptation of European youth work educational activities has been certainly a process that contributed greatly to the North-South dialogue. Although this project is fairly local / regional and took place only in Portuguese, the presence of one European youth trainer contributed to very interesting sharing among the team of trainers, the multipliers and had an impact also on the locally organised activities. Participants were inspired to hear about the existing youth support mechanisms, the European youth structures, as well as simply the fact that it is in their hands to organise themselves to have, for instance a youth council, a youth monitoring body or fight for a municipal budget on youth. In places, where there are no opportunities for leisure, sports or any other activities for youth, this project has brought truly lots of hope and inspiration for young people to become active citizens in their municipalities.

4. PARTNER ORGANISATIONS

a) LEAD PARTNER



Name: Universidade da Juventude (University of Youth)

Contact details: Avenida Manoel Borba 339, CEP 50.070.010, Boa Vista, Pernambuco, Brazil

Type of Organisation: Civil Society Organisation with Public Interest (OSCIP)

Web: www.universidadedajuventude.org.br

Email: mariana@unijuv.org.br

Project Coordinator: Mariana Bezerra Lyra

Director of the Organisation: Marcos Aurelio Garcia de Lemos

b) PARTNER 2



Name: Secretaria Especial de Juventude e Emprego, Governo de Estado de Pernambuco (Special Secretary of Youth and Employment, State Government of Pernambuco)

Contact details: Rua da Aurora 7, Recife, Pernambuco, Brazil

Type of Organisation: governmental

Web: www.juventude.gov.pe.br

Email:

Secretary of Youth and Employment: Pedro Mendes José Filho

c) OTHER PARTNERS

- Centro de Desenvolvimento de Tecnologias Livres (Centre for Development of Free Technologies) – company that contributed to the development and implementation of the online learning platform and the online learning course;
- 19 municipalities of the State of Pernambuco: Recife, Olinda, Jaboatão dos Guararapes, Caruaru, Petrolina, Floresta, Garanhuns, Araripina, Quipapá, Santa Cruz do Capibaribe, Glória do Goitá, Timbaúba, Joaquim Nabuco, Tabira, Sertânia, Salgueiro, Cedro, Carnaíba and Ibirimir;
- Several local youth organisations: Pastoral da Juventude, Fórum Nacional de Juventude Negra (National Forum of Black Youth), JSB (Juventude Socialista Brasileira), Rottary International – Youth Section, Theatre of the Oppressed Community Groups, Students' Unions, Municipal Youth Councils, Balé Popular

Arteexpressão, Centro das Mulheres de Joaquim Nabuco - Grupo Já, Associação de Jovens Nabuquenses -AJON , Coletivo Acorda, Projeto Jovem e Adolescente, Coletivo Mulher Vida, Instituto Superior de Educação de Floresta, Garagem Cultural, Grupo Coletividade, SERTA - Serviço de Tecnologia Alternativa, among others.

- Other partners: civil society organisations, schools, local radio and other media, among others

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5. PLEASE OUTLINE BRIEFLY THE FOLLOWING ELEMENTS OF THE PROJECT¹:

a) overall aims

To promote active citizenship, where young people are recognised as relevant actors able to contribute to the construction of economic, social, political and cultural development of the State of Pernambuco.

b) specific objectives

- To strengthen the individual and institutional capacities to undertake collective action by young people and by other relevant actors involved in the development, implementation and monitoring of youth policies, plans, strategies and programmes at all levels of the public administration;
- To support traditional and innovative forms of participation and guarantee its impact on the public agenda of municipalities, enabling a dialogue between participants of social and political networks active in the field of youth;
- To empower, in a consistent way, actions of local youth organisations in order to strengthen its participation in the development of adequate public policies (democratic, transparent, efficient and just), which contribute to the economic, social, educational or cultural benefit of all the society.

c) outcomes

- 30 multipliers trained and able to develop, implement and evaluate short educational activities on Youth and Active Citizenship
- 900 young people participated in local workshops and had a possibility to learn through a CD ROM and an online discussion forum
- 30 Educational Guides on Youth and Active citizenship provided to the multipliers
- A versatile online course for multipliers (36 hours of learning) available for further use for youth leaders, teachers, etc.
- 930 CD ROMs on Youth and Active Citizenship distributed
- Online book on Youth and Active Citizenship describing the experience
- Several local youth initiatives / actions being developed and taking place as a result of the course

¹ Please feel free to use existing documentation in response to Part 5 of the application form.

d) duration of the project

In reality 10 months

(As you will see in the budget initially this project was planned for 5 months based on the request of the government who had limited budget lines and unrealistic expectation about what this kind of process requires in terms of timing. As a result the financial and non financial contribution of the University of Youth has increased considerably. Yet it has been a great learning process and the government is willing to continue in this partnership.)

e) participation of the target group(s)

- in the design of the project

Phase 1 - planning and development of the educational tools (online learning course, CD ROM, Educational guide for multipliers):

- participation of youth leaders: several youth leaders in the State of Pernambuco have contributed to the development of the contents of the course. In particular, the University of Youth has decided to develop and write a history of youth participation in the State of Pernambuco, which has never been done before. Several youth leaders, civil society activists and university professors have contributed to that. Furthermore, the course wished to offer an overview of opinions on youth participation of the main stakeholders in the youth field, through a set of targeted interviews, all beneficiaries of this project were acquainted with these different opinions. This project would not be able to take place without the wonderful commitments of the interns and volunteers of University of Youth, who have contributed greatly to the improvement of the texts and adaptation of the educational materials of the course.
- participation of the government: the government, represented by the civil servants in the youth section of the Secretary, have accompanied closely the whole development of the project. They have contributed greatly to the course dissemination, selection of participants and partly also the monitoring of their participation. In spite of their limited capacity and at times a complicated communication, based on the lack of experience, it can be said that the cooperation was fruitful.

- in the implementation of the project

Phase 2 – training of multipliers:

- participation of youth leaders: the training of multipliers was largely implemented by youth leaders and activists. The programme of the three day-long face-to-face training was developed and facilitated by the team of University of Youth, who have also facilitated the 36 hour long online training course. Surely, it has been an experiment, and lots of efforts were given by the volunteers who accompanied and monitored the learning of the youth multipliers. Some of the exercises included mapping of the local youth groups at the level of the municipalities, development of their active citizenship

workshops by using non formal education methodology – all this was a novelty to most of participants, and as a result required intensive coaching. The responses of the multipliers' exercises were later used for the improvement of the course contents, and especially in the elaboration of the course CD ROM, which was later used as one of the educational tools at the local level during the multiplication phase. In this way, local young people got an overview of the existing youth groups in their municipality and an overview of local good practices in terms of youth action.

- participation of the government: the government participated at the opening of the face-to-face training course, as well as an observer throughout the activities. It has monitored and at times helped stimulating participants who have encountered difficulties.

Phase 3 – Multiplication at the local level:

- participation of youth leaders: it was the local youth leaders / multipliers who, with the support of the team, developed the entire local phase. They were responsible for the organisation of two workshops and three meetings to facilitate the learning through the CD ROM, making partnerships in order to organise a space (there was no budget for that), organise their own local team (there was no budget for that), organise catering (there was a small budget for that), organise materials (there was no budget for that), and develop and implement the educational programme. They were also responsible for the administration of their workshops, which included the list of presence and an activity report. In addition, they were asked to take and provide the pictures of their activities, as well as any additional materials for the virtual book.
- participation of the government: The governmental representatives were invited to participate to several local activities, which brought lots of recognition to the activity of the multipliers at the local level. Yet in one case, due to the inexperience a small misunderstanding was created between the state and the municipal level (due to different party politics, which are extremely strong in Brazil). Still, overall it can be said that the governmental cooperation was beneficial.

f) strategies for integrating learning from the project into the educational system (formal and non-formal)

First of all, one has to understand the precarious situation of Brazilian education system. One cannot really talk about the existence of the non formal educational system with clear mechanisms and support structures. Rather it is possible to talk about some specific and detached non coordinated activities that are undertaken by various civil society organisations, movements etc. In general, the notion of non formal education is still rather unknown. Yet, this course has largely contributed to the explanation of what non formal education is, how it functions and how it can be supported at the state and municipal levels. At the state level, it has been considered as a precedence for developing non formal education activities with a strong multiplying effect, which has not been a practice so far. This has strengthened the governmental priority of active participation and citizenship as approved in the State Youth Plan of Action (2008-2018).

In terms of formal education, a few of the youth multipliers were at the same time working as school teachers and has obviously benefited from the training in relation to their educational practice. Some of them has initiated meetings with other teachers and

have shared their knowledge with other colleagues. As the school system is fairly decentralised and largely depends on the municipalities, adopting a state strategy is not really easy. So far, as the follow up to the course, the University of Youth has managed to approach about five municipalities, which were interested to implement short workshops for youth leaders, school teachers and civil society activists. This should take place during this fall 2009. Only one municipality has shown profound interest in implementing a larger course for school teachers. If this happens, again, this may show a good practice and inspire also other municipalities. It should be noticed that municipalities in the State of Pernambuco are in a very precarious situation, which basically means that they have only very small budgets for any kind of 'unusual projects'. Most of money is spent on running costs of schools (rent of space, materials, teachers' payments, among others) and there is very little space for real investment in improving the education system. So although, in the European context, the above-mentioned achievements and strategies may not seem very impressive, the focus on local empowerment and multiplication by young people in the context of urban, and in particular, rural areas is fairly new.

g) evaluation mechanisms (internal and/or external)

Internal:

- by multipliers after each phase (face-to-face meeting, online course, multiplication process): this involved the filling in of evaluation questionnaires
- by the team of trainers after each phase (face-to-face meeting, online course, multiplication process)
- by participants of local activities
- by institutions (Secretary of Youth and Employment)

External:

- by the Inter-Sectorial Committee on Youth (to be confirmed)
- by other partner stakeholders

h) budget – details of financial sources and summary of income and expenditure

The main financial sources for this project were provided by the government of the State of Pernambuco, namely the Special Secretary of Youth and Employment. As already mentioned, an unexpectedly high contribution was also made by University of Youth, who needed to extend the project and had to cover for the project costs beyond the budget guaranteed by the government. This was covered mainly by small private donations, and complemented by volunteer work. At the local level, during the multiplication phase, some of the multipliers raised additional funds in terms of small donations for the printing of t-shirts, printing of additional materials, etc.

Here is the overview of the initial project budget:

Items	Quantity	Units	Value (R\$)	Total (R\$)
Physical person				000,00
Executive coordination of the course	1	5 months	3.000,00	15.000,00
Academic coordination of the course	1	5 months	3.000,00	15.000,00
Course administration	1	5 months	1.500,00	7.500,00
Internship	1	5 months	400,00	2.000,00
Remuneration of multipliers	30	1 month	500,00	15.000,00
Social insurance / tax				10.900,00

Juridical person				73.400,00
Adaptation of the virtual platform for the course	1	1 month	10.000,00	10.000,00
Use of the online discussion forum	1	1 month	2.000,00	2.000,00
Hosting of the online course	1	5 months	400,00	2.000,00
Content for the online course	4	2 months	2.750,00	22.000,00
Facilitation of the online course for 30 multipliers	2	36 hours	50,00	3.600,00
Facilitation of online forums for 900 young people	6	20 hours	50,00	6.000,00
Provision of didactic CD ROMs on Youth and Active Citizenship for 900 participants	1	1 month	2.000,00	2.000,00
Provision of a didactic Guide on Youth and Active Citizenship for 30 multipliers	1	1 month	2.500,00	2.500,00
Meals for facilitators and multipliers	35	3 days	15,00	1.575,00
Lodging for facilitators and multipliers	35	3 days	45,00	4.725,00
Coffee break for facilitators and multipliers	35	6 coffee breaks	4,00	840,00
Lunch for participants	930	2 lunches	4,00	7.440,00
Coffee break for participants	930	2 coffee breaks	2,00	3.720,00
Evaluation and elaboration of an online book about the process of the project	1	2 months	5.800,00	5.800,00
Other expenses				11.200,00
Material (Banner, cópias, lápis, canetas, papel ofício, etc.)				1.000,00
T-shirts for multipliers	75	T-shirts	10,00	750,00
Communication (telephone, fax and postage)	1	5 months	400,00	2.000,00
Didactic material – CD ROM	1000	1	3,50	3.500,00
Printing of the didactical Guide	35	1	10,00	350,00
Transport for multipliers	30	1	120,00	3.600,00
Sub-Total (SEJE)				150.000,00
Counterpart UNIJUV				15.000,00
Equipment				2.925,00
Working room rental	1	5 months	500,00	2.500,00
Accountability	1	5 months	415	2.075,00
Tecnical counselling	1	5 months	1500	7.500,00
Total				165.000,00

Additional costs that occurred during the course included:

Executive coordination of the course	1	5 months	3.000,00	15.000,00
Academic coordination of the course	1	5 months	3.000,00	15.000,00
Course administration	1	5 months	1.500,00	7.500,00
Internship	1	5 months	400,00	2.000,00
Printing of the didactical Guide	35	copies		4.000,00
Communication (telephone, fax and postage)	1	5 months	1000,00	5.000,00
Total				48.500,00

These were covered by the University of Youth.

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6. DESCRIBE HOW NETWORKING, PARTNERSHIP OR CO-ORDINATION WORKS IN THE PROJECT TO ENHANCE EFFECTIVENESS

Partnership development, networking among the different stakeholders and coordination ensured by the University of Youth were of extreme importance for the functioning of this project. This required an ongoing communication by the use of traditional and online communication tools and a constant update of the state of affairs about the involvement and the commitment of the actors involved. The most important role and pressure were obviously on the multipliers, who not only had to learn, but at the same time apply their knowledge and skills to their own local context. This required lots of assistance from the part of the coordination and support teams.

The coordination team was keeping touch with the multipliers through the online platform, which partly facilitated the communication, but as well used other e-tools such as orkut, msn, skype and sms torpedo, in this way the networks were maintained and strengthened. Participants were also encouraged to work together in the development and the implementation of their workshops. In big cities, such as Recife and Olinda, there were three facilitators per municipality who organised and coordinated their local workshops together. In the rest of the municipalities, there were usually two multipliers who worked together. Only in small cities in the rural areas, there was only one facilitator per municipality. However, those were encouraged to work together, in spite of the relative distance, share experiences and seek advice and support from one another.

In cases of need of some special support, the Secretary of Youth was also involved by providing recommendations, confirmations and other youth related materials (brochures).

In spite of the fact, that effectiveness is not a common practice in the context of the Brazilian North-East, it can be said, that this project was implemented with relative effectiveness, which was disturbed only by the traditional events, such as the Carneval and the June festivities (festas juninas) and the World Social Forum (as most of our multipliers took part of that event in Belem).

7. WHAT IS THE MOST IMPORTANT LEARNING DIMENSION OF THE PROJECT THAT COULD BE USEFUL IN OTHER COUNTRIES?

The University of Youth believes that this format of training for multipliers is very relevant and well-functioning in any of the countries. Once the online course developed, it can be easily adapted and re-used for other contexts and target groups. Together with short face-to-face workshops it can provide good basis for a training of trainers / training of teachers in citizenship education.

The impact of such course, especially in rural areas, is impressive. It is amazing to see what young people can do only by wanting to do it, even without any support structures and mechanisms, just by their will. The University of Youth believes this can provide an inspiration for other states, countries across the world, as it offers specific ways of how to become an active, and hopefully more global, citizen.

Signature of the responsible applicant

Date and place

Mariana Bezerra Lyra

Recife, September 2009

**Feel free to attach supporting documentation.
Do not hesitate to contact the North-South Centre of the Council of Europe for any
further clarification you may require. We will be happy to be of assistance.**

**Please return this application form before 10 September 2009
by post, email or fax to**

Miguel SILVA & Nicolas VERNERET

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